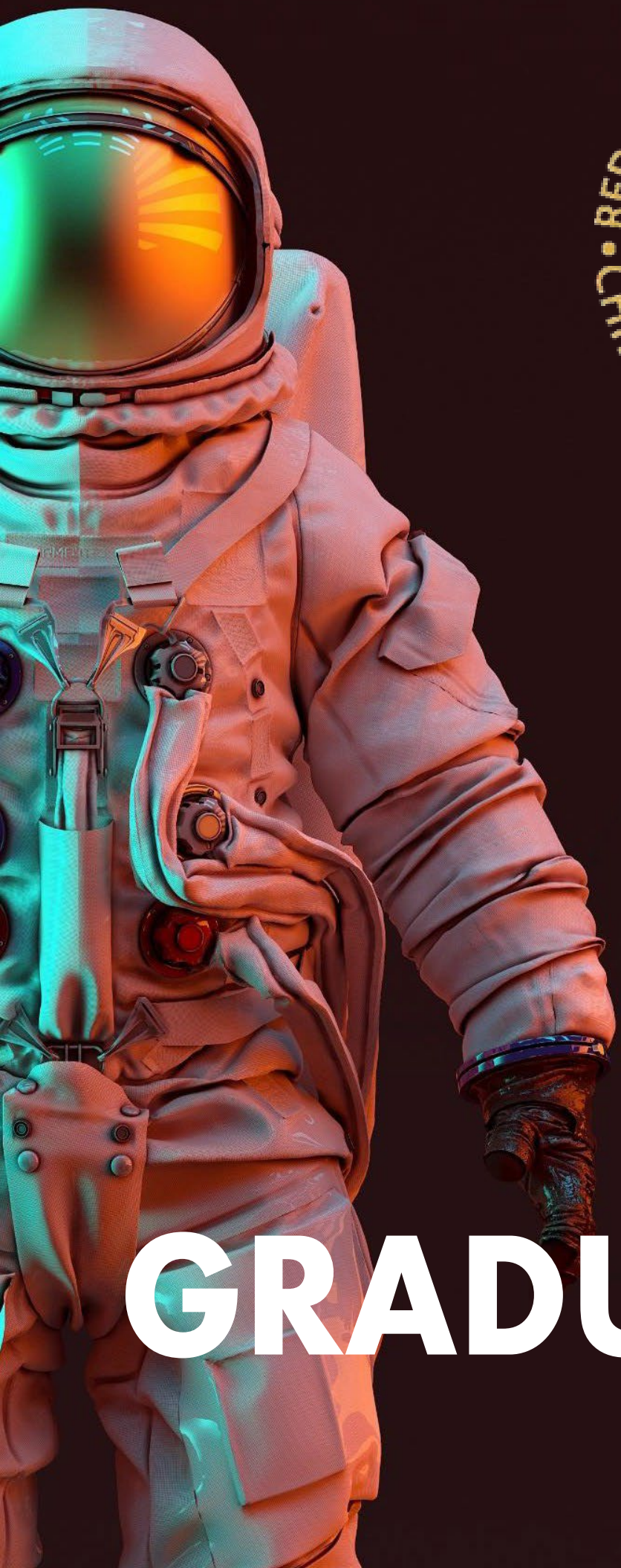


RED ROCK CHRISTIAN COLLEGE • CHRIST WISDOM KNOWLEDGE •

2026

GRADUATE

FROM THE PRINCIPAL

Proverbs 25:2 says, "It is the glory of God to conceal a matter, and is the glory of kings to search it out."

I love this verse for several reasons, firstly, because it reminds us that we are hardwired to explore, investigate, to dig deep and discover and unravel mysteries. Secondly, because when we make those discoveries, it should be celebrated - learning and making discoveries is our glory! Also, I love the notion of God creating the world with multiple layers of hidden jewels and taking great delight in watching generations of people finding them.

Your years at Red Rock is a time to embrace opportunities to search out and unravel the mysteries of this world. Without a doubt though, like all great expeditions, the journey you are on to search out the mysteries of the world will have its challenges and will involve labour and tasks that don't appeal to you, or you'd rather not do, but there will also be a great sense of reward, and achievement. We know you are going to be excited and gain great joy in making new discoveries and, equally, we are going to enjoy watching you make those discoveries.

As you embark on this great expedition of learning and discovery, keep in mind the treasure you will end up with, and the journey will be all the richer, and fulfilling. I hope that your time here will be like one big treasure hunt - discovering as much about yourself as you do about the world we live in.

Welcome to your final years of secondary at Red Rock. I look forward to watching all of you flourish as you are supported and empowered to influence your world with integrity.

Mrs Karen McCoy

FROM THE HEAD OF SECONDARY

A very warm welcome to you as you begin mapping your **Graduate Pathway.**

This will come as no surprise to you: we believe that every person was created by a loving Father for a purpose. My hope and prayer for you is that you would begin to uncover the treasures that God has placed inside you so that you can influence our world with integrity. The secondary experience at Red Rock has 3 focuses: 'Thinking deeply', 'Living purposefully' and 'Serving wholeheartedly'.

It is my heart's desire that you will take time to think deeply about what you will learn and discover - asking the hard questions and daring to explore beyond! To live purposefully, knowing that you belong to someone who loves you more than you know, who has given you gifts and talents to be shared. Finally, that you will place others before yourself by serving with all your heart, mind and strength.

This guide will assist you in the course selection process and it is important that you take the time to read through it before selecting your options. Your Homeroom Mentor will support you as you plan a rewarding program to achieve your goals. You are a unique human being with incredible ability and ideas and my vision for you in your secondary years is that you will experience growth.

Right from the outset, I want you know that this is your path. You are in control. Where you want to go in this journey is up to you and we want to support you where possible.

So, if you get stuck or have a desire to explore something that is not in this guide, do not be afraid to ask. As they say - nothing ventured, nothing gained.

May God bless you in your selection process.

Mr Chris Ellis

Graduate Learning Pathways | VCE

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE, and to employment.

The VCE Course is made up of studies and units, some of which must be studied as a sequence. Students typically study Units 1&2 of a subject in their first year, and Units 3&4 in their second year of the VCE. You can enrol in Unit 1 or Unit 2 subjects independently, however Units 3&4 subjects must be completed as a sequence.

To achieve the VCE, whether scored or nonscored, students need to satisfactorily complete a minimum of 16 units, including:

- Three units from the English group, two of which must be a 3&4 sequence
- At least three additional sequences of Unit 3&4 studies

VCE Scored

If students choose to take the VCE Scored pathway, this means they will receive study scores for their subjects as well as an ATAR score. The ATAR (Australian Tertiary Admissions Rank) is used for students wanting to get into a particular course at University. Study scores are determined through graded Student-Assessed Coursework (SACs), and the ATAR is determined through SACs and external VCE examinations at the end of the year. Students will also receive a VCE certificate on satisfactory completion of the required units.

VCE Unscored

Students undertaking an unscored VCE will still need to be the Satisfactory requirements for each Unit, and complete SACs. Students will not receive a study score or an ATAR score but will receive a VCE Certificate on satisfactory completion of the required units.

Program Structure for VCE Scored and Unscored

Students are required to complete English. They can then choose up to an additional five subjects.

VCE Vocational Major

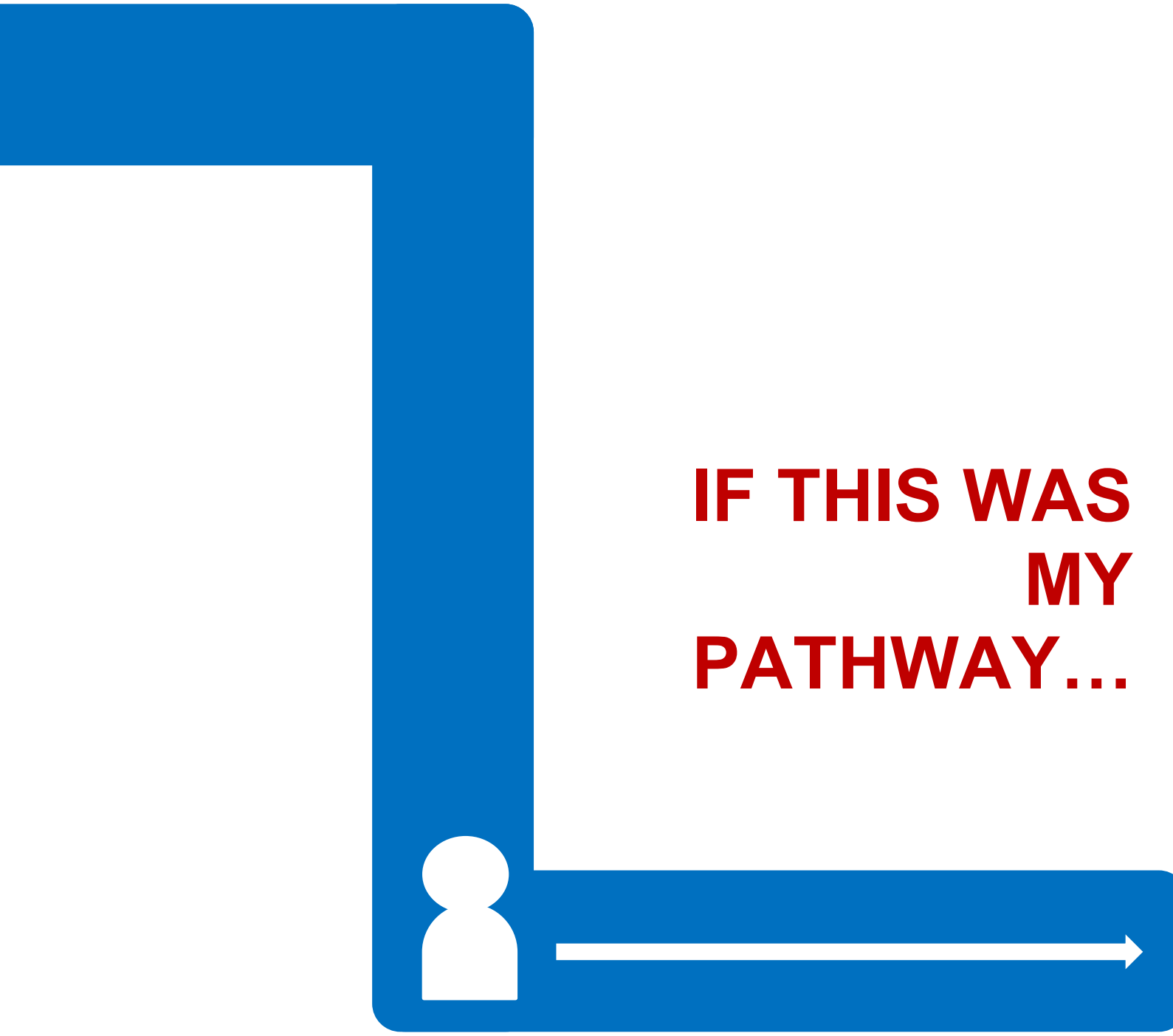
The Vocational Major is a new pathway introduced by the VCAA. In this pathway, students have a vocational focus, such as carpentry or electrical. Students who compete the VCE VM still need to satisfactorily complete the required units. Students will not receive study scores for their subjects, or an ATAR score, but will receive a VCE certificate and a VET certificate in their chosen field at the satisfactory completion of the required units.

Program Structure for VCE VM

Students are required to complete three units of either VM Literacy or VCE English and two units of VM numeracy or VCE Mathematics. In addition, they must complete two units from VM personal development, two units from VM work related skills, and three additional units 3&4 sequences. Students are also required to complete a VET course in a field of choice.

	VCE Scored	VCE Unscored	VCE with VM
In the End	VCE Certificate	VCE Certificate	VCE Certificate with Vocational Major
	ATAR score for university admission Subject study scores	No ATAR	No ATAR
	GAT certificate	GAT certificate	GAT certificate
	VET Cert if completing VET	VET Cert if completing VET	VET Cert
Requirements	Scored SACs with marks sent to VCAA	Unscored SACs internally assessed by teachers	Unscored SACs internally assessed by teachers
	Satisfactory completion of 16 units with at least 4 unit 3&4 sequences	Satisfactory completion of 16 units with at least 4 unit 3&4 sequences	Satisfactory completion of 16 units with at least 4 unit 3&4 sequences
	Complete General Achievement Test (GAT). Part 1: literacy and numeracy; Part 2: general knowledge	Complete General Achievement Test (GAT). Part 1: literacy and numeracy; Part 2: general knowledge	Complete General Achievement Test (GAT). Part 1: literacy and numeracy; Part 2: general knowledge
	Demonstration of minimum literacy and numeracy standards from the GAT	Demonstration of minimum literacy and numeracy standards from the GAT	Demonstration of minimum literacy and numeracy standards from the GAT
	Can choose to complete VET Certificate	Can choose to complete VET Certificate	**Must** complete VET Certificate with at least 2 VET credits at Cert II or above
	VCE English Units 1-4	VCE English Units 1-4	3 VM Literacy or VCE English units
	Complete VCE subject electives	Complete VCE subject electives	2 VM Numeracy or VCE Mathematics units
			2 VM Personal Development units
			2 VM Work Related Skills units
			3 additional Units 3&4 sequences
	A minimum 90% attendance rate*	A minimum 90% attendance rate*	A minimum 90% attendance rate*
	Signing a scored VCE pathway form	Signing an unscored VCE pathway form	Signing a VCE VM pathway form

IF THIS WAS MY PATHWAY…



Exploring your options

In developing your graduate pathway it is important to reflect on your interests, skills and goals for the future. This requires you to reflect on your strengths, interests, passions, preferred lifestyle and your beliefs and values. Finding an occupation that is more inline with these things is more likely to lead to a life to a rewarding and meaningful work life.

There are a diverse range of options available to you. It is important to explore new experiences and research different industries and opportunities. To gain more information on possible education or career opportunities
We encourage you to:

- Read up on a wide range of careers and available educational course and training opportunities
- Volunteer or gain work experience in diverse fields that interest them
- Participate in clubs or societies in areas that may be of interest
- Enrol in new courses or subjects at school, college, or online
- Talk to people who work in a field they are interested in

In the pages that follow we have collated some information about different careers and industries from https://myfuture.edu.au/ to help spark your interest. What follows is not an exhaustive list but a beginning of your exploration. Other useful resources are detailed below

- Labour Market Information Portal - a wealth of information from the Australian Government's Department of Jobs and Small Businesses including detailed projections of employment growth over a wide range of industries and occupations.
- Job Outlook - another site from the Australian Government with a range of career-related resources, including a career quiz, advice on further training, and information on further education and job opportunities.
- Australian Apprenticeship and Traineeship Information Service - a very useful site for your teen to explore the career and training opportunities open to them. The Career Interest Explorer tool on this website is particularly useful. The 5 minute quiz helps match personal interests and skills to relevant training and job opportunities.
- Job Jumpstart - Helpful tips and ideas about jobs and careers 'in the one spot.' A very helpful website from the Australian Government containing a wide variety of information on everything from how to succeed at interviews to filing taxes.

Working in Education

Employment opportunities

The following sectors of the education and training industry offer employment opportunities:

- Adult, community and other education
- Preschool and school education
- Tertiary education.

Industry highlight

Education and training

Most people who work in education and training have post-school qualifications, with almost two-thirds of workers holding a bachelor degree or higher (the highest of any industry). While most jobs need a university degree, lower skilled jobs like Education Aides can provide an employment pathway.

Prospects

Weekly earnings

$1,266

Median weekly earnings in main job

Average weekly hours

36

Average full-time hours

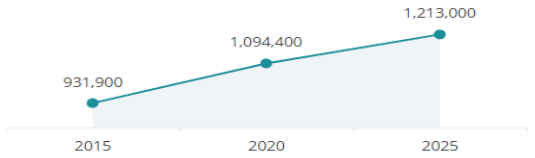
Compared to the average 38 hours

Full-time employees

Full time share of employment

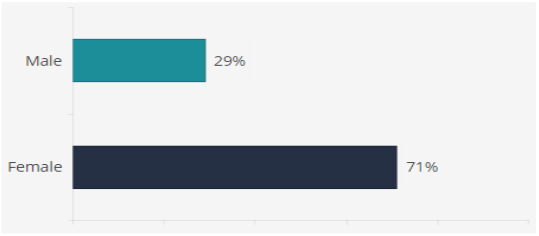
Lower than the average of 69%

Employment outlook



This industry is projected to grow over the five years to November 2025 at a rate higher than the national average growth rate of 7.8% across all industries.

Share of employment by gender (%)



Sources: Data on past employment levels are sourced from Australian Bureau of Statistics. Data from future levels of employment are sourced from the Department of Education, Skills and Employment.

Top 20 occupations in education and training

1 Primary School Teachers	2 Secondary School Teachers	3 University Lecturers and Tutors	4 Child Carers
5 Education Aides	6 Professionals, nfd	7 Private Tutors and Teachers	8 Early Childhood (Pre-primary School) Teachers
9 General Clerks	10 Special Education Teachers	11 School Teachers, nfd	12 Sports Coaches, Instructors and Officials
13 Vocational Education Teachers	14 Contract, Program and Project Administrators	15 Counsellors	16 Human Resource Professionals
17 Advertising and Marketing Professionals	18 ICT Support Technicians	19 Receptionists	20 Information Officers

Top 20 occupation data source: Australian Bureau of Statistics, *2016 Census*, TableBuilder (census age = 29 years).

Working in Industry

Employment opportunities

The following sectors of the agriculture, forestry and fishing industry offer employment opportunities:

- Agriculture
- Agriculture, forestry and fishing support services
- Aquaculture
- Fishing, hunting and trapping
- Forestry and logging.

Industry highlight

Agriculture

The agriculture industry is being transformed by technology. As new technologies and digital solutions change how businesses in the agriculture industry operate, more and more jobs in the industry will become technology related. As a result, the workforce will need to develop and up-skill their digital capabilities in the coming years.

Agriculture career videos

The Career Harvest website features several videos that showcase careers in agriculture.

Prospects

Weekly earnings

$932

Median weekly earnings in main job

Average weekly hours

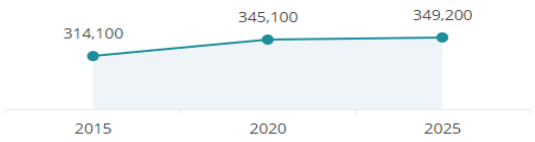
45

Average full-time hours
Compared to the average 38 hours

Full-time employees

Full time share of employment
Higher than the average of 69%

Employment outlook



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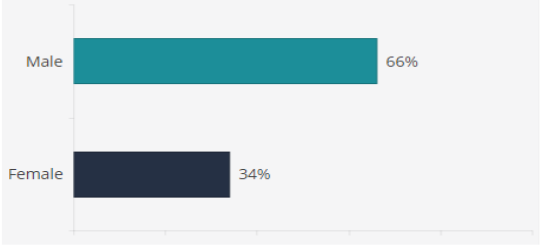
Share of employment by gender (%)



Sources: Data on past employment levels are sourced from Australian Bureau of Statistics. Data from future levels of employment are sourced from the Department of Education, Skills and Employment.

Top 20 occupations in Industry

1 Crop Farm Workers	2 Livestock Farmers	3 Livestock Farm Workers	4 Crop Farmers
5 Mixed Crop and Livestock Farmers	6 Packers	7 Agricultural, Forestry and Horticultural Plant Operators	8 Shearers
9 Farmers and Farm Managers, nfd	10 Garden and Nursery Labourers	11 Mixed Crop and Livestock Farm Workers	12 Gardeners
13 Agricultural and Forestry Scientists	14 Farm, Forestry and Garden Workers, nfd	15 Deck and Fishing Hands	16 Metal Fitters and Machinists
17 Truck Drivers	18 Nurserypersons	19 Bookkeepers	20 Food and Drink Factory Workers

Top 20 occupation data source: Australian Bureau of Statistics, *2016 Census*, TableBuilder (census age = 29 years).

Working in Construction

Employment opportunities

The following sectors of the construction industry offer employment opportunities:

- Building construction
- Construction services
- Heavy and civil engineering construction.

Industry highlight

Building construction

Several technological and policy changes are driving rapid change in the building construction industry. These include the growing use of prefabricated elements in construction, and an increasing demand for green and smart buildings. All construction professionals will need an understanding of sustainable building practices and the use of smart technologies. (Source: Australian Industry and Skills Committee).

Prospects

Weekly earnings

$1,280

Median weekly earnings in main job

Average weekly hours

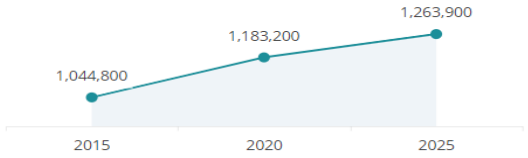
39

Average full-time hours
Compared to the average 38 hours

Full-time employees

Full time share of employment
Higher than the average of 69%

Employment outlook



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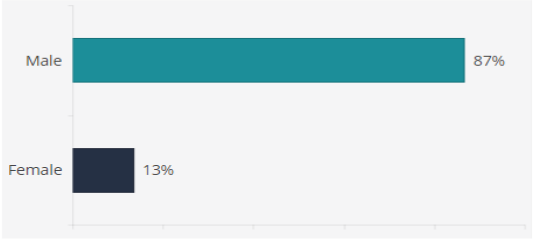
Share of employment by gender (%)



Sources: Data on past employment levels are sourced from Australian Bureau of Statistics. Data from future levels of employment are sourced from the Department of Education, Skills and Employment.

Top 20 occupations in Construction

1 Carpenters and Joiners	2 Electricians	3 Plumbers	4 Construction Managers
5 Building and Plumbing Labourers	6 Architectural, Building and Surveying Technicians	7 Painting Trades Workers	8 Plasterers
9 Concreters	10 Structural Steel Construction Workers	11 Gardeners	12 Bricklayers and Stonemasons
13 Earthmoving Plant Operators	14 Civil Engineering Professionals	15 Wall and Floor Tilers	16 Contract, Program and Project Administrators
17 Insulation and Home Improvement Installers	18 General Clerks	19 Accounting Clerks	20 Structural Steel and Welding Trades Workers

Top 20 occupation data source: Australian Bureau of Statistics, *2016 Census*, TableBuilder (census age = 29 years).

Working in Health Care

Employment opportunities

The following sectors of the health care and social assistance industry offer employment opportunities:

- Hospitals
- Medical and other health care services
- Residential care services
- Social assistance services.

Industry highlight

Medical and other health care services

With an ageing and constantly growing population, and an Indigenous population with poor health outcomes, the demand for medical and other health care services is high. According to the Australian Industry and Skills Committee, the occupations of Aged and Disabled Carers and Nursing Support and Personal Care Workers are expected to experience the most significant growth in the next five years.

Prospects

Weekly earnings

$1,063

Median weekly earnings in main job

Average weekly hours

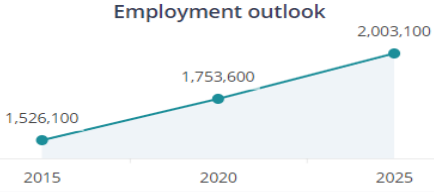
36

Average full-time hours
Compared to the average 38 hours

Full-time employees

Full time share of employment
Lower than the average of 69%

Employment outlook



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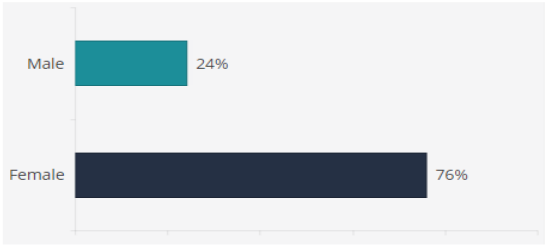
Share of employment by gender (%)



Sources: Data on past employment levels are sourced from Australian Bureau of Statistics. Data from future levels of employment are sourced from the Department of Education, Skills and Employment.

Top 20 occupations in Health Care

1 Registered Nurses	2 Child Carers	3 Aged and Disabled Carers	4 Nursing Support and Personal Care Workers
5 General Practitioners and Resident Medical Officers	6 Receptionists	7 Physiotherapists	8 Welfare Support Workers
9 Dental Assistants	10 Enrolled and Mothercraft Nurses	11 Medical Imaging Professionals	12 Medical Technicians
13 Social Workers	14 Ambulance Officers and Paramedics	15 Occupational Therapists	16 Midwives
17 Psychologists	18 Dental Practitioners	19 General Clerks	20 Massage Therapists

Top 20 occupation data source: Australian Bureau of Statistics, *2016 Census*, TableBuilder (census age = 29 years).

Working in Information media & Telecommunications

Employment opportunities

The following sectors of the information media and telecommunications industry offer employment opportunities:

- Broadcasting
- Internet publishing and broadcasting
- Internet service providers, web search portals and data processing services
- Library and other information services
- Motion picture and sound recording activities
- Publishing
- Telecommunications services.

Industry highlight

Telecommunications services

The fast growth in the telecommunications services sector generally and new technologies in particular is evident in all aspects of our lives. Innovation is driving growth in installation of new technologies including the National Broadband Network and the expansion of mobile phone networks. Also, the integration of services – TV, sound, domestic appliances and other technologies – has the potential to grow rapidly in the near future, creating employment opportunities.

Prospects

Weekly earnings

$1,475

Median weekly earnings in main job

Average weekly hours

38

Average full-time hours

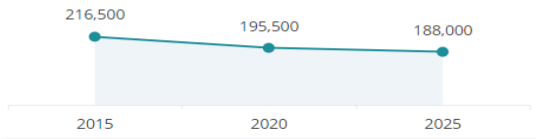
Compared to the average 38 hours

Full-time employees

Full time share of employment

Higher than the average of 69%

Employment outlook



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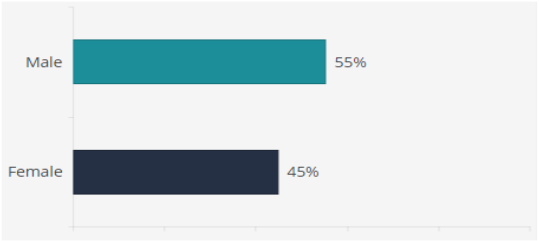
Share of employment by gender (%)



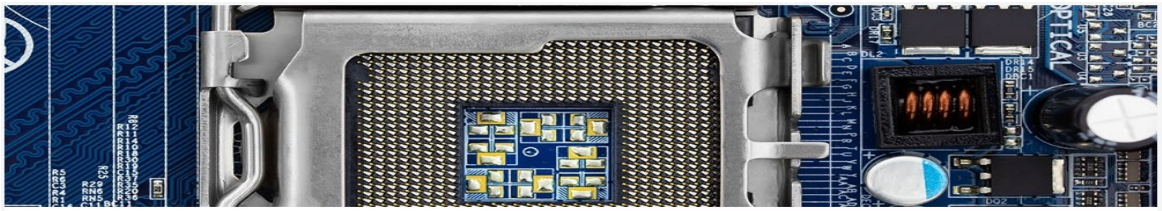
Sources: Data on past employment levels are sourced from Australian Bureau of Statistics. Data from future levels of employment are sourced from the Department of Education, Skills and Employment.

Top 20 occupations in education and training

1 Journalists and Other Writers	2 Graphic and Web Designers, and Illustrators	3 Call or Contact Centre Workers	4 Other Miscellaneous Clerical and Administrative Workers
5 Sales Assistants (General)	6 Management and Organisation Analysts	7 General Clerks	8 Professionals, nfd
9 Purchasing and Supply Logistics Clerks	10 Computer Network Professionals	11 Keyboard Operators	12 Database and Systems Administrators, and ICT Security Specialists
13 Authors, and Book and Script Editors	14 Public Relations Professionals	15 ICT Support and Test Engineers	16 Multimedia Specialists and Web Developers
17 Library Assistants	18 Librarians	19 ICT Business and Systems Analysts	20 Media Professionals, nfd

Top 20 occupation data source: Australian Bureau of Statistics, *2016 Census*, TableBuilder (census age = 29 years).

Working in Science and Technology



Employment opportunities

The following sectors of the professional, scientific and technical services industry offer employment opportunities:

- Advertising services
- Architectural, engineering and technical services
- Computer system design and related services
- Legal and accounting services
- Management and related consulting services
- Market research and statistical services
- Scientific research services
- Veterinary services
- Other professional, scientific and technical services.

Industry highlight

Veterinary services

There is an increasing appreciation and formal recognition of the important role pets and companion and assistance animals play with regards to human mental health and welfare. This has led to the development of new fields of care for animals, including new cancer treatments, stem cell therapies and telemedicine. This is contributing to the growth of current services in the veterinary services industry.

Prospects

Weekly earnings

$1,491

Median weekly earnings in main job

Average weekly hours

39

Average full-time hours

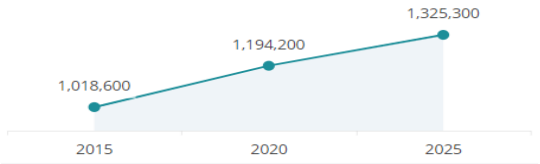
Compared to the average 38 hours

Full-time employees

Full time share of employment

Higher than the average of 69%

Employment outlook



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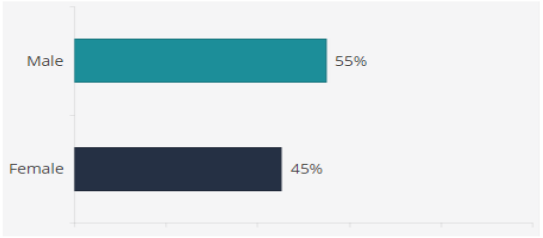
Share of employment by gender (%)



Sources: Data on past employment levels are sourced from Australian Bureau of Statistics. Data from future levels of employment are sourced from the Department of Education, Skills and Employment.

Top 20 occupations in Science and Technology

1 Primary School Teachers	2 Secondary School Teachers	3 University Lecturers and Tutors	4 Child Carers
5 Education Aides	6 Professionals, nfd	7 Private Tutors and Teachers	8 Early Childhood (Pre-primary School) Teachers
9 General Clerks	10 Special Education Teachers	11 School Teachers, nfd	12 Sports Coaches, Instructors and Officials
13 Vocational Education Teachers	14 Contract, Program and Project Administrators	15 Counsellors	16 Human Resource Professionals
17 Advertising and Marketing Professionals	18 ICT Support Technicians	19 Receptionists	20 Information Officers

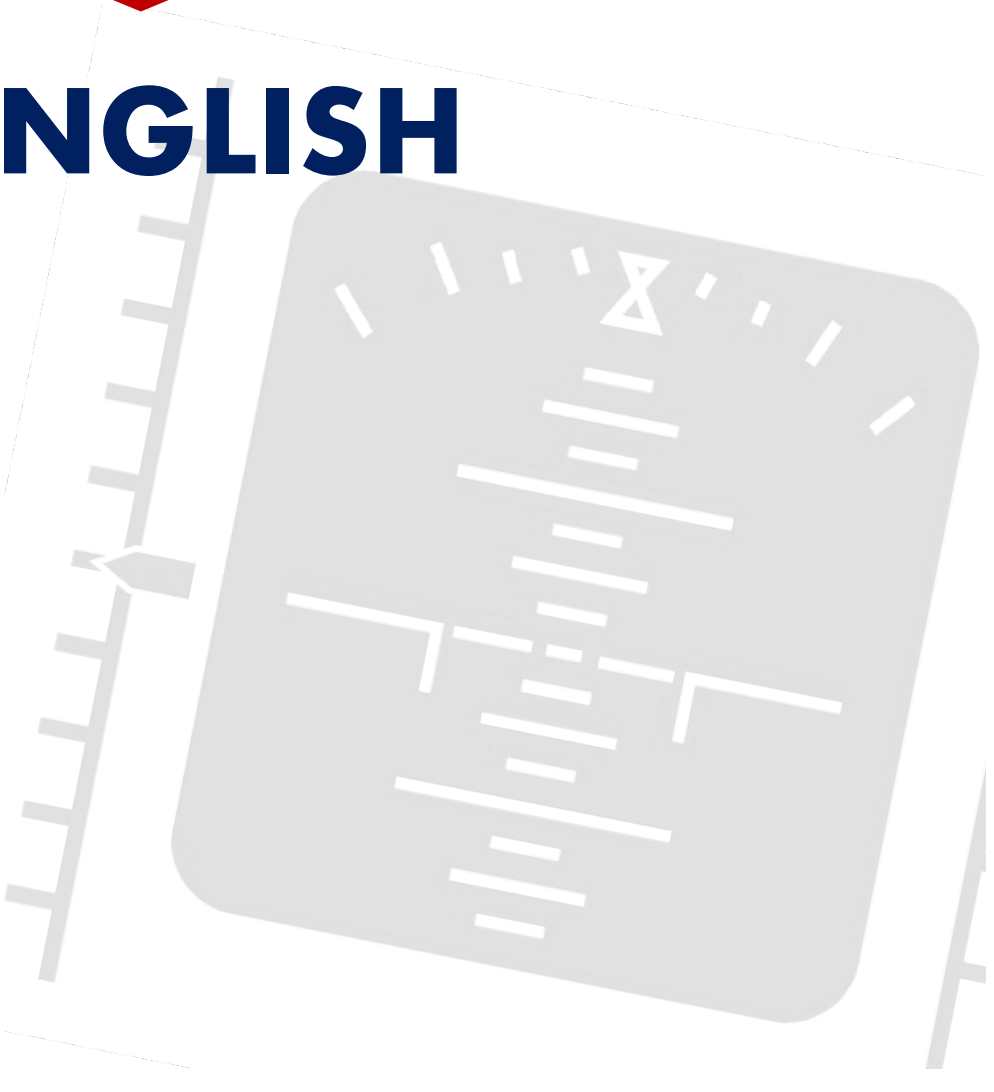
Top 20 occupation data source: Australian Bureau of Statistics, *2016 Census*, TableBuilder (census age = 29 years).

2026 SUBJECT OFFERINGS

VCE Scored
VCE Nonscored
VCE VM

Units 1&2

ENGLISH



VCE ENGLISH (UNITS 1&2)

DURATION: SEMESTER 1 I SEMESTER 2

VCE English and English as an Additional Language (EAL) focuses on the how English language is used to create meaning in print and digital texts of varying complexity.

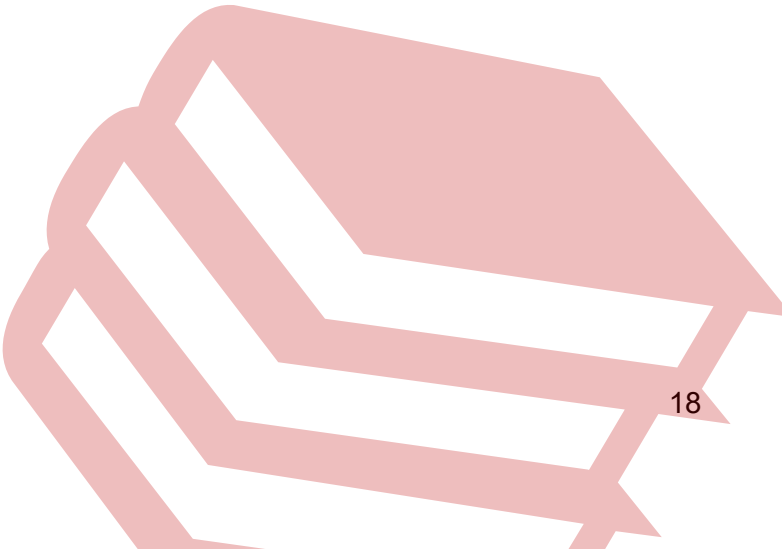
Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types, including media texts, for analysis of argument.

The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

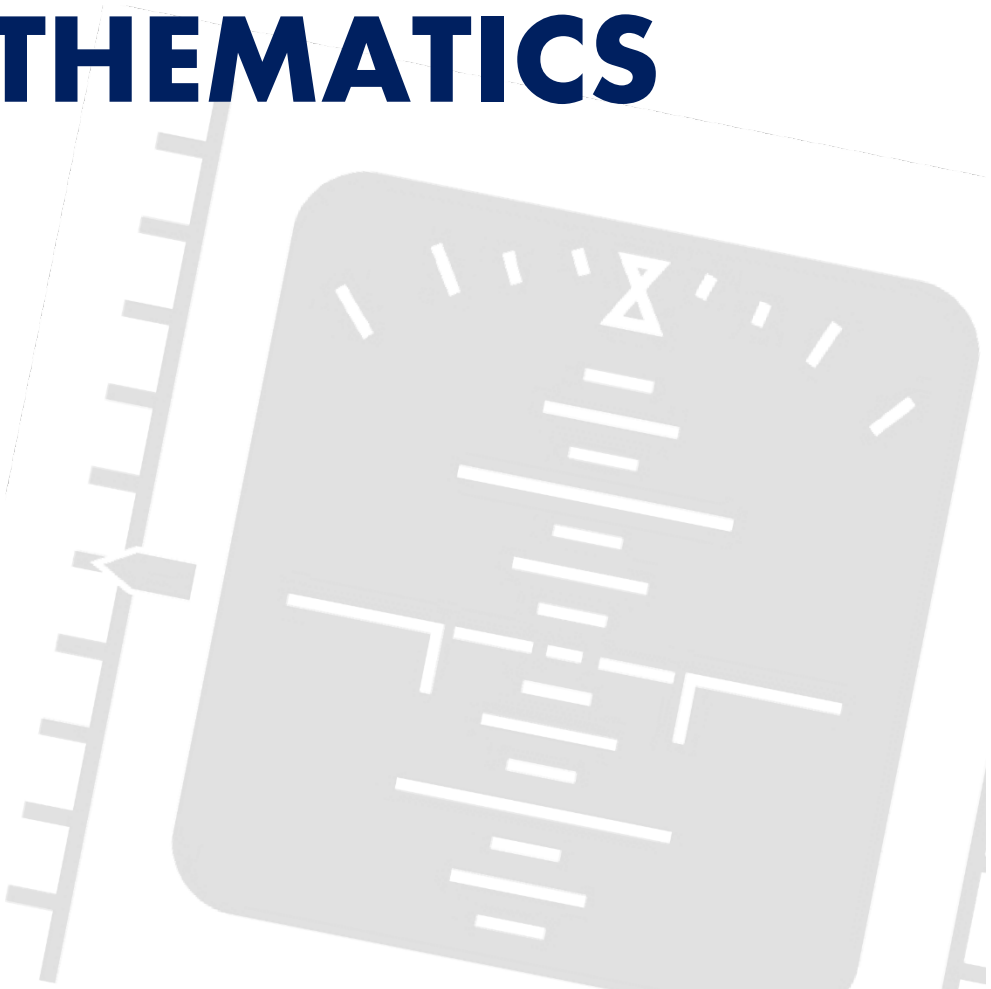
The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.



MATHEMATICS



VCE GENERAL MATHEMATICS (UNITS 1&2)

DURATION: SEMESTER 1 I SEMESTER 2

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are ‘Data analysis, probability and statistics’, ‘Algebra, number and structure’, ‘Functions, relations and graphs’ and ‘Discrete mathematics’.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

VCE MATHEMATICAL METHODS (UNITS 1&2)

DURATION: SEMESTER 1 I SEMESTER 2

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. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra, number and structure' which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 2, students are expected to have covered the content outlined in each area of study.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

VCE SPECIALIST MATHEMATICS (UNITS 1&2)

DURATION: SEMESTER 1 I SEMESTER 2

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

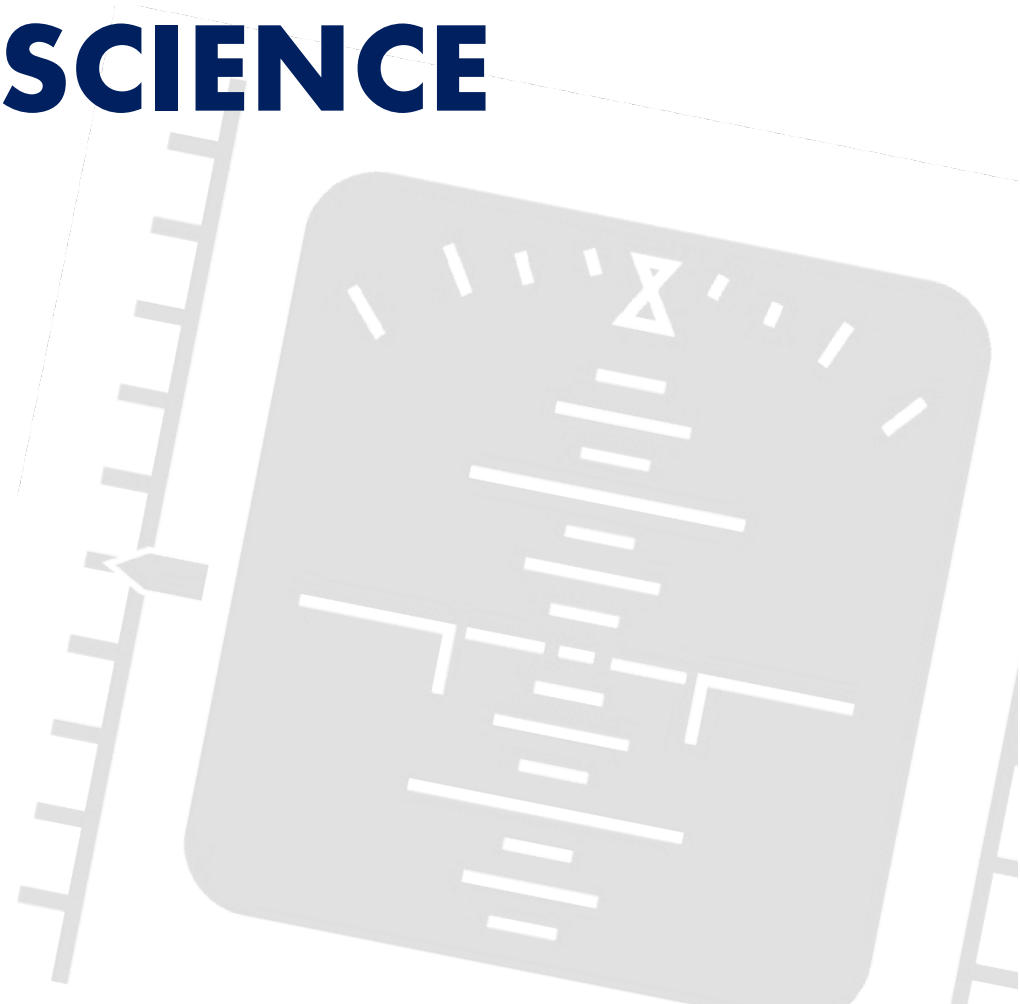
Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units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

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

At the end of Unit 1 students are expected to have covered the material in the areas of study: ‘Algebra, number and structure’ and ‘Discrete mathematics’. Concepts from these areas of study will be further developed and used in Unit 2 and also in Units 3 and 4.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

SCIENCE



VCE CHEMISTRY (UNITS 1&2)

DURATION: SEMESTER 1 I SEMESTER 2

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, fieldwork, case studies, correlational studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety considerations, including use of safety data sheets, and ethical guidelines associated with undertaking investigations is integral to the study of VCE Chemistry.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in chemistry has changed, and continues to change, in response to new evidence, discoveries and thinking. They explore the impact of chemistry on their own lives, and on society and the environment. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary chemistry-based challenges.

VCE PHYSICS (UNITS 1& 2)

DURATION: SEMESTER 1 I SEMESTER 2

The study of VCE Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology). Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder.

Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. Students are given agency through a choice of options and in designing and undertaking their own investigations.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between theory, knowledge and practice. Students work collaboratively as well as independently on a range of tasks involving experiments, fieldwork, case studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety and ethical guidelines associated with undertaking investigations is integral to the study of VCE Physics.

Students develop insights into how knowledge in physics has changed, and continues to change, in response to new evidence, discoveries and thinking. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary physics challenges.

VCE BIOLOGY (UNITS 1&2)

DURATION: SEMESTER 1 I SEMESTER 2

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, fieldwork, case studies, correlational studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety and ethical guidelines associated with biological investigations is integral to the study of VCE Biology.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in biology has changed, and continues to change, in response to new evidence, discoveries and thinking. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary biological challenges.

VCE PSYCHOLOGY (UNITS 1&2)

DURATION: SEMESTER 1 I SEMESTER 2

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

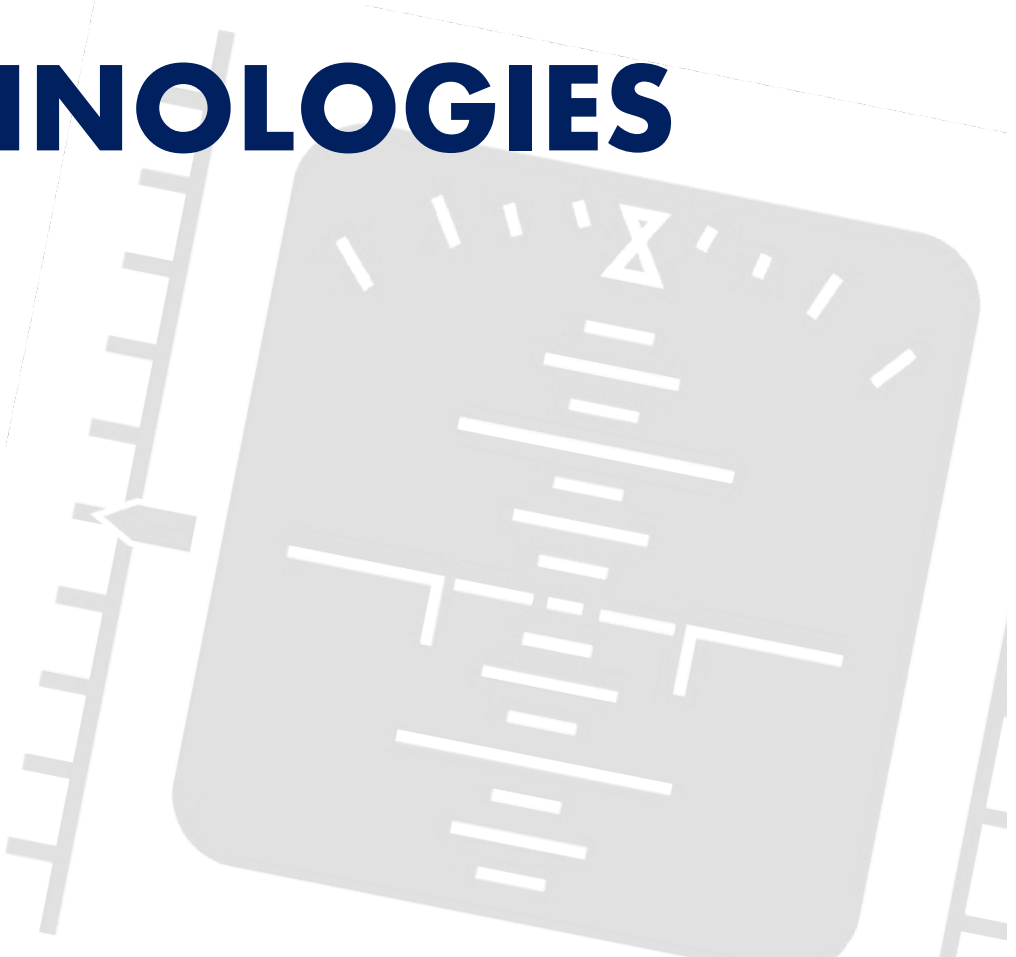
There are many different approaches to the study of psychology. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered. Each of these has strengths and weaknesses, yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support and socioeconomic status are explored. The biopsychosocial approach can be applied to understand a variety of mental processes and behaviours.

Students study contemporary research, models and theories to understand how knowledge in psychology has developed and how this knowledge continues to change in response to new evidence and discoveries in an effort to solve day-to-day problems and improve psychological wellbeing. Where possible, engagement with Aboriginal and Torres Strait Islander ways of doing, being and knowing has been integrated into the study, providing students with the opportunity to contrast the Western paradigm of psychology with Indigenous psychology. An understanding of the complexities and diversity of psychology provides students with the opportunity to appreciate the interconnectedness of concepts both within psychology and across psychology and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations including controlled experiments, case studies, correlational studies, modelling, simulations and literature reviews. Knowledge and application of the research, ethical and safety guidelines associated with psychological investigations is integral to the study of VCE Psychology.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in psychology has changed, and continues to change, in response to new evidence, discoveries and thinking. They develop the capacity to critically assess the strengths and limitations of science, they develop respect for evidence-based conclusions, and they gain an awareness of the ethical and cultural contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary psychological challenges.

TECHNOLOGIES



VCE FOOD STUDIES (UNITS 1&2)

DURATION: SEMESTER 1 I SEMESTER 2

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

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

Practical activities are integral to Food Studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

Australia has a varied and abundant food supply. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products in quantities that may harm their health. Also, food and cooking, and their central roles in our lives, have become prominent topics in digital media and publishing. This study examines the various factors for this increased exposure and the background to this abundance of food, and it explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices and develop an understanding about food security, food sovereignty and food citizenship. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

BUSINESS AND ECONOMICS

VCE LEGAL STUDIES (UNITS 1&2)

DURATION: SEMESTER 1 I SEMESTER 2

In Unit 1, you will develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. You will 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, you will 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.

In Unit 2, you will focus 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. You will also 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. You will develop your understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights and examine a significant case in relation to the protection of rights in Australia.

VCE BUSINESS MANAGEMENT (UNITS 1&2)

DURATION: SEMESTER 1 I SEMESTER 2

In Unit 1, you will explore the role of business in society and develop an understanding of how businesses are established and operated. You will examine a range of factors that affect business ideas and decisions, including internal and external environments, and consider the motivations behind why individuals start a business. By investigating real and hypothetical business scenarios, you will analyse how planning, legal requirements, and decision-making contribute to business success. You will also explore how entrepreneurs and innovation influence business development in Australia and globally.

In Unit 2, you will focus on how businesses grow and operate once established. You will investigate the importance of effective communication, staffing, and marketing strategies in achieving business objectives. Through practical case studies and simulations, you will examine how businesses respond to changing environments and stakeholder expectations. You will also analyse the use of corporate social responsibility in decision-making and evaluate how operations, marketing, and staffing contribute to business performance. This unit builds your capacity to apply business knowledge to real-world situations and make informed business judgments.

HUMANITIES

VCE HISTORY (UNITS 1&2)

DURATION: SEMESTER 1 I SEMESTER 2

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of historical sources, and the capacity of historians to interpret those sources. VCE History reflects this by enabling students to explore a variety of eras and periods, events, people, places and ideas.

Ancient History investigates individuals and societies (Mesopotamia, Egypt, Greece, Rome and China) across three millennia. Empires explores the ideas and power relations accompanying the growth of empires in the early modern period. Modern History examines the causes and consequences of conflict and change in the modern era. Australian History investigates continuity and change from pre-colonial times to the modern day. Revolutions explores the causes and consequences of significant social upheaval (America, France, Russia and China) in the modern period.

The study of VCE History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements. Students of VCE History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of VCE History fosters the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the historical source and the world context in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of historical sources that are used as evidence. Furthermore, judgments about historical significance made by historians are central to the discipline. Historians do not always agree about the meaning of the past; historical interpretations are often subject to academic and popular debate. Therefore, history is contested, and students develop an ability to work within this contested space to form their own opinions and to defend them using evidence. The study of VCE History equips students to enhance their critical thinking, take an informed position on how the past informs the present and future, and contributes to them becoming informed and engaged citizens.

Empires

In Units 1 and 2 Empires, students investigate the foundations and features of empires and the significant global changes they brought to the wider world in the early modern period. Empires at their core were expansionist, dominating trade and political influence in their regional or global contexts. A range of key factors arising from the social, political, economic, cultural, religious, environmental and technological features of Empires played a role in the ambition and quest for power, prestige and influence over rival and competing states.

Empires cont.

By the 15th century, international trade was dominated by the Republic of Venice, the Ming Dynasty in China and the Byzantine Empire. Between them they controlled key trading hubs along the Silk Road and Mediterranean Sea, in cities such as Constantinople, Venice and Beijing. Other empires were regional rather than global in reach: Mughals in India, Ming and Qing in China and the Tsars of Russia. By the 16th century the Ottoman Empire conquered Constantinople and controlled key trading routes. Emerging European powers Portugal, Spain, France, Britain and the Netherlands circumvented the power of these established empires, gaining access to goods through alternative routes. By harnessing new knowledge and technologies, their voyages of exploration into the Asia-Pacific, the Americas and Africa challenged the hegemony of power of existing empires beyond the Mediterranean world.

Mindsets also changed. Emergent new ideas of the Renaissance brought forth innovative theories of the Scientific Revolution, the reforms of Protestant Reformation and the Counter-Reformation and, later, the Enlightenment. New economic structures of capitalism and mercantilism and the political ideas of absolute authority enabled Western European empires to entrench and impose their power on their colonial subjects. Consequently, new trade networks such as the 'Columbian Exchange' increased the prevalence and reliance on the slave trade and the demand for resources. Europe and Asia profited in their monopolies at the expense of indigenous cultures and environmental sustainability.

Imperial exploitation of colonial outposts and occupied territories drastically affected the indigenous peoples and the colonial societies. The local and international rivalries that ensued had an impact on the management and defence of empires. Wars and conflicts escalated as the quest for territorial power and resources intensified, culminating in the Seven Year's War, which later influenced the revolutions within America, France and Haiti.

Modern History

In Unit 1 students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism. Empires continued to exert their powers as they competed for new territories, resources and labour across Asia-Pacific, Africa and the Americas, contributing to tremendous change. This increasingly brought these world powers into contact and conflict. Italian unification and German unification changed the balance of power in Europe, the USA emerged from a bitter civil war and the Meiji Restoration brought political revolution to Japan. Meanwhile, China under the Qing struggled to survive due to foreign imperialism. Modernisation and industrialisation also challenged and changed the existing political, social and economic authority of empires and states. During this time the everyday lives of people significantly changed.

World War One was a significant turning point in modern history. It represented a complete departure from the past and heralded changes that were to have significant consequences for the rest of the twentieth century. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures and led to the creation of many new nation states. These changes had many unintended consequences that would lay the foundations for future conflict and instability in Europe, the Americas, Asia, Africa and the Middle East. Economic instability caused by the Great Depression contributed to great social hardship as well as to the development of new political movements.

Modern History cont.

The period after World War One, in the contrasting decades of the 1920s and 1930s, was characterised by significant social, political, economic, cultural and technological change. In 1920 the League of Nations was established, but despite its ideals about future peace, subsequent events and competing ideologies would contribute to the world being overtaken by war in 1939.

New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people and other minorities intensified, resulting, during World War Two, in the Holocaust. In the Union of Soviet Socialist Republics (USSR), millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-Western. Turkey emerged out of the ruins of the Ottoman Empire and embarked on reforms to establish a secular democracy. In the United States of America (USA), foreign policy was shaped by isolationism, and the consumerism and material progress of the Roaring Twenties was tempered by the Great Depression in 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

In Unit 2 students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

The establishment of the United Nations (UN) in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. However, despite internationalist moves, the second half of the twentieth century was dominated by the Cold War, competing ideologies of democracy and communism and proxy wars. By 1989 the USSR began to collapse. Beginning with Poland, Eastern European communist dictatorships fell one by one. The fall of the Berlin Wall was a significant turning point in modern history.

The period also saw continuities in and challenges and changes to the established social, political and economic order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Ethnic and sectarian conflicts also continued and terrorism became increasingly global.

The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements, as well as new political partnerships, such as the UN, European Union, APEC, OPEC, ASEAN and the British Commonwealth of Nations.

The beginning of the twenty-first century heralded both a changing world order and further advancements in technology and social mobility on a global scale. However, terrorism remained a major threat, influencing politics, social dynamics and the migration of people across the world. The attack on the World Trade Centre on 11 September, 2001 was a significant turning point for what became known as the war on global terror and shaped the first decade of the twenty-first century, including the wars in Afghanistan and Iraq. The Global Financial Crisis challenged and contributed to some change in the social, political and economic features and structures; however, many continuities remained. Technology also played a key role in shaping social and political change in different contexts. The internet significantly changed everyday life and revolutionised communication and the sharing of information and ideas, some of which challenged authority, most notably the Arab Spring.

Ancient History

In Unit 1 students investigate the emergence of early societies in Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the 'cradle of civilisation'. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities and the development of civilisations. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history. Students develop their understanding of the importance of primary sources (the material record and written sources) to inquire about the origins of civilisation.

Ancient Egypt

In Unit 2 students investigate features of the Old Kingdom Egypt and the representation of power in Middle Kingdom Egypt and the Second Intermediate Period. They analyse the conditions that gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river. Students develop their understanding of the importance of primary sources (the material record and written sources) to inquire about Old and Middle Kingdom Egypt.

Early China

In Unit 2 students investigate the features of civilisation in early China and the representation of power during the Qin and Han empires. The foundations of civilisation in China have traditionally been located in the Yellow River Valley, but archaeological evidence now suggests that early settlement was not confined to this area. Life in small agricultural communities, with distinct regional identities, marks the beginnings of civilisation in China. Interactions between these small and diverse settlements led to the formation of rival states, and then to the growth of an enduring civilisation. The development of a series of empires was central to Chinese civilisation.

Early China refers to what is known as the pre-imperial and early imperial periods. Historians and archaeologists refer to the pre-imperial period (up to 221 BCE) as Ancient China. This unit begins with Ancient China and concludes with the end of the Han Empire in 220 CE. Students consider the importance of primary sources to historical inquiry about Early China.

VCE SOCIOLOGY (UNITS 1&2)

DURATION: SEMESTER 1 I SEMESTER 2

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts. In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements.

Understanding society from a sociological perspective involves the use of what the sociologist Charles Wright Mills (1959) described as a sociological imagination, that is, a constantly critiquing mindset. In VCE Sociology students learn about and apply the sociological imagination by questioning their assumptions and reflecting on their understandings and ideas about social relations.

Sociology draws on scientific method in the exploration of social relationships and the outcomes of social activities. The scientific method is a systematic process applied to research questions and problems in an attempt to achieve objective observation, collection and analysis of data. Sociologists work to develop a reliable and valid body of knowledge based on research. In doing so, they adhere to various ethical codes of conduct. The primary goal of research ethics is to protect the wellbeing of the groups and individuals with whom sociologists work. There are many different ways that students can gather information for analysis in the course of their study, such as case studies, surveys and participant observation. As students gather and use sources of evidence, they explore and apply the Australian Sociological Association's guidelines for conducting research.

The study of VCE Sociology assists in the development of an appreciation of cultural diversity, and in an understanding of human behaviour and social structures. Further, it directs students' attention to how aspects of society are interrelated, as well as to the causes and impacts of social change.

VCE Sociology provides valuable knowledge and skills for participation in everyday life. It develops a capacity for detailed observation of social patterns and group behaviour, and encourages students to become aware of and to think about daily life and activities, as well as wider social issues, from a sociological perspective. This study broadens students' insights into key sociological frameworks and social institutions, enabling them to pursue further formal study at a tertiary level or in vocational education and training settings.

The study of VCE Sociology can lead to tertiary pathways related to work with social groups and social processes, such as in culture resource management and community development, or work with minority and ethnic groups. It can lead to work in fields that address issues such as crime and substance abuse, youth and family matters, industrial relations, social justice and social issues related to health care. The study of VCE Sociology helps develop skills involved in social research, including: developing surveys, collecting data, and conducting interviews and fieldwork, including the analysis, interpretation and presentation of the information collected.

HEALTH AND PHYSICAL EDUCATION

VCE PHYSICAL EDUCATION (UNITS 1&2)

DURATION: SEMESTER 1 I SEMESTER 2

VCE Physical Education Units 1 and 2 introduces students to the science of human movement and the social factors influencing physical activity. In **Unit 1: The Human Body in Motion**, students explore the musculoskeletal and cardiorespiratory systems, biomechanics, and injury prevention, examining how these systems work together to produce and refine movement. Practical activities reinforce the application of these concepts. **Unit 2: Physical Activity, Sport, and Society** focuses on the role of physical activity within society, analyzing patterns of participation, influences such as culture and environment, strategies to promote activity, and current issues in sport like ethics and technology. Both units integrate theory with hands-on experiences to deepen students' understanding of how the body functions and how social contexts shape engagement in physical activity.

VCE HEALTH AND HUMAN DEVELOPMENT (UNITS 1&2)

DURATION: SEMESTER 1 I SEMESTER 2

VCE Health and Human Development Units 1 and 2 provides students with a comprehensive understanding of health and wellbeing, emphasizing the interplay of biological, sociocultural, and environmental factors. Unit 1, *Understanding Health and Wellbeing*, introduces the multidimensional nature of health, encompassing physical, social, emotional, mental, and spiritual dimensions. Students examine various definitions and perspectives, including those of Aboriginal and Torres Strait Islander peoples, and explore indicators used to measure health status, such as morbidity, mortality, and life expectancy. They also analyze sociocultural factors—like peer influence, education, and income—that contribute to variations in youth health outcomes. Unit 2, *Managing Health and Development*, focuses on the developmental transitions from youth to adulthood, investigating the changes and challenges that occur during this period. Students study the Australian healthcare system, including Medicare and private health insurance, and evaluate health promotion strategies aimed at improving individual and community health. Throughout both units, there is an emphasis on developing health literacy, critical thinking, and the ability to interpret health data, aligning with principles of social justice and sustainability.

THE ARTS

VCE VISUAL COMMUNICATION (UNITS 1&2)

DURATION: SEMESTER 1 I SEMESTER 2

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

Students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. They work both together and independently to find and address design problems, making improvements to services, systems, spaces and places experienced by stakeholders, both in person and online. Students employ a design process together with convergent and divergent thinking strategies to discover, define, develop and deliver design solutions. Drawings are used to visually represent relationships, ideas and appearances, while models and prototypes are produced for the purposes of testing and presentation. Students participate in critiques, both delivering and receiving constructive feedback and expanding their design terminology.

During this study, students consider various factors that impact design decisions, including conceptions of good design, aesthetic impact, and economic, technological, environmental, cultural and social influences. Students also consider how best to accommodate the varied needs of people and our planet, both now and in the future, using human-centred design principles, together with ethical, legal, sustainable and culturally appropriate design practices. Students learn about the relationships between design, place and time, acknowledging Aboriginal and Torres Strait Islander design knowledges, histories, traditions and practices.

VCE ART MAKING AND EXHIBITION (UNITS 1&2)

DURATION: SEMESTER 1 I SEMESTER 2

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students' own practice, and encourages them to broaden and develop their own ideas and thinking around their own art making.

A strong focus on the way we respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces is integral to study and research in VCE Art Making and Exhibiting. The way institutions design exhibitions and present artworks, and also how they conserve and promote exhibitions, are key aspects of the study.

Units 3&4

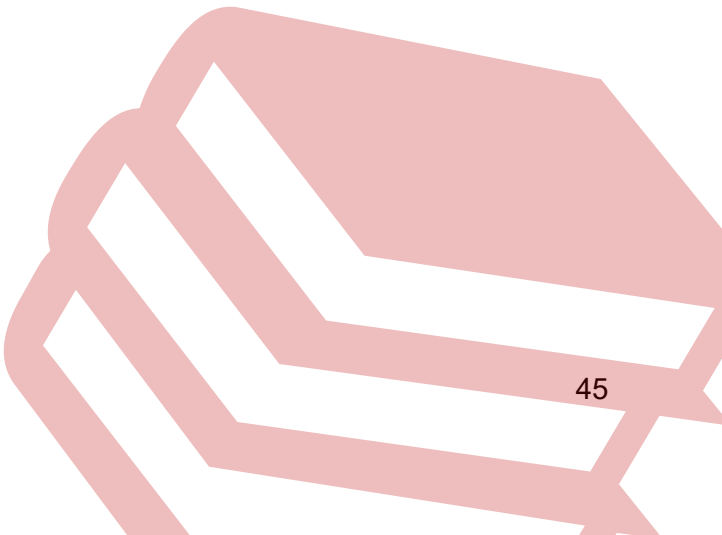
ENGLISH

VCE ENGLISH (UNITS 3&4)

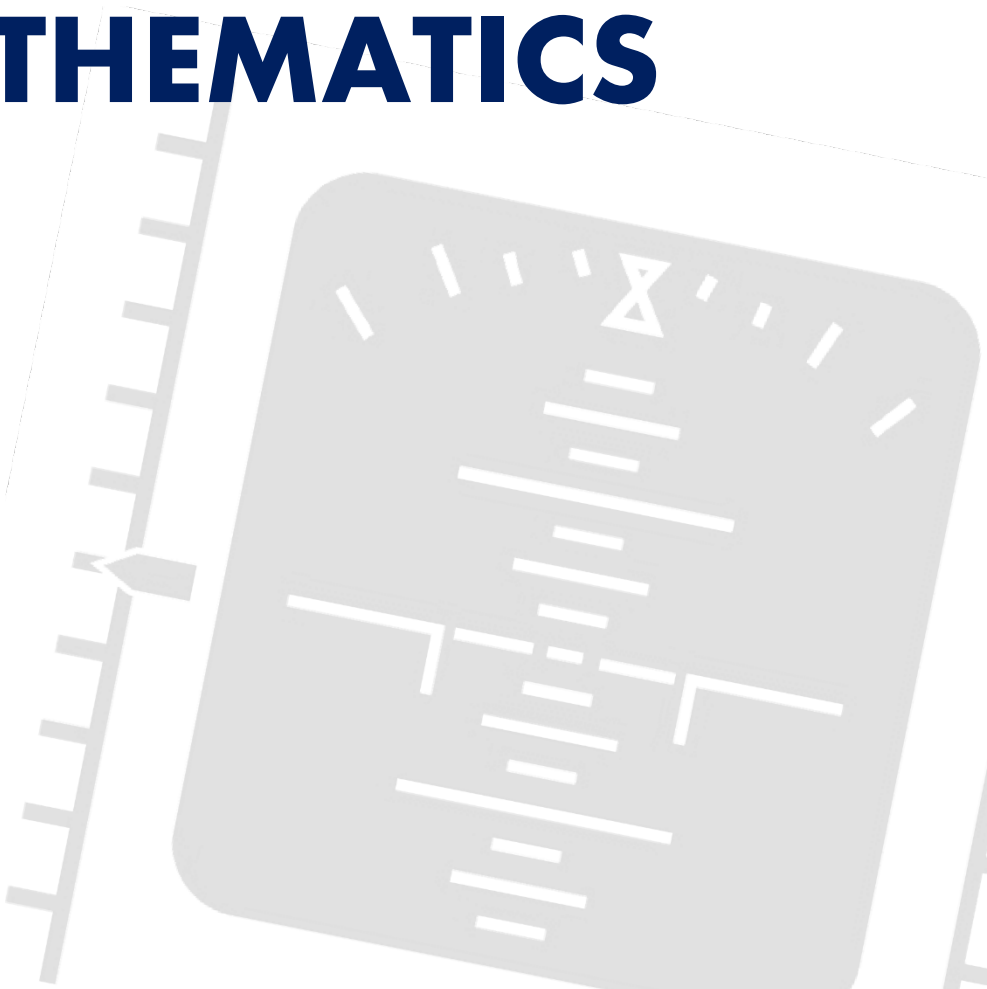
DURATION: SEMESTER 1 I SEMESTER 2

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

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. This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.



MATHEMATICS



VCE GENERAL MATHEMATICS (UNITS 3&4)

DURATION: SEMESTER 1 I SEMESTER 2

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Unit 3 comprises *Data analysis* and *Recursion and financial modelling*, and Unit 4 comprises *Matrices* and *Networks and decision mathematics*.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Units 3 and 4.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

VCE MATHEMATICAL METHODS (UNITS 3&4)

DURATION: SEMESTER 1 I SEMESTER 2

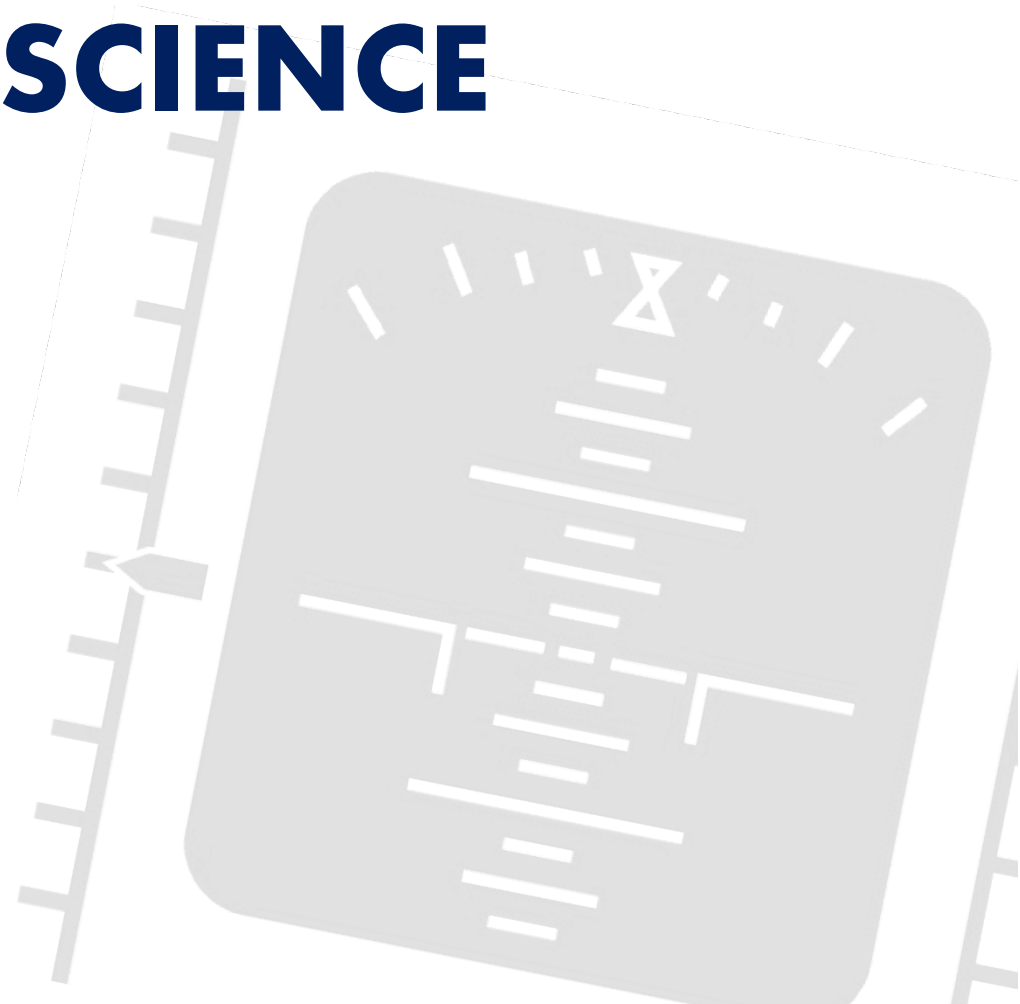
Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.

For Unit 3 a selection of content would typically include the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, a corresponding selection of content would typically consist of remaining content from 'Functions, relations and graphs', 'Algebra, number and structure' and 'Calculus' areas of study, and the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions from the 'Data analysis, probability and statistics' area of study. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content, including to probability distributions of continuous random variables.

The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study. There should be a clear progression of skills and knowledge from Unit 3 to Unit 4 in an area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

SCIENCE



VCE BIOLOGY (UNITS 3&4)

DURATION: SEMESTER 1 I SEMESTER 2

In unit 3 students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

In unit 4 students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

VCE CHEMISTRY (UNITS 3&4)

DURATION: SEMESTER 1 I SEMESTER 2

VCE Chemistry Units 3 and 4 offers students a comprehensive exploration of chemical principles, emphasizing real-world applications and sustainability.

Unit 3: Chemical Processes and Equilibrium focuses on the production of energy and the efficient use of resources. Students delve into thermochemistry, studying energy changes in chemical reactions, and explore reaction rates and equilibrium, applying Le Chatelier's Principle to predict and manipulate chemical systems. Electrochemistry is also a key component, where learners examine galvanic and electrolytic cells, understanding redox reactions and their applications in energy production and industrial processes.

Unit 4: Organic Chemistry and Analytical Techniques shifts the focus to the structure, synthesis, and analysis of organic compounds. Students investigate various organic reactions, including substitution, addition, and oxidation, and learn to interpret data from analytical techniques such as spectroscopy and chromatography to identify compounds. A significant aspect of Unit 4 is the student-designed scientific investigation, where learners formulate a research question, conduct experiments, and analyze data related to chemical production or analysis, fostering critical thinking and scientific inquiry skills. Throughout both units, there is an emphasis on green chemistry principles, encouraging students to consider the environmental impact of chemical processes and the importance of sustainable practices in the chemical industry.

VCE PHYSICS (UNITS 3&4)

DURATION: SEMESTER 1 I SEMESTER 2

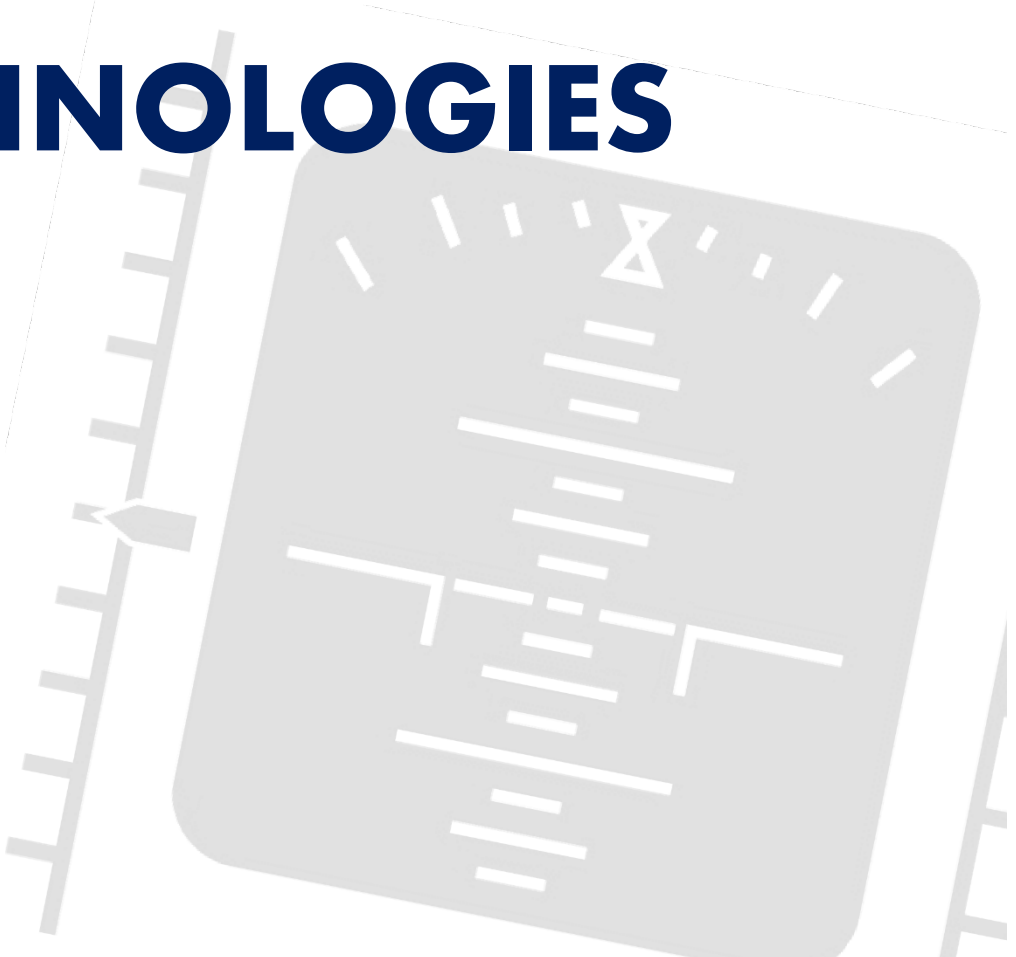
In Unit 3 Physics you will use Newton's laws to investigate motion. You will explore the interactions, effects and applications of gravitational, electric, and magnetic fields to examine the motion of particles within a field. You will also investigate how fields can be used to produce and deliver electricity over large distances.

In Unit 4 Physics you will explore how creative ideas and investigation shaped our understanding of the physical world. You will be introduced to wave and particle theories to model the properties of light and matter. You will learn how Einstein's theories can explain the motion of very fast objects. You will also complete your own extended practical investigation to explore relationships of variables.

Unit 3 and 4

Practical work is a central component of learning and assessment and may include activities such as laboratory experiments, simulations, modelling etc. Students can complete laboratory experiments in their home school or using provided secondary data. You will also need an exercise book to use as your logbook for practical work. You will spend at least 15 hours of the Unit 3 course and 17 hours of the Unit 4 course completing practical work and scientific investigations.

TECHNOLOGIES



VCE FOOD STUDIES (UNITS 3&4)

DURATION: SEMESTER 1 I SEMESTER 2

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

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.

BUSINESS AND ECONOMICS

VCE BUSINESS MANAGEMENT (UNITS 3&4)

DURATION: SEMESTER 1 I SEMESTER 2

Please note: *All students wishing to complete Business Management will take on Units 3 and 4 in 2025*

In unit 3 students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

Unit 4 focuses on businesses being 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 effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

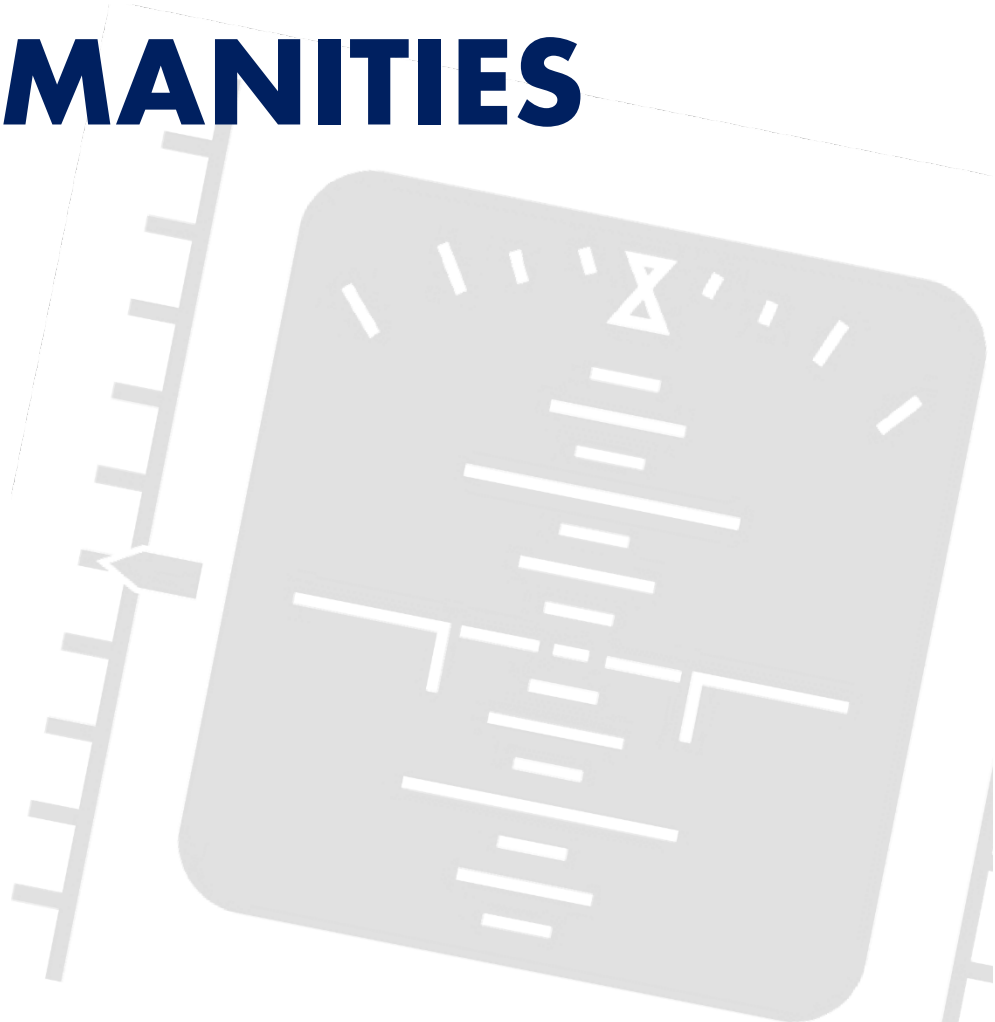
VCE LEGAL STUDIES (UNITS 3&4)

DURATION: SEMESTER 1 I SEMESTER 2

In unit 3, students explore topics 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.

In unit 4, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

HUMANITIES



VCE SOCIOLOGY (UNITS 3&4)

DURATION: SEMESTER 1 I SEMESTER 2

In this unit, students explore expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous cultures, and ethnicity in relation to migrant groups.

In Area of Study 1, students critically explore the historical suppression of, and increasing public awareness of, Australian Indigenous cultures. They examine the past and its influence on subsequent generations, as well as contemporary factors that may support and/or limit increasing awareness of Australian Indigenous cultures. Students consider indigenous and non-indigenous perspectives and responses in their exploration.

In Area of Study 2, students investigate ethnicity as a key sociological category that plays an important role in social life. Individuals often define themselves, or others, as members of at least one ethnic group based on a common heritage that gives them a unique social identity. Ethnicity is not fixed and unchanging; instead, ethnic identities constantly evolve and are shaped through a variety of political, cultural and social forces. The concept is often used in contrast to the concept of race, which generally refers to groups based on visible physical characteristics such as skin colour and facial features. Most sociologists prefer to focus on the concept of ethnicity rather than race.

Students develop an understanding of a variety of factors that need to be considered when investigating experiences of ethnicity. For example, the way that a group sees itself might not correspond with the way that outsiders see it. Sometimes observers place people into broad ethnic categories that do not correspond with the views of individual group members.

In this unit, students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They examine the relationship between social movements and social change.

In Area of Study 1, students examine the changing definitions and experiences of community. This includes examination of the challenges and opportunities posed by political, social, economic and technological change. Students examine the concept of community with particular reference to the theories of Ferdinand Tonnies and Michel Maffesoli.

In Area of Study 2, students investigate the role of social movements. A social movement involves a group engaged in an organised effort to achieve social change. Students develop an understanding of the purpose, evolution, power and outcomes of social movements.

VCE HISTORY (UNITS 3&4)

DURATION: SEMESTER 1 I SEMESTER 2

Ancient History

In Units 3 and 4 Ancient History students investigate the features of two ancient societies, and a significant crisis and the role of individuals in these ancient societies. Egypt, Greece and Rome were major civilisations of the Mediterranean and bestowed a powerful legacy on the contemporary world. Students explore the structures of two of these societies and a period of crisis in its history, one for Unit 3 and one for Unit 4.

Life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, all three societies experienced dramatic crises which caused massive disruption. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society.

In Units 3 and 4 students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence and evaluate the features and role of individuals in an ancient civilisation. Students develop their understanding of the importance of primary sources to historical inquiry about ancient civilisations. They consider the different perspectives and experiences of people who lived in ancient societies. They use historical interpretations to evaluate how the features of the ancient society changed, and the role, motives and influences of key individuals involved in a crisis.

In developing a course, teachers select two ancient societies to be studied, one for Unit 3 and one for Unit 4. The ancient society selected in Unit 3, Area of Study 1, must be selected for Unit 3, Area of Study 2. The ancient society selected for Unit 4, Area of Study 1, must be selected for Unit 4, Area of Study 2. Select two ancient societies from the following:

- Egypt
- Greece
- Rome

Australian History

In Units 3 and 4 Australian History, students develop their understanding of the foundational and transformative ideas, perspectives and events in Australia's history and the complexity of continuity and change in the nation's story.

The study of Australian history is considered both within a national and a global context, particularly Aboriginal and Torres Strait Islander peoples and culture, a colonial settler society within the British Empire and as part of the Asia-Pacific region. Students come to understand that the history of Australia is contested and that the past continues to contribute to ongoing interpretations, debates and tensions in Australian society.

Aboriginal and Torres Strait Islander cultures are the oldest, continuous cultures in the world, having existed in Australia for at least 60,000 years. Their custodianship of Country led to the development of unique and sophisticated systems of land management, social structures, cultural beliefs and economic practices. European colonisation of Australia brought devastating and radical changes to Aboriginal and Torres Strait Islander peoples. Furthermore, the significant turning points such as European settlement,

the gold rushes, Federation, the passage of social, political, and economic reforms, the world wars, the emergence of social movements and Aboriginal recognition and land rights have challenged and changed the social, political, economic, environmental and cultural features of the nation, contributing to development of a multicultural and democratic society. Students explore the factors that have contributed to Australia becoming a successful multicultural and democratic society. Throughout this study, students examine and discuss the experiences, perspectives and historical interpretations of Indigenous as well as non-Indigenous people.

In Units 3 and 4, students construct arguments about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the continuities and changes, and evaluate the extent to which change occurred in the lives of Australians. Students investigate the significant turning points and trends in Australia's past to identify the causes, patterns, direction, pace, depth and impact of continuity and change in society. They consider the extent to which events, ideas, individuals, groups and movements contributed to, influenced and/or resisted change. They consider competing historical interpretations, debates and the diverse perspectives of people at the time and how they may have changed while others may have remained the same.

In developing a course, teachers select two historical investigations to be studied, one for Unit 3 and one for Unit 4 from the list below. The historical investigation selected in Unit 3, Area of Study 1, must be selected for Unit 3, Area of Study 2. The historical investigation selected in Unit 4, Area of Study 1, must be selected for Unit 4, Area of Study 2.

Select two historical investigations from the following:

- From custodianship to the Anthropocene (60,000 BCE–2010)
- Creating a nation (1834–2008)
- Power and resistance (1788–1998)
- War and upheaval (1909–1992).

Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolution brought change to the lives of people. Students analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same. Students use

historical interpretations to evaluate the causes and consequences of revolution and the extent of change instigated by the new regime.

In developing a course, teachers select two revolutions to be studied, one for Unit 3 and one for Unit 4 from the list below. The revolution selected in Unit 3, Area of Study 1, must be selected for Unit 3, Area of Study 2. The revolution selected in Unit 4, Area of Study 1, must be selected for Unit 4, Area of Study 2.

- The American Revolution
- The French Revolution
- The Russian Revolution
- The Chinese Revolution.

HEALTH AND PHYSICAL EDUCATION

VCE PHYSICAL EDUCATION (UNITS 3&4)

DURATION: SEMESTER 1 I SEMESTER 2

VCE Physical Education Units 3 and 4 provides students with an in-depth exploration of the scientific foundations of physical activity and performance enhancement.

Unit 3: Movement Skills and Energy for Physical Activity focuses on how movement skills are learned and developed through the application of biomechanical principles, motor learning theories, and psychological factors such as motivation, arousal, and feedback. Students analyse different types of motor skills, understand stages of learning, and explore strategies to improve performance through effective coaching and practice. The unit also examines the three energy systems (ATP-PC, anaerobic glycolysis, and aerobic) and how they contribute to physical activity, as well as the causes and management of fatigue and the body's acute responses to exercise.

Unit 4: Training to Improve Performance builds upon this foundation by teaching students how to plan, implement, and evaluate training programs. They learn to conduct activity analyses to determine the fitness demands of specific sports or activities, select and justify fitness tests, and apply training principles (e.g. specificity, overload, progression) and methods (e.g. resistance, interval, continuous, fartlek, circuit) to improve fitness components such as strength, speed, endurance, and agility. Students also consider physiological, psychological, and sociocultural factors that influence performance, and evaluate training data to make informed decisions about program adjustments. Both units integrate theoretical content with practical experiences, encouraging students to apply their knowledge in active settings to enhance their understanding of performance and training.

VCE HEALTH AND HUMAN DEVELOPMENT (UNITS 3&4)

DURATION: SEMESTER 1 I SEMESTER 2

VCE Health and Human Development Units 3 and 4 provides students with a comprehensive understanding of health, wellbeing, and human development across the lifespan, with a strong focus on health promotion and global health issues.

Unit 3: Australia's Health in a Globalised World examines the health status of Australians, exploring the biomedical and social models of health, principles of health promotion, and the role of government and non-government organisations in improving health outcomes. Students analyse Australia's health system, including Medicare, the Pharmaceutical Benefits Scheme, and private health insurance, and evaluate initiatives such as health promotion campaigns and programs that address the social determinants of health. The unit also introduces students to the concepts of sustainability, equity, and access as they relate to health services and outcomes.

Unit 4: Health and Human Development in a Global Context shifts focus to global health and development, comparing health status and the burden of disease between low-, middle-, and high-income countries. Students explore the United Nations' Sustainable Development Goals (SDGs), particularly SDG 3 (Good Health and Wellbeing), and investigate how global organisations such as the WHO and Australia's aid program contribute to improving health and development in lower-income countries. Key topics include the impact of factors such as climate change, conflict, and access to clean water and sanitation on global health. Students also evaluate specific global health initiatives aimed at reducing poverty and promoting health and wellbeing. Across both units, students develop critical thinking, health literacy, and data analysis skills, applying their understanding to real-world health challenges at both national and global levels.

THE ARTS

VCE VISUAL COMMUNICATION (UNITS 3&4)

DURATION: SEMESTER 1 I SEMESTER 2

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

Students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. They work both together and independently to find and address design problems, making improvements to services, systems, spaces and places experienced by stakeholders, both in person and online. Students employ a design process together with convergent and divergent thinking strategies to discover, define, develop and deliver design solutions. Drawings are used to visually represent relationships, ideas and appearances, while models and prototypes are produced for the purposes of testing and presentation. Students participate in critiques, both delivering and receiving constructive feedback and expanding their design terminology.

During this study, students consider various factors that impact design decisions, including conceptions of good design, aesthetic impact, and economic, technological, environmental, cultural and social influences. Students also consider how best to accommodate the varied needs of people and our planet, both now and in the future, using human-centred design principles, together with ethical, legal, sustainable and culturally appropriate design practices. Students learn about the relationships between design, place and time, acknowledging Aboriginal and Torres Strait Islander design knowledges, histories, traditions and practices.

VCE ART MAKING AND EXHIBITING (UNITS 3&4)

DURATION: SEMESTER 1 I SEMESTER 2

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. The exhibitions can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

The Visual Arts journal in Unit 4 includes:

- the continued development of the student's own art making in a specific art form
- evaluation of art making in a specific art form
- the visual documentation of the processes used for finalising artworks
- annotations to support visual documentation
- research into the connections between specific artists and artworks and the student's own artworks
- research about the presentation of artworks in exhibitions
- research undertaken for conservation and care of artworks
- research about the selection of artworks for display and the planning of exhibitions
- written and visual research to make connections with specific artists and artwork.

The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.

Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback.

Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations involved in the presentation, conservation and care of artworks, including the conservation and care of their own artworks. Students must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. The exhibitions can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website. Students document the investigation and review of artworks and exhibitions in their Visual Arts journal.

VM Specific Subjects

VCE VM LITERACY

DURATION: SEMESTER 1 I SEMESTER 2

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

Texts should be drawn from a wide range of contexts and be focused on participating in the workplace and community. Further to this, texts should be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings.

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

VCE VM NUMERACY

DURATION: SEMESTER 1 I SEMESTER 2

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

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

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

VCE VM PERSONAL DEVELOPMENT SKILLS

DURATION: SEMESTER 1 I SEMESTER 2

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

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

VCE VM WORK RELATED SKILLS

DURATION: SEMESTER 1 I SEMESTER 2

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

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

LANGUAGES

VCE LANGUAGE THROUGH THE VICTORIAN SCHOOL OF LANGUAGES (VSL)

The Victorian School of Languages (VSL) offers quality and innovative language programs. The school's language programs are delivered through face-to-face teaching in language centres across Victoria and also through Distance Education. The VSL curriculum provides a balanced set of learning experiences which give students maximum opportunity to realise their potential in their chosen language.

Curriculum development is based on the communicative approach to language teaching which is aimed at the intellectual, social, emotional and creative development of all students. Learning Pathway Mentors will consult with students to assess suitability to undertake the language course and appropriate learning mode. Students who wish to undertake this option **must apply to the College first** before seeking to enrol. For more information regarding VSLs language offerings, please visit www.vsl.vic.edu.au

ASSOCIATED COSTS: Please note that there are additional costs to families associated with undertaking this option. All costs are set by this institution are to be paid by families directly to them.

DISTANCE EDUCATION

DISTANCE EDUCATION

You may wish to undertake a VCE Unit of Study not on offer at Red Rock Christian College. Virtual Schools Victoria (VSV) offers a large range of VCE Units which may be a viable option for some students. Students wishing to undertake a VSV or VSL unit will need to undertake a conference with the VCE Coordinator to consider all available options for the student including video conferencing and similar course options offered by the College.

To undertake VCE units of study by Distance Education, a student will need to be a motivated, independent learner. Their choice of VSV/VSL study will either not be available due to timetabling clashes or not on offer at the College.

There are cost associated for students undertaking VSV or VSL subjects and parents will need to consider the additional cost when making subject selections.

The College maintains a Distance Education Policy which addresses payment and other procedures.

FEE SUPPORT (FROM THE COLLEGE'S DISTANCE EDUCATION POLICY)

A student may be eligible for a waiver (full or partial) from payment of the distance education service fee while studying VCE studies at Red Rock Christian College. Red Rock Christian College students may be exempt from paying the service fee for a distance education program on the following grounds:

- An advertised VCE Unit 3/ 4 class at Red Rock Christian College was not offered due to low enrolment numbers. In this case, students are eligible for a full waiver of distance education fees.
- The student can demonstrate that the desired distance education course is required in order for them to gain entrance into a desired post-school training program. i.e. university, TAFE, etc.
- In certain circumstances, namely financial hardship, or in exceptional circumstances, a student may apply to the Principal for a waiver of the distance education enrolment fee for a course not currently being offered at the College.

Not eligible for waiver of fee

- Where families are in arrears on tuition fees and levies; they will not be eligible for a waiver of the distant education fees.
- If an appropriate alternative subject is available through the College, the student will be expected to take that course instead or be responsible for the Distant Education fees.

Withdrawal from a Distance Education Course

If a student withdraws from a Distance Education course after Week 2, they will incur the full expense of this course if the fees are not refunded by the institution. Students are required to pay the materials charge for any Distance Education course they enrol in via the institution.

Waiver/refund applications are assessed on a case-by-case basis.

VIRTUAL SCHOOLS VICTORIA

Virtual School Victoria (VSV) provides flexible learning opportunities to Victorian Foundation - Year 12 students. They foster an engaging and inclusive learning environment by coupling state-of-the-art technology with innovative and adaptive teaching practices. Their learning programs are personalised for each individual, providing stimulating and supportive learning opportunities. Their teachers are experienced in best-practice online learning techniques and are focused on challenging students to pursue excellence and achieve their individual learning goals. Students who wish to undertake this option **must apply *to* the College first** before seeking to enrol. For more information regarding VSVs subject offerings, please visit www.vsv.vic.edu.au

PERSONAL DEVELOPMENT

HOME GROUPS

DURATION: YEAR LONG

In secondary, you are designated a Mentor. The purpose of Homegroups is primarily for students to debrief and foster meaningful relationships. You will also use this time to explore pertinent issues as well as develop your faith life through scripture, prayer and conversation as well fostering your capacities in your social and emotional development. Mentors are Parents'/Caregivers' first point of contact for the College.

PERSONAL DEVELOPMENT INCORPORTATES

WELLBEING

In Wellbeing, we will help you develop a positive identity, greater resilience, a growth mindset and self- regulation. We do this as a team, by utilising the strong evidence base for embracing our unique strengths and finding ways to use them to be our best and overcome obstacles.

We know that helping you develop these skills and mindsets can lead to improved wellbeing, confidence, hope, engagement in learning and academic outcomes. Outcomes to help you thrive in your time at school and beyond.

myFAITH

myFaith is a six-year learning pathway that enables students to learn to enter God's Big Story of humanity, examine beliefs, exemplify values, and experience practices. Ultimately, every aspect of this subject seeks to cultivate your faith. By the end of this we want to you:

1. Be Wise (Know and Understand)

To Know

- About the biblical story and the narrative through Creation, The Dall, Israel, Jesus, Christ and, New Creation and explore the plot, characters, settings and themes.
- About the core beliefs and practices of the global Christian community (e.g. grace, forgiveness, justice and hope).
- About the impact of the Bible and Christian faith on world history in general

To Learn

To Understand how your life, community, and concerns are in God's Big Story.

To understand how living this story contributes to your flourishing.

To understand how a biblical worldview relates to other big stories, critically evaluating belief.

2. Be Peacemakers

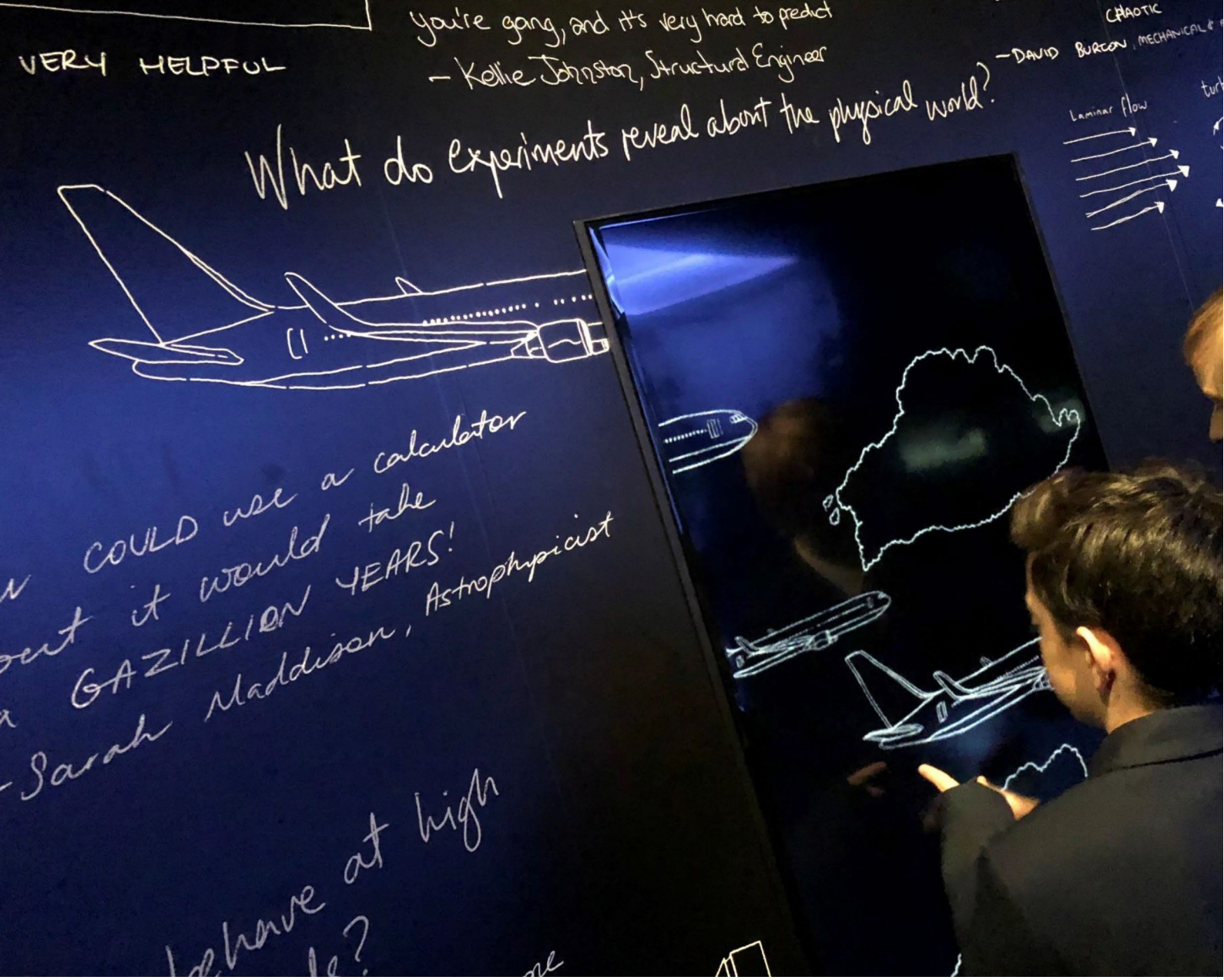
To Desire

Exemplify the values that sustain and empower peacemaking.

To Do

To pursue truthful action/ faithful practice that enables you to flourish.

Participate in and form practices to discern and sustain one's call as peacemakers and reflect with wisdom on all of life – learning, loving and living God's Big Story.



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