
VCE COURSE INFORMATION

Mullauna College



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This edition published June 2020

WELCOME TO THE VCE

The Victorian Certificate of Education is a challenging experience. It is also an enjoyable and maturing experience. Most people who attempt it succeed in satisfactorily completing its requirements.

This handbook is designed to help you make a good start. It introduces you to the structure/requirements of the VCE and subjects/courses offered at Mullauna so that you can design the right course for your needs. The handbook is a small but important part of the information you'll receive this year - so read it carefully. Do not be afraid to ask questions. Good luck with your decision-making and welcome to the VCE.

WHO RUNS THE VCE?

While the College administers the VCE at the school level, at the state level the Victorian Curriculum and Assessment Authority (VCAA) is the body that sets down all the requirements for the VCE. The College cannot vary these requirements. When you enroll in the VCE at Mullauna you will also enroll with the VCAA and in doing so you will agree to follow all of its regulations, as well as those of the College. Students will receive a VCE Student Handbook outlining these regulations.

THE STRUCTURE OF THE VCE

The VCE is a two-year course of study:

Year 11

In Year 11 students at Mullauna must attempt 12 units of study over the year as follows:

- Six Unit 1 studies in Semester 1
- Six Unit 2* studies in Semester 2

**While it is possible to change studies at the end of Unit 1 it is expected that students will follow through to Unit 2 in each study.*

Year 12

In Year 12, students may complete 12 units but most attempt 10 units over the year as follows:

- Five Unit 3 studies in Semester 1
- Five Unit 4 studies in Semester 2
- You must do Units 3+4 of an English plus 4 other 3+4 studies, i.e. **Five** Unit 3+4 sequences.
- The **minimum** number of studies you can do in Year 12 is an English Units 3+4 plus three other Unit 3+4 studies, i.e. **Four** Unit 3+4 sequences. Any less and you cannot achieve your VCE or an Australian Tertiary Admission Ranking (ATAR).
- All Unit 3+4 studies are sequential (i.e. you cannot do them individually)

This means that most students at Mullauna will attempt 22 units over the two years.

Accelerated VCE Subjects

Year 11 students may attempt one Unit 3+4 study in Year 11.

Year 10 students may attempt one Unit 1+2 study in Year 10. There is an application process that students need to undertake.

VCE COURSE REQUIREMENTS

The course over two years must include **four units of English or EAL**.

The remaining choices are up to you.

SATISFACTORY COMPLETION

In order to gain your VCE you must meet the following requirements over two years:

- Obtain an “S” in **16** units of study (remember you will attempt 22 units of study)
- Obtain an “S” in **3** units of an English (including an English Unit 3+4 if you want an ATAR)
- Obtain an “S” in at least **three** sequences of Units 3+4 in addition to English.

The decisions to award an “S” or “N” are totally school based.

VCE ASSESSMENT

Units 1 and 2

Outcomes are assessed at school level by your teachers, using assessment tasks and marking systems decided on by the college (using advice from the VCAA). It is College policy to have internal examinations at Year 11.

Units 3 and 4 School Assessment

Outcomes are assessed at school level by your teachers, using designated School Assessed Coursework and School Assessed Tasks which are set down by the VCAA. Outcomes and the School Assessed Coursework used to assess them are allocated marks by the VCAA adding up to 100 for most units (3+4).

Unit 3 and 4 Examinations

External Exams are an important part of the VCE. Each study includes one examination. Examinations may contribute at least 50% to the study score. As well as being a part of your study score, exams will be used to moderate your subject’s school results along with the GAT.

General Achievement Test (GAT)

The GAT is a test of general ability which all Unit 3+4 students are expected to complete. The VCAA issues a booklet for Unit 3+4 students explaining the details of the GAT each year. You will receive GAT practice at school prior to the test. The College also timetables a practice GAT for all students undertaking a Unit 3/ 4 subject.

ATAR

The Victorian Tertiary Admissions Centre (VTAC) calculates the ATAR, and it is used by **universities** and **TAFE Colleges** to select students for courses. It is a number between 0 and 100 based on Unit 3+4 study scores after scaling by VTAC. It is complex to explain how it is calculated but if you’re interested the VTAC website provides more information.

CONSTRUCTING YOUR COURSE

Now you have an understanding of the VCE you can start constructing your own VCE course.

1. Begin with Yourself

Your Interests

Which studies have you enjoyed the most in the past, what hobbies do you have which might be reflected in VCE studies and what studies do you think would match your interests?

Your abilities

Which studies have you performed best at? Your results are a good indicator here. It is useful to draw up a list of studies you have done well in and consider whether these are the ones you wish to go further with.

Your needs

Which studies do you need for jobs and/or university or TAFE courses that you hope to go on to after leaving school? If you do not know what you want to do you should do some thinking and some research in order to make your mind up. Once you have made a broad decision then you can find out the **prerequisites**, or **compulsory studies** you need to get into your chosen area. If you are still not sure then go with those studies which reflect your interests and abilities.

2. What the College Offers

Examine the list of studies that Mullauna offers on page 7. Select from the list the studies you are interested in and then turn to pages 8 to 45 (they are in alphabetical order) to find more detail on each one. Now use a highlighter pen to mark the studies that you might consider as part of your VCE course. In this way you will design your own course or program subject by subject.

3. Vocational Education and Training (VET) Courses

One of the major changes in recent years in the VCE is the incorporation of VET into the mainstream VCE. Mullauna College is offering a VET program through the Mullum VET Cluster. More information can be found on their website: <http://www.mullumvetcluster.com.au/>

These programs offer students:

- Study which can count towards completing the VCE
- A **nationally accredited Certificate** in the particular vocational area.
- Scored VET studies may be included in the primary four component of the ATAR.

4. Other Vital Information

4.1 There are some studies with the same title that use different materials. For these studies you can get credit **once only** in the VCE.

4.2 As you select your studies be aware that many Tertiary courses give **bonuses** or **increments** for certain studies. There are so many and they vary so much that it is impossible to list them here. Simply be aware of these studies when you investigate the Tertiary destinations you are aiming at. Information relating to **bonuses** or **increments** is available from the Careers Office.

4.3 Able students are encouraged to take **six** Unit 3+4 Studies to **maximise** their ATAR. The best way to do this is to take one Unit 3+4 Study in Year 11. In addition to enhancing your ATAR this also introduces you to the assessment processes related to Unit 3+4 Studies.

4.4 Able students in Year 10 are encouraged to attempt one Unit 1+2 study. *There is a selection process for this at the end of year 9.* In addition to introducing the assessment processes related to the VCE, this option also prepares students for taking a Unit 3+4 study in Year 11, thus enhancing their ATAR score in Year 12.

5. Information for the College Promotion Policy

Promotion to Year 11

In order to gain promotion from Year 10 to 11, a student must satisfactorily complete a minimum of 12 units out of the total of 14 semester units undertaken in Year 10.

Units satisfactorily completed must include:

- Two units of English

Promotion to Year 12

In order to gain promotion from Year 11 to Year 12, students must successfully complete a minimum of 8 of the total of 12 semester units undertaken in Year 11.

READING LIST

The following resources provide more information on tertiary course prerequisites

- 2021 Job Guide.
- VTAC course search (vtac.edu.au).
- Institution websites
- Tertiary Entrance Requirements as printed in daily newspapers:
 - Year 10 published late July for 3 years hence.
 - Year 11 published late July for 2 years hence.

WHO TO ASK FOR HELP

1. There will be planned activities such as the Year 10 Information Night, VCE Information Night and Counselling sessions in which you will receive help to design your course. These will be subject to guidelines around large group gatherings and may occur on a virtual platform in 2020.
2. Classroom teachers should be the first people you talk to about your potential in particular studies.
3. The following staff are available for any specific help you need:
 - Years 10, 11, 12 Coordinators.
 - Penny Nevill - VET coordinator
 - Nik Smith – Careers Coordinator.

VCE AT MULLAUNA COLLEGE

VCE Requirements

The following conditions must be met when students select their VCE semester units for Years 11 (Units 1+2) and 12 (Units 3+4):

- Students must do **4** units of English or EAL
- Students must have a Unit 3 & 4 English or EAL sequence
- Students must have **3** other sequences of units 3+4 in their VCE.

The following VCE subjects* are offered:

Accounting

Biology

Business Management

Chemistry

Food Studies

German

Health & Human Development (1+2)

History - Twentieth Century (1+2)

Revolutions (3+4)

Legal Studies

Mathematics (1+2)

- Foundation Mathematics
- General Mathematics or
- Mathematical Methods

Mathematics (3+4)

- Further Mathematics
- Mathematical Methods
- Specialist Mathematics (delivered by VVLN)

Media

Physical Education

Physics (1+2)

Psychology

Studio Arts

Visual Communication & Design

Please note:

**Subjects can run only if selected by sufficient students.*

**In the eventuality that there is student interest in a subject which spans across Units 1&2 and Units 3&4, but insufficient numbers to run separate classes, the college may offer the option of combining these Units into one class rather than totally cancelling the subject. Importantly, all students will be individually counselled regarding this option.*

ACCOUNTING (accreditation period 2019-2023)

Units 1+2

Course Description

This subject focuses on:

- The role of accounting in business.
- Ethical considerations in decision making.
- How transactions are recorded and reported.
- How performance is evaluated using the financial and non-financial indicators of performance.
- ICT is utilised in all units of Accounting. (Excel being the focus)

Unit 1 – The role of accounting

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

Outcomes

In this unit you will:

- Describe the resources required to establish and operate a business and select and use accounting reports and other information to discuss the success or otherwise of the business.
- Identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to manage business performance.

Unit 2 – Recording financial data & reporting accounting information for a service business

Students investigate the role of accounting in generating financial data and accounting information. They use the accrual method for determining profit for a service business operating as a sole proprietor with cash and credit transactions. Both manual methods and ICT are used to record financial data and report accounting information. They apply accounting assumptions and qualitative characteristics, and use business documents and indicators to measure business performance in order to consider the success or failure of the business.

Outcomes

In this unit you will:

- Record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.
- Report and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.
- Record and report for non-current assets and depreciation.

ACCOUNTING (accreditation period 2019-2023)

Units 3+4

Course Description

This subject focuses on:

- Double entry recording
- Ethical considerations in decision making.
- Inventory, Non current Asset, GST and Budgeting management measures
- General Ledger and General Journal
- Financial and non-financial information which assists interested parties in decision making
- ICT is utilised in all units of Accounting. (Excel being the focus)

Unit 3 – Financial accounting for a trading business

Students focus on identifying and recording financial data for a business. They use double entry accounting to record data and generate accounting information in the form of accounting reports and graphical representations. This information is used to assist the owner in making informed decisions about the operation of the business. Students should also consider strategies to improve the performance of the business, taking into account the ethical considerations relevant to the business owner.

Outcomes

In this unit you will:

- Record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.
- Record transactions and prepare, interpret and analyse accounting reports for a trading business.

Unit 4 – Recording, reporting, budgeting and decision making

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

Outcomes

In this unit you will:

- Record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.
- Prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

BIOLOGY (accreditation period 2016-2021)

Units 1+2

Course Description

Biology Unit 1 + 2 explores the processes of life, from the molecular world of the cell to that of the whole organism and how life is maintained. It covers the dynamic relationships between organisms and their interactions with the non-living environment.

Unit 1 - How do living things stay alive?

This unit focuses on:

- Cell size, structure and function
- Crossing the plasma membrane
- Energy transformations
- A study of a selected functioning system in a mammal and in a plant
- Survival through adaptations and regulation
- Organizing biodiversity
- Relationships between organisms within an ecosystem

Outcomes

In this unit you will:

- Investigate and explain how cellular structures and systems function to sustain life
- Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.
- Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

Unit 2: How is continuity of life maintained?

This unit focuses on:

- Asexual and sexual reproduction
- Cell growth and cell differentiation
- Genomes, genes and chromosomes
- Genotypes and phenotypes
- Genetic inheritance and genetic decision-making

Outcomes

In this unit you will:

- Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.
- Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
- Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science

BIOLOGY (accreditation period 2016-2021)

Units 3+4

Course Description

Unit 3+4 Biology draws on increasingly specialised fields of bioscience such as biochemistry, neuroscience, genetics, evolutionary biology, and molecular biology.

Unit 3: How do cells maintain life?

This unit focuses on:

- The workings of the cell from several perspectives to understand the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism.
- Key molecules and biochemical pathways involved in cellular processes both within the cell and between cells.
- The human immune system and the interactions between its components to provide immunity to a specific antigen.

Outcomes

In this unit you will:

- Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions. This outcome includes a written report which is based on practical investigations.
- Apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

Unit 4: How does life change and respond to challenges over time?

This unit focuses on:

- The continual change and challenges to which life on Earth has been subjected by examining change in life forms, investigating the relatedness between species and consider the impact of various change events on a population's gene pool.
- The structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution.
- The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies for both the individual and the species.

Outcomes

In this unit you will:

- Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
- Describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.
- Design and undertake a practical investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

BUSINESS MANAGEMENT (accreditation period 2017-2021)

Units 1+2

Course Description

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager.

Unit 1 – Planning a business

This unit focuses on:

- How business ideas are created
- How conditions can be fostered for new business ideas to occur
- Gaps in the market, technological developments and changing customer needs

Outcomes

In this unit you will:

- Describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation
- Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
- Describe the internal business environment and analyse how factors from within it may affect business planning.

Unit 2 – Establishing a small business

This unit focuses on:

- The legal and financial considerations that are vital to establishing a business
- The implications for the business if these requirements are not met
- The essential features of effective marketing
- Applying key knowledge to contemporary business case studies

Outcomes

In this unit you will:

- Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures
- Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
- Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

BUSINESS MANAGEMENT (accreditation period 2017-2021)

Units 3+4

Course Description

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager.

Unit 3 – Managing a business

This unit focuses on

- The key characteristics of businesses and their stakeholders
- The potential conflicts between and the different demands of stakeholders on a business
- A range of management styles and management skills that may be used
- Applying these concepts to contemporary business case studies

Outcomes

In this unit you will:

- Discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.
- Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
- Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4 – Transforming a business

This unit focuses on:

- The use of Key Performance Indicators (KPIs)
- Models & strategies to undertake and manage change
- The importance of leadership in change
- A recent case study and applying theory to the practical example

Outcomes

In this unit you will:

- Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
- Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

CHEMISTRY (accreditation period 2017-2022)

Units 1+2

Course Description

This subject focuses on:

- What makes up the world around us, and the chemical processes involved.
- Chemical theories and models are used to explain chemical reactions.
- The production and development of energy, clear air and water, food, medicine and new materials.

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

This unit focuses on:

- Elements, matter and the Periodic Table
- Covalent molecules
- Research Investigation

Outcomes

In this unit you will:

- Relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.
- Investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.
- Investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

Unit 2 – What makes water such a unique chemical?

This unit focuses on:

- Water
- Practical Investigation

Outcomes

In this unit you will:

- Relate the properties of water to its structure and bonding and explain the importance of the properties and reactions in water in selected contexts.
- Measure the amount of dissolved substances in water and analyse water samples for salt, organic compounds, acids and bases.
- Design and undertake a quantitative laboratory investigation related to water quality and draw conclusions based on evidence from collected data.

CHEMISTRY (accreditation period 2017-2022)

Units 3+4

Course Description

This subject focuses on:

- The options for energy production
- Optimising the yield of a chemical product.
- Explaining and categorising carbon compounds
- The chemistry of food

Unit 3: How can chemical processes be designed to optimise efficiency?

This unit focuses on:

- Chemical energy resources
- Electrolytic reactions
- Analysis of manufacturing processes

Outcomes

In this unit you will:

- Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.
- Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

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

This unit focuses on:

- Organic compounds
- Food molecules
- A student designed practical investigation

Outcomes

In this unit you will:

- Compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.
- Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.
- Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

ENGLISH (accreditation period 2017-2022)

Units 1+2

Course Description

The study of English contributes to the development of literate individuals capable of critical and creative thinking. Students engage with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students 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 also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Unit 1

This unit focuses on:

- Reading and responding to texts analytically and creatively;
- Analysing arguments and the use of persuasive language in texts;
- Creating texts intended to position audiences;
- Developing skills in creating written, spoken and multimodal texts.

Outcomes

In this unit you will:

- Produce analytical and creative responses to texts.
- Analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Unit 2

This unit focuses on:

- Comparing the presentation of ideas, issues and themes in texts
- Analysing arguments presented and the use of persuasive language in texts
- Creating texts intended to position audiences
- Developing skills in creating written, spoken and multimodal texts.

Outcomes

In this unit you will:

- Compare the presentation of ideas, issues and themes in two texts.
- Identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

ENGLISH (accreditation period 2017-2022)

Units 3+4

Course Description

The English language is central to the way in which students understand, critique and appreciate their world. In the subject of English, students refine their language skills through thinking, reading, writing, speaking and listening. Students extend their competence in using Standard Australian English to meet the demands of further study, the workplace, and their own needs and interests. They communicate ideas, feelings, observations and information effectively, both orally and in writing, to a range of audiences.

Unit 3

This unit focuses on:

- Reading and responding to texts analytically and creatively;
- Analysing arguments and the use of persuasive language in texts;
- Creating texts intended to position audiences;
- Explaining choices they have made as authors;
- Analysing how the authors of texts create meaning and understand the different ways in which texts can be interpreted;
- Applying the conventions of oral presentation in the delivery of spoken texts;
- Developing skills in creating written, spoken and multimodal texts.

Outcomes

In this unit you will:

- Produce an analytical interpretation of a selected text, and a creative response to a different selected text.
- Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Unit 4

This unit focuses on:

- Comparing the presentation of ideas, issues and themes in texts
- Understanding the features of comparative analysis: structure, conventions and language, including relevant metalanguage
- Analysing arguments presented and the use of persuasive language in texts
- Creating texts intended to position audiences
- Developing skills in creating written, spoken and multimodal texts.

Outcomes

In this unit you will:

- Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
- Construct a sustained and reasoned point of view on an issue currently debated in the media.

ENGLISH AS AN ADDITIONAL LANGUAGE

(accreditation period 2017-2022)

Units 1+2

Course Description

EAL recognises and values the social and cultural diversity of students who come from a language background other than English. This subject extends the key skills of reading, writing, creative and critical thinking, and speaking and listening. The course supports a focus on learning situations in which students take an increasing responsibility for their own learning. The EAL curriculum enables students to draw on their language proficiency to meet the demands of further study, the workplace, and their own needs and interests. This study also develops student's ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Unit 1

This unit focuses on:

- Reading and responding to texts analytically and creatively;
- Analysing arguments and the use of persuasive language in texts;
- Creating texts intended to position audiences;
- Developing skills in creating written, spoken and multimodal texts;
- Developing listening skills and comprehension of spoken texts.

Outcomes

In this unit you will:

- Produce analytical and creative responses to texts.
- Analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Unit 2

This unit focuses on:

- Comparing the presentation of ideas, issues and themes in texts;
- Analysing arguments presented and the use of persuasive language in texts;
- Creating texts intended to position audiences;
- Developing skills in creating written, spoken and multimodal texts;
- Developing listening skills and comprehension of spoken texts.

Outcomes

In this unit you will:

- Compare the presentation of ideas, issues and themes in two texts.
- Identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

ENGLISH AS AN ADDITIONAL LANGUAGE

(accreditation period 2017-2022)

Units 3+4

Course Description

EAL recognises and values the social and cultural diversity of students who come from a language background other than English. This subject extends the key skills of reading, writing, creative and critical thinking, and speaking and listening. EAL supports a focus on learning situations in which students take an increasing responsibility for their own learning. The curriculum enables students to draw on their language proficiency to meet the demands of further study, the workplace, and their own needs and interests. They communicate ideas, feelings, observations and information effectively, both orally and in writing, to arrange of audiences.

Unit 3

This unit focuses on:

- Reading and responding to texts analytically and creatively;
- Analysing arguments and the use of persuasive language in texts;
- Creating texts intended to position audiences;
- Explaining choices they have made as authors;
- Analysing how the authors of texts create meaning and understand the different ways in which texts can be interpreted;
- Applying the conventions of oral presentation in the delivery of spoken texts;
- Developing skills in creating written, spoken and multimodal texts
- Developing listening skills and comprehension of spoken texts.

Outcomes

In this unit you will:

- Produce an analytical interpretation of a selected text, and a creative response to a different selected text.
- Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.
- Comprehend a spoken text.

Unit 4

This unit focuses on:

- Comparing the presentation of ideas, issues and themes in texts;
- Understanding the features of comparative analysis: structure, conventions and language, including relevant metalanguage;
- Analysing arguments presented and the use of persuasive language in texts;
- Creating texts intended to position audiences;
- Developing skills in creating written, spoken and multimodal texts;

Outcomes

In this unit you will:

- Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
- Construct a sustained and reasoned point of view on an issue currently debated in the media.

FOOD STUDIES (accreditation period 2017-2022)

Units 1+2

Course Description

This subject focuses on food from historical and cultural perspectives. Students will investigate the roles of food through time and across the world. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling, taste testing, sensory analysis, product analysis and scientific experiments.

Unit 1 – Food origins

This unit focuses on:

- Exploring food from around the world.
- The origins and cultural roles of food, from early civilizations through to modern times.
- Exploring factors that influence food availability.
- The history and culture of food in Australia.

Outcomes

In this unit you will:

- Identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.
- Describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

Unit 2 – Food makers

This unit focuses on:

- Commercial food production in Australia, encompassing primary production and food processing and manufacturing.
- Exploring food production on a domestic and small scale.

Outcomes

In this unit you will:

- Describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.
- Compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

FOOD STUDIES (accreditation period 2017-2022)

Units 3+4

Course Description

This subject focuses on the many roles and everyday influences of food. Students will investigate the functional properties of food, the physiology of eating and appreciating food and the microbiology of digestion. They will also study influences of food choices and how individuals respond to food trends. Challenges regarding food production and feeding the world's population are examined. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling, taste testing, sensory analysis, product analysis and scientific experiments.

Unit 3 – Food in daily life

This unit focuses on:

- The science of food during food preparation and digestion.
- The scientific rationale behind the Australian Guide to Healthy Eating.
- How our eating patterns develop and how they can be positively influenced.

Outcomes

In this unit you will:

- Explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse food selection models, and apply principles of nutrition and food science in the creation of food products.
- Explain and analyse factors affecting food access and choice, analyse the influences that shape an individual's food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families.

Unit 4 – Food issues, challenges and futures

This unit focuses on:

- Debates about global and Australian food systems.
- Issues about the environment, ecology, ethics, farming practices, the challenges of food security, food safety, food wastage, the use and management of water and land.
- Food information and misinformation.
- The development of food knowledge, skills and habits.

Outcomes

In this unit you will:

- Explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.
- Explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

FOUNDATION MATHEMATICS (accreditation period 2016-2021)

Unit 1 & 2

Course Description

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. This course is designed to complement General Mathematics and Mathematical Methods. Students completing this course would need to undertake additional targeted mathematical study in order to attempt Further Mathematics Units 3 and 4.

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

Unit 1

This unit focuses on:

- Space, shape and design
- Patterns and number

Unit 2

This unit focuses on:

- Data
- Measurement

Outcomes

In this subject you will:

- Use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve problems based on a range of everyday and real-life contexts.
- Apply mathematical procedures to solve practical problems in both familiar and new contexts, and communicate their results.
- Select and use technology to solve problems in practical contexts.

FURTHER MATHEMATICS (accreditation period 2016-2021)

Unit 3 & 4

Course Description

Entry to this course requires students to have successfully completed General Mathematics or Mathematical Methods Unit 1 & 2.

This course may be taken by itself or in conjunction with Mathematical Methods.

This subject focuses on:

- Developing an understanding of functional mathematics including financial arithmetic and data analysis.
- Developing an ability to work and communicate mathematically.
- Developing an ability to problem solve.

Unit 3

This unit focuses on:

- Data analysis
- Financial modeling

Unit 4

This unit focuses on:

- Geometry and measurement
- Networks and Decision Mathematics

Outcomes

In this subject you will:

- Define and explain key concepts and apply related mathematical techniques and models in routine contexts.
- Select and apply the mathematical concepts, models and techniques in a range of contexts of increasing complexity.
- Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

GENERAL MATHEMATICS (accreditation period 2016-2021)

Unit 1 & 2

Course Description

- This course is for students who require a real life understanding of Mathematics.
- Entry to this course requires students to have successfully completed Year 10 Mathematics.
- This course may be taken by itself or in conjunction with Mathematical Methods.

This subject focuses on:

- Developing an understanding of functional mathematics including financial arithmetic, data analysis, measurement and graphing.
- Developing an ability to work and communicate mathematically.
- Developing an ability to solve problems.

Unit 1

This unit focuses on:

- Computational Arithmetic
- Data Analysis and Statistics
- Financial Arithmetic
- Sequences
- Algebra

Unit 2

This unit focuses on:

- Shape and measurement
- Applications of Trigonometry
- Bivariate data
- Graphs and Networks
- Inequalities and Linear Programming

Outcomes

In this subject you will:

- Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.
- Select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.
- Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

GERMAN (accreditation period 2019-2023)

Units 1+2

Course Description

The study will develop the students ability to understand and use a language which has long been recognized as a world language of culture, music, theology and philosophy, as well as a key language in the fields of science, medicine, engineering, architecture, economics and technology. German-speaking countries have emerged as strong international leaders in trade, commerce, politics, environment and sustainability.

This subject focuses on:

- Communicating with others in German in interpersonal, interpretive and presentational contexts;
- Understanding the relationship between language and culture;
- Comparing cultures and languages and enhancing cultural awareness;
- Understanding and appreciating the cultural contexts in which German is spoken;
- Learning about language as a system and themselves as language learners;
- Making connections between different languages, knowledge and ways of thinking;
- Becoming part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.

Unit 1 – outcomes

In this unit you will:

- Exchange meaning in a spoken interaction.
- Interpret information from two texts on the same subtopic presented in German, and respond in writing in German and in English.
- Present information, concepts, ideas in writing in German on the selected subtopic and for a specific audience and purpose.

Unit 2 - outcomes

In this unit you will:

- Respond in writing in German to spoken, written or visual texts presented in German.
- Analyse and use information from written, spoken or visual texts to produce an extended written response in German.
- Explain information, ideas and concepts orally in German to a specific audience about an aspect of culture within communities where German is spoken.

GERMAN (accreditation period 2019-2023)

Units 3+4

Course Description

The study will develop the students ability to understand and use a language which has long been recognized as a world language of culture, music, theology and philosophy, as well as a key language in the fields of science, medicine, engineering, architecture, economics and technology. German-speaking countries have emerged as strong international leaders in trade, commerce, politics, environment and sustainability.

This subject focuses on:

- Communicating with others in German in interpersonal, interpretive and presentational contexts;
- Understanding the relationship between language and culture;
- Comparing cultures and languages and enhancing cultural awareness;
- Understanding and appreciating the cultural contexts in which German is spoken;
- Learning about language as a system and themselves as language learners;
- Making connections between different languages, knowledge and ways of thinking;
- Becoming part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.

Unit 3 - outcomes

In this unit you will:

- Participate in a spoken exchange in German to resolve a personal issue.
- Interpret information from texts and write responses in German.
- Express ideas in a personal, informative or imaginative piece of writing in German.

Unit 4 - outcomes

In this unit you will:

- Share information, ideas and opinions in a spoken exchange in German.
- Analyse information from written, spoken and viewed texts for use in a written response in German.
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in German.

HEALTH AND HUMAN DEVELOPMENT

(accreditation period 2018-2022)

Units 1+2

Course Description

This subject focuses on:

- understanding the complex nature of health and wellbeing, and human development
- developing a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors
- examining how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age
- developing health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks
- developing understanding of the Australian healthcare system and the political and social values that underpin it

Unit 1 – Understanding health and wellbeing

This unit focuses on:

- a broad, multidimensional approach to health and wellbeing
- factors, such as, age, culture, religion, gender and socioeconomic status which influence health and wellbeing
- measurable indicators of population health, and the health status of Australians
- variations and inequalities in the health status of youth

Outcomes

In this unit you will:

- Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.
- Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.
- Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Unit 2 – Managing health and development

This unit focuses on:

- changes and expectations that are part of the progression from youth to adulthood
- the application of health literacy skills through the examination of adulthood as a time change
- the Australian healthcare system and the ability to access and analyse health information

Outcomes

In this unit you will:

- Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.
- Describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

HISTORY – 20th CENTURY (accreditation period 2016-2021)

Units 1+2

Course Description

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures. This study builds on a historical framework where students develop an understanding of their own time and place. It seeks to extend students' cultural, economic, social and political understanding. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence.

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

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, and ideologies. These changes affected developments in Europe, the USA and the world. Economic instability caused by the Great Depression also contributed to the development of political movements

The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified

Outcomes

In this unit you will:

- Explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.
- Explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years.

Unit 2 – Twentieth Century History (1945 - 2000)

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

The establishment of the United Nations in 1945 was intended to avoid warfare, resolve political tensions and address threats to human life and safety.

The second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw changes in many countries. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

Outcomes

In this unit you will:

- Explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.
- Explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

HISTORY – REVOLUTIONS (accreditation period 2016-2021)

Units 3+4

Course Description

Revolutions represent great ruptures in time and are a major turning point that bring about the collapse and destruction of an existing political order, resulting in a change that permeates throughout society. In studying Units 3 and 4 Revolutions, students investigate the significant historical causes and consequences of political revolution. They evaluate the nature of the new societies that were created by the American and French revolutions, as well as historical interpretations about the causes and consequences of each revolution and the effects of change instigated by the new orders in those countries.

Unit 3 – The American Revolution of 1776

This unit will examine the American Revolution of 1776 in detail, what caused it and what it led to. The timeframe is from 1754 until 4th July 1776.

This unit focuses on:

- the significant causes of revolution in America in 1776
- how popular movements (eg. Sons and Daughters of Liberty) and particular individuals (eg. John Hancock and Benjamin Franklin) contributed to the triggering of the revolution
- the extent that social tensions and ideological conflicts contributed to the outbreak of revolution
- the nature of the post-revolution Government and its challenges.

Unit 4 – The French Revolution of 1789

This unit will examine the French Revolution of 1789 in detail, what caused it and what it led to. The timeframe studied is from October 1789 to 1795 (ie. The October Days to the dissolution of the Convention III).

This unit focuses on:

- the significant causes of revolution in France in 1789
- how popular movements and particular individuals (eg. Louis XVI, Marquis de Lafayette) contributed to the triggering of the revolution
- the extent that social tensions (eg. Revellion Riots) and ideological conflicts contributed to the outbreak of revolution
- the nature of the post-revolution Government and the extent to which it overcame its challenges.

Outcomes

In this subject you will:

- Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
- Analyse the consequences of revolution and evaluate the extent of change brought to society.

LEGAL STUDIES (accreditation period 2018-2022)

Units 1+2

Course Description

Legal Studies Unit 1 & 2 focuses on why laws are needed and where laws come from. Students also examine the various key concepts surrounding criminal and civil law.

Unit 1: Guilt and liability

This unit focuses on:

- legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria.
- key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios
- 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.

Outcomes

In this unit you will:

- Describe the main sources and types of law, and assess the effectiveness of laws.
- Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
- Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

Unit 2: Sanctions, remedies and rights

This unit focuses on:

- the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.
- 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.
- the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Outcomes

In this unit you will:

- Explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.
- Explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.
- Evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

LEGAL STUDIES (accreditation period 2018-2022)

Units 3+4

Course Description

Legal Studies Unit 3 & 4 focuses on human rights in the justice system and various processes and system that are used to protect these. Students also examine various aspects of the Australian Parliamentary system.

Unit 3: Rights and justice

This unit focuses on:

- examining the methods and institutions in the justice system and considering their appropriateness in determining criminal cases and resolving civil disputes.
- 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.
- the extent to which the principles of justice are upheld in the justice system.

Outcomes

In this unit you will:

- Explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.
- Analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

Unit 4: The people and the law

This unit focuses on:

- how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people.
- the significance of the High Court in protecting and interpreting the Australian Constitution.
- parliament and the courts, and the relationship between the two in law-making
- the roles of the individual, the media and law reform bodies in influencing law reform

Outcomes

In this unit you will:

- Discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.
- Discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

MATHEMATICAL METHODS (accreditation period 2016-2021)

Unit 1 & 2

Course Description

This course is for students who require a high level understanding of abstract Mathematics.

Entry to this course requires students to have successfully completed Year 10 Mathematics with high scores in Algebra.

This course may be taken by itself or in conjunction with General Mathematics.

This subject focuses on:

- Developing an ability to solve problems algebraically.
- Developing an ability to work and communicate mathematically.
- Developing an ability to problem solve.

Unit 1

This unit focuses on:

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

Unit 2

This unit focuses on the same topics as Unit 1 but to a greater degree of understanding.

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

Outcomes

In this subject you will:

- Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
- Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

MATHEMATICAL METHODS (accreditation period 2016-2021)

Unit 3 & 4

Course Description

Entry to this course requires students to have successfully completed Mathematical Methods Unit 1 & 2. This course may be taken by itself or in conjunction with Further Mathematics.

This subject focuses on:

- Developing an ability to solve problems algebraically.
- Developing an ability to work and communicate mathematically.
- Developing an ability to problem solve.

Unit 3

This unit focuses on:

- Functions and graphs
- Algebra
- Calculus

Unit 4

This unit focuses on the same topics as Unit 3 but to a greater degree of understanding.

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

Outcomes

In this subject you will:

- Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
- Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

MEDIA (accreditation period 2018-2022)

Units 1+2

Course Description

VCE Media provides students with the opportunity to analyse media texts and concepts in an informed and critical way. Students explore the structure, content and techniques used in media texts and integrate this knowledge into practical work, producing a range of creative media products and representations for an intended purpose and audience.

Unit 1 – Media forms, representations and Australian stories

This unit focuses on:

- The analysis of media representations in a range of media forms and texts;
- Practical skills and creative techniques in the use of media equipment and applications to create media products for specific audiences; and,
- The analysis of Australian fiction and non-fiction narratives and how they are structured to engage audiences.
- The use of media terminology to analyse and explain how media products are constructed to communicate ideas.

Outcomes

In this unit you will:

- Explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.
- Use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
- Analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

Unit 2 – Narrative across media forms

This unit focuses on:

- Analyzing the intentions of media creators and producers and the influence of narratives on audiences
- Understanding media production processes and the roles and responsibilities required in different stages of the production process;
- The creation of a collaborative media product;
- Developing practical skills and creative techniques in a range of media forms; and
- Exploring the influence of new media technologies on individuals, audiences and society

Outcomes

In this unit you will:

- Analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.
- Apply the media production process to create, develop and construct narratives.
- Discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

MEDIA (accreditation period 2018-2022)

Units 3+4

Course Description

VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students integrate this knowledge into practical work, producing a range of media products and representations.

Unit 3 – Media narratives and pre-production

This unit focuses on:

- The relationship between the media and its audience;
- Examining fictional and non-fictional narratives in a range of media forms
- The function of media codes and conventions and how they convey meaning;
- Exploring media equipment, technologies and processes appropriate to a selected media form and proposed product;
- Developing and documenting a media production design in a selected media form for a specified audience.

Outcomes

In this unit you will:

- Analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.
- Research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production.
- Develop and document a media production design in a selected media form for a specified audience.

Unit 4 – Media production and issues in the media

This unit focuses on:

- Making the product the student designed in Unit 3;
- Refining and applying organisational and creative skills in this process
- Critically analyzing the issues and challenges relating to regulation and control of the media and the relationship between the media and its audience

Outcomes

In this unit you will:

- Produce, refine and resolve a media product designed in Unit 3.
- Discuss issues of agency and control in the relationship between the media and its audience.

PHYSICAL EDUCATION (accreditation period 2017-2023)

Units 1+2

Course Description

This subject focuses on:

- The interrelationships between anatomical, biomechanical, physiological and skill acquisition principles and their role in producing and refining movement
- Examining behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity
- Practical activities examining the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise

Unit 1 – The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement and how they adapt to the demands of physical activity. Students evaluate the social, cultural and environmental influences on movement, while considering the implications of the use of legal and illegal practices to improve athlete's performance. Students also recommend and implement strategies to minimise the risk of illness or injury to each system.

Outcomes

In this unit you will:

- Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.
- Collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

Unit 2 – Physical activity, sport and society

In this unit students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Students investigate how participation in physical activity varies across the lifespan. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour and create and participate in, an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Outcomes

In this unit you will:

- Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.
- Apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

PHYSICAL EDUCATION (accreditation period 2017-2023)

Units 3+4

Course Description

This subject focuses on:

- developing an understanding of the anatomical, biomechanical, physiological and skill acquisition principles, and of behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity across the lifespan
- applying relevant training principles and methods to improve performance within physical activity at an individual, club and elite level.

Unit 3 – Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Outcomes

In this unit you will:

- Collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.
- Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

Unit 4 – Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

Outcomes

In this unit you will:

- Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.
- Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

PHYSICS (accreditation period 2017-2022)

Units 1+2

Course Description

This subject focuses on:

- Understanding and explaining the physical world
- Examining models and ideas used to make sense of the world
- Looking at the way matter and energy interact through observations, measurements and experiments

Unit 1: What ideas explain the physical world?

This unit covers the area of how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. The areas of study are: How can thermal effects be explained?, How do electric circuits work?, What is matter and how is it formed?

Outcomes:

In this unit you will:

- Apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.
- Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.
- Explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

Unit 2: What do experiments reveal about the physical world?

This unit covers the area of how physics explores the power of experiments in developing models and theories.

Outcomes:

In this unit you will:

- Investigate, analyse and mathematically model the motion of particles and bodies.
- Apply physics concepts to one of twelve options based on a different observation of the physical world.
- Design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

PSYCHOLOGY (accreditation period 2017-2022)

Units 1+2

Course Description

This subject focuses on:

- Understanding the contributions that the study of psychology has made to our lives.
- Understanding, evaluating and comparing different psychological concepts and theories.
- Skills in creating and carrying out psychological experiments and research on humans.
- Understanding and applying ethical principles when conducting research.

Unit 1

This unit focuses on:

- The structure and function of the brain and nervous systems.
- The impact of trauma on cognitive function.
- The use of neuroimaging techniques.
- The impact of genetics and environment on psychological development.
- Atypical development and its effects on the individual.

Outcomes

In this unit you will:

- Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
- Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.
- Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

Unit 2

This unit focuses on:

- Sensation and perception of sensory stimuli.
- The influence of different factors on perception.
- The relationship between prejudice, attitudes and discrimination.
- Social influences on individual behaviour.
- Factors such as bullying and media on individual behaviour.

Outcomes

In this unit you will:

- Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
- Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
- Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

Units 3+4

Course Description

This subject focuses on:

- The development of major ideas in psychology relating to individual human behaviour.
- Understanding the contributions that the study of psychology has made to our lives.
- Understanding, evaluating and comparing different contemporary psychological concepts and theories.
- Skills in creating and carrying out psychological experiments relating to mental processes and psychological functioning.
- Understanding and applying ethical principles when conducting research.

Unit 3

This unit focuses on:

- The structure and function of the human nervous system.
- The positive and negative effects of stress.
- The role of coping mechanisms in relation to stress.
- The neural basis of learning and memory.
- Comparisons of models explaining learning and memory.
- The reliability and decline of memory over the lifespan.

Outcomes

In this unit you will:

- Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.
- Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.

Unit 4

This unit focuses on:

- The psychological construct of consciousness and levels of awareness.
- The importance of sleep and effects of sleep deprivation.
- Defining mental health and mental disorders.
- Investigating factors that contribute to the development and maintenance of mental disorders.
- Application of the Biopsychosocial model to explain phobias.

Outcomes

In this unit you will:

- Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.
- Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.
- Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

SPECIALIST MATHEMATICS (VVLN) (accreditation period 2016-2021)

Units 3+4

Course Description

Entry to this course requires students to have completed Mathematical Methods Unit 1 & 2 to a high standard. This course should be taken in conjunction with Mathematical Methods. There will be some prior learning needed before students can undertake this subject. This subject is run through the Victorian Virtual Learning Network. Students undertaking this subject should have high-level skills of organization and self-regulation.

This subject focuses on:

- Developing an ability to solve problems algebraically and abstractly;
- Developing an ability to work and communicate mathematically;
- Developing an ability to problem solve.

Unit 3

This unit focuses on:

- Functions and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and statistics

Unit 4

This unit focuses on the same topics as Unit 3 but to a greater degree of understanding.

- Functions and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and statistics

Outcomes

In this subject you will:

- Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
- Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

STUDIO ARTS (accreditation period 2017-2022)

Units 1+2

Course Description

This subject focuses on:

- Experimentation with 2D/3D materials and techniques related to specific art forms.
- The investigation and exploration of a design process including exploring sources of inspiration and developing individual ideas.
- The production and evaluation of your own artwork.
- The study and investigation of artists from different times and cultures.

Unit 1 – Studio Inspiration and Techniques

This unit focuses on:

- The investigation of a variety of sources of inspiration - from specific artists to images in the media.
- The exploration of a range of art materials and techniques.
- The work of specific artists from different times and locations.

Outcomes

In this unit you will:

- Identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.
- Produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s.
- Discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.

Unit 2 – Studio Exploration and Concepts

This unit focuses on:

- Establishing and using studio practice to produce artworks
- Exploration and development of ideas and subject matter and creation of aesthetic qualities
- The study of art movements and styles and development of skills in visual analysis of artworks
- The exhibition of artworks including different environments and how artworks are presented to an audience

Outcomes

In this unit you will:

- Develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork
- Compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

STUDIO ARTS (accreditation period 2017-2022)

Units 3+4

Course Description

This subject focuses on:

- The study and investigation of artists and artworks from different times and cultures, including their working methods, communication of ideas and development of aesthetic qualities.
- The development of specialised skills in specific art forms.
- Exploration of a range of materials and techniques in art practice
- The production and evaluation of students own artwork.

Unit 3 – Studio Practices and Processes

This unit focuses on:

- The development and use of an exploration proposal to define an area of creative exploration.
- Collating inspiration from a variety of sources including relevant artists.
- Trialing a variety of materials and techniques.
- Refining and developing a selection of ‘Potential Directions’
- The study and investigation of artists and their work practices and processes

Outcomes

In this unit you will:

- Prepare an exploration proposal that formulates the content and parameters of an individual studio process including a plan of how the proposal will be undertaken.
- Progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.
- Examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

Unit 4 – Studio Practice and Art Industry Contexts

This unit focuses on:

- The production of a folio of artworks that links cohesively according to the ideas resolved in Unit 3.
- Refinement and skillful application of materials and techniques and aesthetic qualities.
- Artists’ involvement in the art industry focusing on at least 2 different exhibitions visited during the year and considerations relating to the presentation and conservation of artworks

Outcomes

In this unit you will:

- Present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student’s ideas expressed in the exploration proposal.
- Provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.
- Compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

VISUAL COMMUNICATION AND DESIGN (accreditation period 2018-2022)

Units 1+2

Course Description

This study focuses on communicating messages, ideas and concepts through visual design. Students develop skills in both freehand and technical drawing as a means of communicating ideas. They apply design thinking skills throughout the design process to develop designs appropriate for different purposes and audiences. Students explore the application of design elements, design principles and a range of materials and techniques through the production of both three dimensional and graphic designs. They are introduced to the importance of copyright and intellectual property. Students consider the way design has changed through time, exploring cultural and historical influences in visual communication.

Unit 1 – Introduction to Visual Communication Design

This unit focuses on:

- Observational, visualization and presentation drawing skills.
- Technical drawing skills.
- Rendering techniques using a range of media and methods
- The application of design elements and design principles
- The development of visual communications for specific purposes
- Cultural and historical influences in visual communication

Outcomes

In this unit you will:

- Create drawings for different purposes using a range of drawing methods, media and materials.
- Select and apply design elements and design principles to create visual communications that satisfy stated purposes.
- Describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2 – Applications of Visual Communication Within Design Fields

This unit focuses on:

- The fields of environmental, industrial and product design
- Technical drawing techniques
- The role of type and images in communication design
- The application of the visual communication design process
- The development of visual communications to meet set briefs

Outcomes

In this unit you will:

- Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
- Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
- Apply stages of the design process to create a visual communication appropriate to a given brief.

VISUAL COMMUNICATION AND DESIGN (accreditation period 2018-2022)

Units 3+4

Course Description

This study explores the process designers use to communicate with clients, target audiences and other designers, and to produce effective visual communications. Students analyse existing visual communications and study the practices of professional designers, to explore designs in the communication, industrial and environmental design fields. Students use this understanding to apply the design process and develop their own visual communications appropriate to a set brief.

Unit 3 – Visual Communication Design Practices

This unit focuses on:

- The communication, environmental and industrial design fields
- Analysis of existing visual communications
- The design process followed by professional practitioners in the design industry
- The visual communication design process
- Development of briefs
- Research methods and sources
- Design thinking skills
- Freehand drawing, rendering and design skills

Outcomes

In this unit you will:

- Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.
- Discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.
- Apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

Unit 4 – Visual Communication Design Development, Evaluation and Presentation

This unit focuses on:

- The application of the visual communication design process
- Application of manual and freehand image generation methods
- The development and refinement of design ideas
- Development of final presentations that meet a set brief
- Evaluation and explanation of design work

Outcomes

In this unit you will:

- Develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.
- Produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

Mullauna College

2021 VCE Course Planning Form

STEP 1: Complete below table

My career direction is	
My strongest subjects are	
My favourite subjects are	

STEP 2: Plan your subjects

<i>Year Level</i>	<i>Study 1</i>	<i>Study 2</i>	<i>Study 3</i>	<i>Study 4</i>	<i>Study 5</i>	<i>Study 6</i>
11	Yr 11 Study	Yr 11 Study	Yr 11 Study	Yr 11 Study	Yr 11 Study	Yr 11 Study
	<i>English Units 1 & 2</i>					
12	Yr 12 Study	Yr 12 Study	Yr 12 Study	Yr 12 Study	Yr 12 Study	
	<i>English Units 3 & 4</i>					

STEP 3: Please list the required number of preferences below. **Preference order is important.**

2021 Subject Preferences	
1. English	4. Free Choice
2. Free Choice	5. Free Choice
3. Free Choice	6. Free Choice

STEP 4: List 3 reserve preferences below. **Preference order is important.**

Reserve Preferences		
1. Reserve Choice	2. Reserve Choice	3. Reserve Choice

MULTIPLY YOUR OPPORTUNITES

Vocational Education and Training (VET) Certificate Courses

VET courses at Mullauna College aim to help you develop competencies and skills to obtain a credential that is recognised throughout Australia. This can be achieved through school and TAFE.

Many of the competencies can be transferred to workplaces, schools, TAFE and industries, so that you are not locking yourself into one industry: you could transfer the competencies into another vocation or area of learning.

VET courses at Mullauna College are part of your VCE. The VCE/VET courses offered at Mullauna College may give direct scores or bonus increments to your Australian Tertiary Admission Rank (ATAR) and thus improve your chances to gain entry into university or TAFE.

Entry into a VET course at Mullauna College is **not automatic**. You may have to attend an interview, and if successful, applicants are required to participate in an Orientation Program. Consider your options and find out which VCE/VET studies best equip you for your future career. For more information see the VCE/VET Co-ordinator or Careers Teacher.

Fees and Costs:

There will be an Enrolment Fee and Materials Fee which varies between courses; there may also be a TAFE Service Fee which will depend on student hours and materials/ equipment costs.

Note: When students are in attendance at a VET program they will be recorded as attending VET by classroom teachers and will not affect their attendance record at the College.

Australian Qualifications and Training Framework:

The qualification gained is a certificate at level II or III within the Australian Qualification Framework (AQTF). It is possible to progress through part of this nationally recognised qualification system while you are still at Mullauna College and obtain your VCE at the same time.

Note: Students undertaking a VET course are required to attain the full sequence - Unit 1-4

VET subjects 2021

The following VET subjects were available for Mullauna students to undertake in 2020, however VET offerings for 2021 are still to be confirmed. For further information, please contact the VET coordinator.

- Cert III Applied Fashion
- Building and Construction – Carpentry
- Cert II Hospitality
- Cert II Kitchen Operations
- Cert III Music Industry (Sound Production)

VET enrolment

Applications for VET programs must be indicated on your VCE subject selection form. You cannot enrol directly through the Mullum Cluster. Mullauna College students will only be accepted into VET if they can demonstrate an ability to safely travel to and from other locations, handle missing some of their class time and demonstrate a benefit to their pathway.