



# Welcome to the Later Years 2026

## VCE—My Personal Pathway



# BUCKLEY PARK COLLEGE

BUILD YOUR WINGS





# VCE Subjects at Buckley Park College

STUDY	Offered in 2026 Unit 1&2 (YEAR 11)	Offered in 2026 Unit 3&4 (YEAR 12)	SUBJECT ADVISORS:
Accounting	YES	YES	Lachlan Grant and Chris Lodge
Art Making and Exhibiting	YES	YES	Fiona Barbetti
Biology	YES	YES	Simon Polidori
Business Management	YES	YES	Lainie Inverno and Lachlan Grant
Chemistry	YES	YES	Ross McIvor and Joanne McRae
Computing—Applied Computing	YES	✗	Emily Norris
Computing—Data Analytics	✗	YES	Emily Norris
Drama	YES	✗	Margie Bainbridge
Economics	YES	YES	Peter Mossemeneear
English	YES	YES	Ann Abramovic
English (EAL)	YES	YES	Lisa Vargas regarding eligibility
Food Studies	YES	YES	Lisa Eltham
Health and Human Development	YES	YES	Brent Taylor or Amy McKenzie
Modern History	YES	✗	Lisa Vargas
History Revolutions	✗	YES	Lisa Vargas
Languages– German	YES	YES	Josephine Lloyd
Languages– Japanese	YES	YES	Jessica Suh, Keiko Armytage & Candice De La Motte
Legal Studies	YES	YES	Vicki Hamsitzis
Literature	YES	✗	Kate Turpin
Mathematics General	YES	YES	Kelly Salpietro and Kathryn Muir
Mathematics Methods	YES	YES	David Boras and Oscar Menuel
Mathematics Specialist	YES	YES	Oscar Menuel
Media	YES	YES	Margie Bainbridge,
Music	YES	YES	Luke Jones
Physical Education	YES	YES	Joanne McRae
Physics	YES	YES	Behrooz Ghabraie
Psychology	YES	YES	Matthew Majewski or Sarah Chrystiuk
Visual Communication Design	YES	YES	Sally Packham
Vocational Education Training Delivered to Secondary Students (VETDSS) and Extension Program in the VCE	YES	YES	Andrea Ferridge, Careers & VCE VM Leader

Generally students would choose subjects as a sequence of units 1, 2, 3 and 4. However, students may move into most subjects at units 1, 2 or 3. Additional VCE Studies information is available on the Victorian Curriculum and Assessment Authority (VCAA) website [VCE STUDY DESIGN](#)



# Accounting

Accounting Units 1 and 2 is required to be taken as a sequence prior to Units 3 & 4.

## **Unit 1: The role of accounting in business**

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. It considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

## **Unit 2: Accounting and decision-making for a trading business**

In this unit, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

## **Unit 3: Financial accounting for trading businesses**

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights 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. Students develop their understanding of the accounting processes for recording and reporting, and consider the effects of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

## **Unit 4: Recording, reporting, budgeting and decision making**

In this unit, 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 processes, with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and the 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. Using this evaluation, students suggest strategies to business owners to improve business performance.

### ***Unit 3 and 4 assessment coursework breakdown***

Unit 3 school assessed coursework	25%
Unit 4 school assessed coursework	25%
End of year exam	50%



# Art Making and Exhibiting

## Unit 1: Explore, expand and investigate

In unit 1 students explore and expand their knowledge and understanding of the characteristics of materials, techniques and processes in a range of art forms. They explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Students explore the different ways artists use materials, techniques and processes. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

- Students explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.
- Students make and present at least one finished artwork and document their art making in a Visual Arts journal.
- Students research Australian artists and present information about them in a format appropriate for a proposed exhibition.

## Unit 2: Understand, develop and resolve

In unit 2 students research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. Students understand how artworks are displayed to audiences to communicate meaning. Students respond to a set theme and progressively develop their own ideas. Students develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. Students begin to understand the various roles in galleries and how exhibitions are planned and designed and how spaces are organised for exhibitions. Students engage with exhibitions in galleries.

- Students select a range of artworks from an exhibition and other sources to design their own thematic exhibition.
- Students explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme.
- Students progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

## Unit 3: Collect, extend and connect

In unit 3 students use art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks.

Using a visual Arts journal students record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. From the ideas documented in their Visual Arts journal, students plan and develop artworks.



# Art Making and Exhibiting

## (cont'd)

Students receive feedback on the progress of their art making to develop and extend their ideas. Students present a critique of their artworks to their peer group. After the critique students evaluate their work and revise, refine and resolve their artworks.

Students will visit a minimum of two exhibitions. Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.

- Students collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.
- Students make artworks in specific art forms, prepare and present a critique, and reflect on feedback.
- Students research and plan an exhibition of the artworks of three artists.

### Unit 4: Consolidate, present and conserve

In Unit 4 students make connections to the artworks they have made in Unit 3, extending their ideas and art making to further refine and resolve artworks in specific art forms. Students demonstrate the development of technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style in a Visual Arts journal. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.

Students organise the presentation of their finished artworks including the display, the lighting and any other considerations. Students also present a critique of their artworks and receive and reflect on feedback.

Students continue to engage with exhibitions and galleries and review the methods used and considerations involved in the presentation, conservation and care of artworks, including the conservation and care of their own artworks. Students visit or view a minimum of two different exhibitions during the current year of study to provide a source of inspiration and influence for the artworks they make. Students document the investigation and review of artworks and exhibitions in their Visual Arts journal.

- Students refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.
- Students plan and display at least one finished artwork in a specific art form, and present a critique.
- Students understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks.

### Unit 3 and 4 assessment coursework breakdown

Unit 3 school assessed coursework	5%
Unit 3 school assessed task	30%
Unit 4 school assessed coursework	5%
Unit 4 school assessment task	30%
End of the year exam	30%



# Biology

## **Unit 1: How do living things stay alive?**

This unit focuses on three areas of study:

How do organisms function? This area investigates and explains how cellular structures and systems function to sustain life. It includes cell structure and function, movement of substances in and out of cells and how individual organisms obtain nutrients for survival.

How do living systems sustain life? This area looks at how various adaptations enhance the survival of an individual organism. It investigates the relationships between organisms that form a living community and their habitat, the importance of biodiversity, and analyses the impacts of factors that affect population growth and survival.

Practical investigation – this area looks at designing and undertaking an investigation related to the survival of an organism or species, and drawing conclusions based on evidence from collected data.

## **Unit 2: How is continuity of life maintained?**

This unit focuses on three areas of study;

How does reproduction maintain the continuity of life? This area looks at the advantages and disadvantages of asexual and sexual reproduction. It explains how changes within the cell cycle may have an impact on cellular or tissue system function and identifies the role of stem cells in cell growth and cell differentiation.

How is inheritance explained? This area looks at genetics in describing patterns of inheritance, analysis of pedigree charts, predicting outcomes of genetic crosses and identifying the implications of the use of genetic screening and decision making in relation to inheritance.

Investigation of an issue – this area looks at applying and extending the knowledge and skills developed to investigate an issue involving reproduction and/or inheritance.

## **Unit 3: How do cells maintain life?**

This unit focuses on two areas of study:

How cellular processes work? The dynamic nature of the cell in terms of key cellular processes including plasma membranes, Nucleic acids and proteins, gene structure, regulation of biochemical pathways, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.

How cells communicate? 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.

Biology continued overleaf





# Biology (cont'd)

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

This unit focuses on three areas of study:

How species are related? Analyse evidence for evolutionary change, including changes in the genetic makeup of a population and changes in biodiversity over time. Explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.

How humans impact on biological processes? 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.

Practical Investigation; A student-designed or adapted investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation is to relate to knowledge and skills developed across Units 3 and 4 and may be undertaken by the student through laboratory work and/or fieldwork. On the completion of this unit the student should be able to design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

### ***Unit 3 and 4 assessment coursework breakdown***

Unit 3 school assessed coursework	25%
Unit 4 school assessed coursework	25%
End of year exam	50%



# Business Management

## Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

## Unit 2: Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

## Unit 3: Managing a business

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

## Unit 4: Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

### *Unit 3 and 4 assessment coursework breakdown*

Unit 3 school assessed coursework	25%
Unit 4 school assessed coursework	25%
End of year exam	50%





# Chemistry

It is required that Chemistry units 1 and 2 be taken as a sequence.

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

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

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

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

## Unit 3: How can design and innovation help to optimise chemical processes?

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

## Unit 4: How are carbon-based compounds designed for purpose?

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

### *Unit 3 and 4 assessment coursework breakdown*

Unit 3 school assessed coursework	20%
Unit 4 school assessed coursework	30%
End of year exam	50%



# Computing- Applied Computing

## Structure

The study is made up of six units:

Unit 1: Applied Computing

Unit 2: Applied Computing

Units 3 and 4: Data analytics

**NB.** students may elect to undertake one or both of these Units 3 and 4 sequences.

### Unit 1: Applied Computing

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions. In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

### Unit 2: Applied Computing

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment. In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

COMPUTING continued overleaf



# Computing- Data Analytics

## Unit 3: Data Analytics

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software.

In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study

## Unit 4: Data Analytics

In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-assessment Task (SAT) . In Area of Study 2 students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

### ***Unit 3 and 4 assessment coursework breakdown***

Unit 3+4 school assessed coursework	20%
Unit 3+4 School Assessed Task (SAT)	30%
End of year exam	50%



# Drama

## Unit 1: Introducing performance styles

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers. Students apply play-making techniques to shape and give meaning to their performance. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles. In this unit the terms character, performance, story and style may be understood as one or more characters, performances, stories or styles.

## Unit 2 : Australian identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors.

## Unit 3: Devised ensemble performance

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website. In this unit the terms character, performances, stories or styles.

## Unit 4: Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance. Students are encouraged to attend performances that incorporate a range of performance styles to support their work in this unit.

### Unit 3 and 4 assessment coursework breakdown

Unit 3 school assessed coursework	30%
Unit 4 school assessed coursework	10%
End of year performance exam	35%
End of year written exam	25%



# Economics

## Unit 1: Economic Decision Making

Economics is a dynamic and constantly evolving field of social science, which looks at the way humans behave and the decisions made to meet the needs and wants of society. Students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives.

The examination of one or more markets, help gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Students consider the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour. They investigate at least one behavioural economics experiment, and analyse how the theories and observations of behavioural economics have been used by government in planning and implementing policy, and by businesses in managing their relationships with consumers.

## Unit 2: Economic Issues and Living Standards

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Economics provides useful tools for investigating contemporary issues that inspire debate and wide differences in opinion. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens. They do this through investigation of the economic factors influencing the issue and via examination of its economic importance at a local, national and international level. Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to the issue.

ECONOMICS CONTINUED OVERLEAF



# Economics (cont'd)

## Unit 3: Australia's Living Standards

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but government also plays a significant role in resource allocation. In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards.

Students develop an understanding of the macroeconomy. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and apply theories to explain how changes in these variables might affect achievement of domestic macroeconomic goals and living standards. Students assess the extent to which the Australian economy has achieved these macroeconomic goals during the past two years.

Australia's living standards depend, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships and the effect of these on Australian living standards. Students analyse how international transactions are recorded, and examine how economic factors might affect the value of the exchange rate, the terms of trade and Australia's international competitiveness. Students also analyse how changes in the value of the exchange rate, the terms of trade and international competitiveness affect the domestic macroeconomic goals.

## Unit 4: Managing the Economy

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

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards.

Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of the domestic macroeconomic goals and living standards.

Expanding the productive capacity of the economy and improving Australia's international competitiveness is critical to ensuring that economic growth, low inflation and employment opportunities can be maintained both now and into the future. Students consider how the Australian Government utilises selected aggregate supply policies to pursue the achievement of the domestic macroeconomic goals and living standards over the long term.

### Unit 3 and 4 assessment coursework breakdown

Unit 3 school assessed coursework	25%
Unit 4 school assessed coursework	25%
End of year exam	50%





# English & English as an Additional Language

This study aims to develop competence in the understanding and use of English for a variety of purposes including higher education and training, post-school employment and participation in a democratic society. It emphasises the integration of reading, writing, speaking, listening and thinking. It values student diversity and encourages learning where students take responsibility for their language skills development and thus grow in confidence and understanding.

## Unit 1

In this unit, students engage in reading and viewing texts with a focus on personal connections with the narrative. Additionally, students will read and engage imaginatively and critically with mentor texts that model effective writing, developing an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts.

## Unit 2

In this unit, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

## Unit 3

In this unit students apply reading and viewing strategies to critically engage with texts. They read and engage imaginatively and critically with mentor texts. These will inspire their own process. EAL students will in addition analyse and respond to aural texts.

## Unit 4

In this unit students further sharpen their skills of reading and viewing texts. Students analyse argument and language, and visual texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

### *Unit 3 and 4 assessment coursework breakdown*

Unit 3 school assessed coursework	25%
Unit 4 school assessed coursework	25%
End of year exam	50%



# Food Studies

**New Study Design - Not a folio subject**

## **Unit 1: Food Origins.**

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

## **Unit 2: Food Makers.**

In this unit students investigate food systems in contemporary Australia. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

FOOD STUDIES CONTINUED OVERLEAF



# Food Studies

## Unit 3: Food in daily life

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating ([eatforhealth.gov.au](http://eatforhealth.gov.au)), and develop their understanding of diverse nutrient requirements.

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

## Unit 4: Food issues, challenges and futures

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

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

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

### Unit 3 and 4 assessment coursework breakdown

Unit 3 school assessed coursework	30%
Unit 4 school assessed coursework	30%
End of year exam	40%



# Health & Human Development

## Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the Indicators used to measure and evaluate health status.

## Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

## Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

## Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

### Unit 3 and 4 assessment coursework breakdown

Unit 3 school assessed coursework	25%
Unit 4 school assessed coursework	25%
End of year exam	50%



# Modern History

## Unit 1 – Change and Conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world. In Area of Study 1 students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the maps of Europe and its colonies, breaking up the former empires of the defeated nations, such as the partitioning of the German, Austro-Hungarian and Ottoman Empires. They consider the aims, achievements and limitations of the League of Nations. In Area of Study 2 students focus on the social life and cultural expression in the late nineteenth century and the first half of the twentieth century, and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period.

## Unit 2 – The Changing World Order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century. In Area of Study 1 students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, the consequences on people, groups and nations, and the causes of the end of the Cold War and the collapse of the USSR. In Area of Study 2 students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century. Students also consider the extent to which ideas, values and political systems remained the same and/or change was resisted. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

REVOLUTIONS continued overleaf



# Revolutions

## Unit 3 – Revolutions: France.

The French Revolution is known for its Terror and brutality, but also for its unique and lasting contributions to democracy. In Area of Study 1 students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time. They will focus on the ideas that played a significant role in challenging the existing order, including the Enlightenment and the critique on privilege. The events and conditions that contributed to the outbreak of revolution, including political pamphlets, the Réveillon Riots, the storming of the Bastille, the 'Great Fear' and the October Days. They will assess role of individuals in challenging or maintaining the power of the existing order, including Louis XVI, Marie Antoinette, Emmanuel Joseph Sieyes and Marquis de Lafayette, as well as the contribution of popular movements in mobilising society and challenging the existing order, including the nobility, bourgeoisie, urban workers of Paris and peasants. In Area of Study 2 students will focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. The success of the revolution was not guaranteed or inevitable. Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution, including October Days, reforms to the church, the Flight to Varennes, hostility of foreign powers and the Papacy and counter revolution. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline. They will assess the role of individuals such as . Louis XVI, Georges Danton, Jean-Paul Marat, Maximilien Robespierre and Marquis de Lafayette, as well as evaluating the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including bourgeoisie, parish priests and other clergy, urban workers, women, peasants and the nobility. They will evaluate the extent of continuity and change in French society 1774–1795

## Unit 4 – Revolutions: Russia.

The Russian Revolution brought fear to aristocracies all over Europe, but it also brought a changed understanding of social hierarchies. In Area of Study 1 students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time. They will focus on the ideas that played a significant role in challenging the existing order, including institutional weaknesses and tensions in Tsarist Russia, economic and social inequalities, the Russo-Japanese War, Bloody Sunday, the October Manifesto, the Fundamental Laws, limitations of the Dumas, World War One, the February Revolution, the effectiveness of the Provisional Governments, The Dual Authority, Lenin's return and his April Theses, the July Days, the Kornilov Affair, and the events of October 1917. They will assess role of individuals in challenging or maintaining the power of the existing order, including Tsar Nicholas II and Tsarina Alexandra, Pyotr Stolypin, Grigori Rasputin, Alexander Kerensky, Vladimir Lenin and Leon Trotsky, as well as the contribution of popular movements in mobilising society and challenging the existing order, including workers' protests and peasants' uprisings, soldier and sailor mutinies, and the role of political parties. In Area of Study 2 students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. The success of the revolution was not guaranteed or inevitable. Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution, such as the challenges the new regime faced in attempting to consolidate its power, including the initial problems faced by the Sovnarkom, the Constituent Assembly and its dissolution, the Treaty of Brest-Litovsk, the Civil War, Red and White Terror, the policies of State Capitalism and War Communism, and Kronstadt Revolt. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline. They will assess the role of individuals such as Vladimir Lenin, Leon Trotsky, Felix Dzerzhinsky and Alexandra Kollontai, as well as evaluating the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including nobles, peasants, workers, the bourgeoisie and women. They will evaluate the extent of continuity and change in Russian society 1896–1927.

### Unit 3 and 4 assessment coursework breakdown

Unit 3 school assessed coursework	25%
Unit 4 school assessed coursework	25%
End of year exam	50%





# Languages

## Unit 1: Languages – German / Japanese Second Language

Student's knowledge and skills in understanding, speaking and writing the language are extended through the study of topics under three themes: the individual, the German/Japanese speaking communities and the world around us.

Students are required to: exchange meaning in a spoken interaction in German/Japanese; interpret information from two texts on the same subtopic in German/Japanese and respond in writing in German/Japanese and in English; and present information, concepts and ideas in writing in German/Japanese on a selected subtopic and for a specific audience and purpose.

## Unit 2: Languages – German / Japanese Second Language

Student's knowledge and skills in understanding, speaking and writing the language are extended through the study of topics under three themes: the individual, the German/Japanese speaking communities and the world around us.

Students are required to: respond in writing in German/Japanese to spoken, written or visual texts presented in German/Japanese; analyse and use information from written, spoken or visual texts to produce an extended written response in German/Japanese; and explain information, ideas and concepts orally in German/Japanese to a specific audience about an aspect of culture within communities where German/Japanese is spoken.

## Unit 3: Languages – German / Japanese Second Language

Student's knowledge and skills in understanding, speaking and writing the language are extended through the study of topics under three themes: the individual, the German/Japanese speaking communities and the world around us.

Students are required to: participate in a spoken exchange in German/Japanese to resolve a personal issue; interpret information from texts and write responses in German/Japanese; and express ideas in a personal, informative or imaginative piece of writing in German/Japanese.

School-assessed coursework for unit 3 will contribute 25% of the final assessment. The level of achievement for units 3 and 4 will also be assessed by two end-of-year examinations, which contribute 50% of the final assessment.

## Unit 4: Languages – German / Japanese Second Language

Student's knowledge and skills in understanding, speaking and writing the language are extended through the study of topics under three themes: the individual, the German/Japanese speaking communities and the world around us.

Students are required to: share information, ideas and opinions in a spoken exchange in German/Japanese; analyse information from written, spoken and viewed texts for use in a written response in German/Japanese; and present information, concepts and ideas in evaluative or persuasive writing on an issue in German/Japanese.

School-assessed coursework for unit 4 will contribute 25% of the final assessment. The level of achievement for units 3 and 4 will also be assessed by two end-of-year examinations, which contribute 50% of the final assessment.

### ***Unit 3 and 4 assessment coursework breakdown***

Unit 3 school assessed coursework	25%
Unit 4 school assessed coursework	25%
End of year exam: oral and written component	50%



# Legal Studies

## Unit 1: The presumption of innocence

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions.

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

Area of Study 1 - Legal foundations

Area of Study 2 - Proving guilt

Area of Study 3 - Sanctions

## Unit 2: Wrongs and rights

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Area of Study 1 - Civil liability

Area of Study 2 - Remedies

Area of Study 3 - Human rights

## Unit 3: Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Area of Study 1 - The Victorian criminal justice system

Area of Study 2 - The Victorian civil justice system

## Unit 4: The people, the law and reform

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

Area of Study 1 - The people and the law-makers

Area of Study 2 - The people and reform

### Unit 3 and 4 assessment coursework breakdown

Unit 3 school assessed coursework	25%
Unit 4 school assessed coursework	25%
End of year exam	50%



# Literature

## **Unit 1: Reading practices and literary movement or genre study**

In this unit, there are two outcomes: 'approaches to literature', and 'literary movement or genre study'. Study will focus on the ways in which the interaction between text and reader creates meaning. Students will gain insights into how texts function as representations of human experience. Analyses of the features and conventions of texts will help you develop responses to a range of literary forms and styles. In this unit you will learn key terms, concepts and practices for your study of literature. Additionally, you will explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. You will have the chance to respond to the ideas and concerns of texts critically, creatively and reflectively.

## **Unit 2: Voices of Country and the text in its context**

In this area of study students explore 'voices of Country' and 'the text in its context'. Students will study texts that consider the the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They will explore the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. For the second half of this unit, students explore a text in its historical, social and cultural context to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance

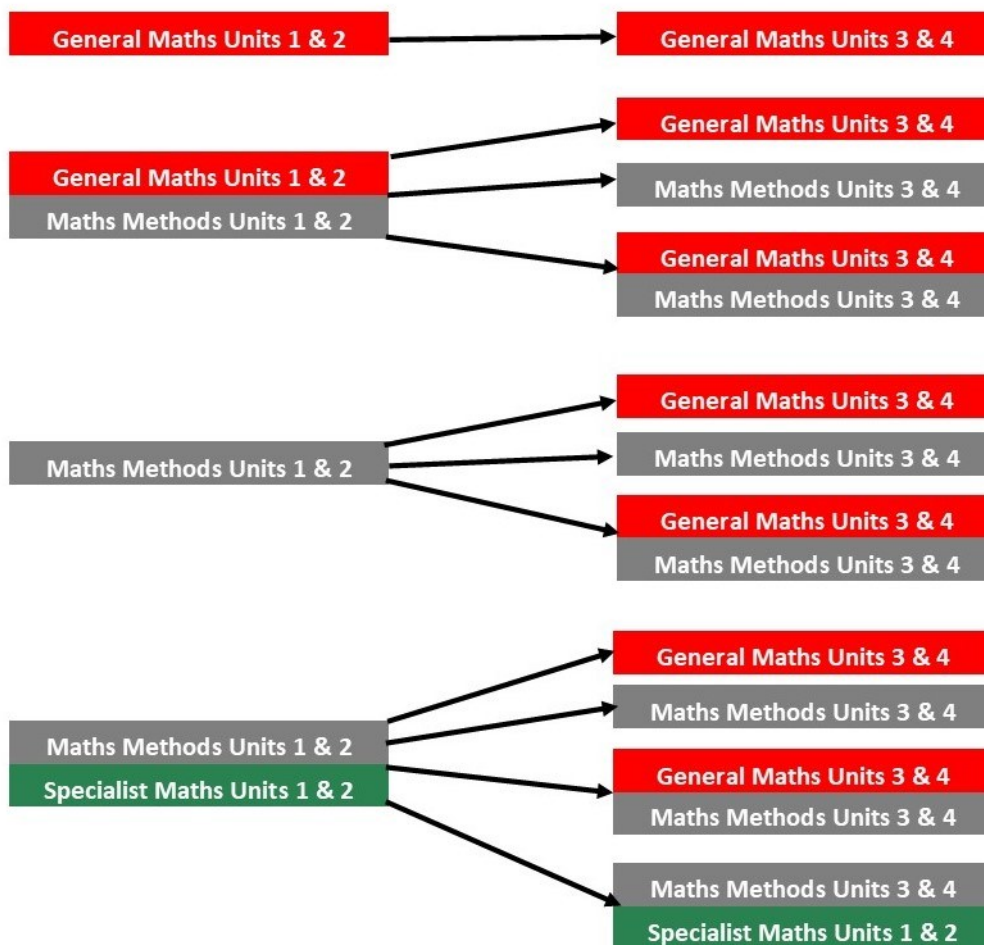


# Mathematics

Students will need to consider their career aspirations, the prerequisites for all relevant tertiary courses and the recommendations of their Year 10 and Year 11 mathematics teachers before choosing the units of mathematics suitable for their needs and ability.

## Structure

The study is made up of the following units:



The use of technology will be incorporated throughout each VCE unit, both in the learning of new material and the application of this material in a variety of different contexts. Students will be required to use the Casio Classpad II fx-CP400 to support their learning in VCE mathematics. Students will retain this calculator from year 10.

MATHEMATICS continued overleaf



# Mathematics (cont'd)

**There are 3 courses available for students in Year 11:**

## **General Mathematics – Units 1 and 2**

Prerequisite: Students need to have obtained a pass in Maths 10 or Maths 10A. This course is not applicable to students who have taken Enrichment Maths.

General Mathematics Units 1 and 2 can be studied alone or they can be studied in conjunction with Mathematical Methods Units 1 and 2. They provide the necessary preparation for students to proceed to General Mathematics Units 3 and 4.

The areas of study are:

- Data analysis, probability and statistics
- Algebra, number and structure
- Functions, relations and graphs
- Discrete mathematics
- Space and measurement

## **Mathematical Methods – Units 1 and 2**

Prerequisite: Students need to have obtained C average for all CLT in Maths 10A or have taken Enrichment Maths.

Mathematical Methods (CAS) Units 1 and 2 can be studied alone or in conjunction with either General Mathematics Units 1 and 2 or Specialist Mathematics Units 1 and 2. These units provide excellent preparation for Mathematical Methods (CAS) Units 3 and 4.

The areas of study are:

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

## **Specialist Mathematics – Units 1 and 2**

Prerequisite: Students need to have obtained B average for all CLT in Maths 10A and have taken Enrichment Maths.

Specialist Mathematics Units 1 and 2 may only be studied in conjunction with Mathematical Methods Units 1 and 2. The content of the Specialist Mathematics course is intended to provide a thorough preparation for students who intend to study Specialist Mathematics Units 3 and 4.

The areas of study are:

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Functions, relations and graphs
- Space and measurement



# Mathematics (cont'd)

**There are 3 courses available for students in Year 12:**

## **General Mathematics – Units 3 and 4**

Prerequisite: Students need to have obtained a pass in any Unit 1 and 2 VCE Mathematics.

General Mathematics Units 3 and 4 can be studied alone or in conjunction with Mathematical Methods Units 3 and 4.

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study:

- Unit 3 – Data analysis and Recursion and financial modelling
- Unit 4 – Matrices and Network and Decision mathematics

### ***Unit 3 and 4 assessment coursework breakdown***

Unit 3 school assessed coursework	24%
Unit 4 school assessed coursework	16%
End of year exam 1 (technology active)	30%
End of year exam 2 (technology active)	30%

## **Mathematical Methods – Units 3 and 4**

Prerequisite: Students need to have obtained a pass in Mathematical Methods Units 1 and 2 and a C average for all CLT and exams.

Mathematical Methods Units 3 and 4 can be studied alone or in conjunction with either General Mathematics Units 3 and 4 or Specialist Mathematics Units 3 and 4.

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They consist of the areas of study:

- Unit 3 – Functions, relations and graphs; Algebra, number and structure; Calculus
- Unit 4 – Functions, relations and graphs; Algebra, number and structure; Calculus; Data analysis, probability and statistics

### ***Unit 3 and 4 assessment coursework breakdown***

Unit 3 school assessed coursework	20%
Unit 4 school assessed coursework	20%
End of year exam 1 (technology free)	20%
End of year exam 2 (technology active)	40%

MATHEMATICS continued overleaf





# Mathematics (cont'd)

## Specialist Mathematics – Units 3 and 4

Prerequisite: Students need to have obtained a pass in Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2 and a C average for all CLT and exams.

Specialist Mathematics Units 3 and 4 can only be studied in conjunction with Mathematical Methods Units 3 and 4 and assume concurrent or previous knowledge and skills contained in these units.

Specialist Mathematics Units 3 and 4 are intended for students who plan to undertake specialist tertiary courses in Mathematics that assume a high level of mathematical knowledge and consist of the areas of study:

- Unit 3 – Discrete mathematics; Functions, relations and graphs; Algebra, number and structure; Space and measurement; Calculus
- Unit 4 – Discrete mathematics; Space and measurement; Calculus; Data analysis, probability and statistics

### *Unit 3 and 4 assessment coursework breakdown*

Unit 3 school assessed coursework	20%
Unit 4 school assessed coursework	20%
End of year exam 1 (technology free)	20%
End of year exam 2 (technology active)	40%



# Media

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

Students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They also analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with.

## **Unit 2: Narrative across media forms**

Students further develop an understanding of the concept of narrative in media products and forms in different contexts. They also undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

## **Unit 3: Media narratives, contexts and pre-production**

Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. They also undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.

## **Unit 4: Media production and issues in the media**

Students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They also consider the nature of communication between the media and audiences and analyse the role of the Australian government in regulating the media.

### ***Unit 3 and 4 assessment coursework breakdown***

Unit 3 school assessed coursework	10%
Unit 4 school assessed coursework	10%
Unit 3 & 4 school assessment task	40%
End of year exam	40%



# Music

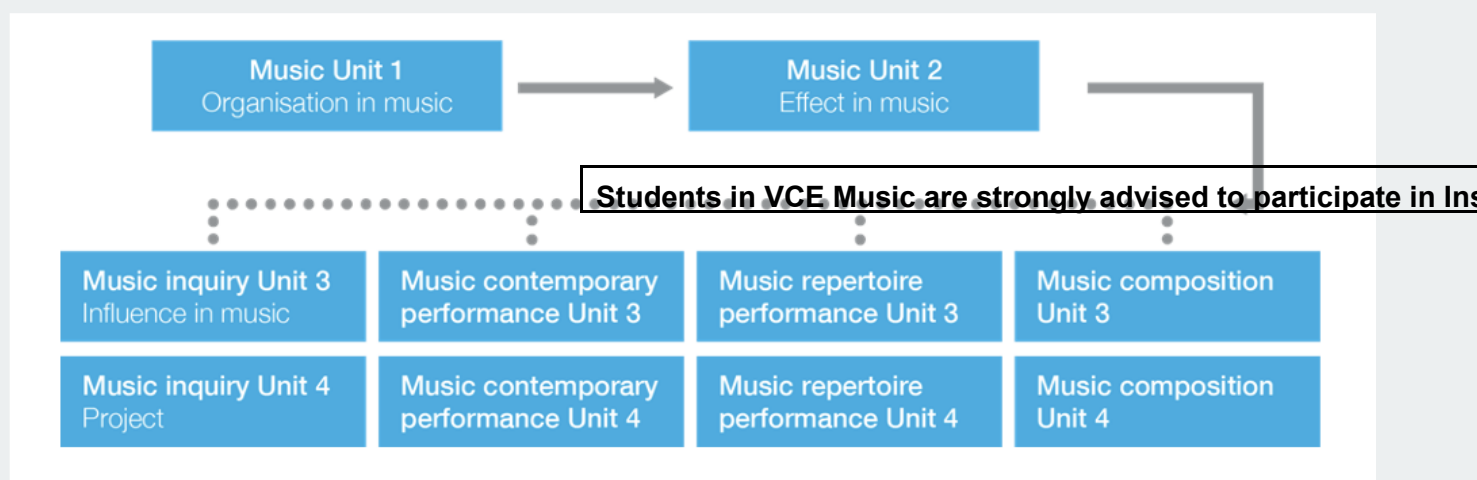
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

**NB:** For the best success it is highly recommended that students who choose to complete Music in year 11 and/or year 12 engage with a private instrumental/vocal tutor outside of class time for lessons.

**For Units 3 + 4 Students would select one of the 3&4 strands only in consultation with their teacher.**

Students in year 12 have the option to select one of four streams shown below to complete during Units 3 and 4.

**Study structure is:**



## Duration

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester. In this study, scheduled classroom instruction can involve classroom music, instrumental lessons, master classes (in real-time or online environments) and designated ensemble rehearsals.

## Unit 1: Organisation of music

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation. They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

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

## Unit 2: Effect in music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

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

MUSIC continued overleaf



# Music (cont'd)

## Units 3 and 4: Music inquiry

### Unit 3: Influence in music

In this unit, through music making and responding, students focus on connections between music created in different times and/or places and the influence(s) of one on the other. Their music making involves the integrated music experiences of performing, creating and responding. They compose, arrange, interpret, reimagine, improvise, recreate, perform and critique music in a scaffolded manner that will lead to their project in Unit 4, where students become increasingly autonomous and self-directed and less dependent on teacher direction and support.

### Unit 4: Project

In this unit, students deepen their understanding of the influence of music by considering it at a personal level. They move from considering and reflecting on the influences in the works of others to applying new understandings of influence in their own music making. They are increasingly able to deliberate on and articulate their thinking and choices.

Their music making continues to focus on integrated music experiences and they become increasingly autonomous and self-directed after the modelling they experienced in Unit 3.

Students perform music to demonstrate musical influences of an existing style and/or performer on their own works, and they create/arrange short music works that include identifiable influences from an existing work/performer/style, which they are able to explain.

Students develop aural skills by responding to music from a range of sources across time and place, comparing their music characteristics. They analyse music works and/or styles and explore how they have influenced their own music making. They develop an understanding of how the treatment of music elements, concepts and compositional devices in one work and/or style can be identified and explained in their own works.

Students choose their own Area of Investigation. This may be:

- A style
- A performer
- A creator
- A musical genre

### Unit 3 and 4 assessment coursework breakdown

Unit 3 school assessed coursework	30%
Unit 4 school assessed coursework	5%
End of year Externally assessed Task	50%
End of year written Exam	15%

MUSIC continued overleaf



# Music (cont'd)

## Units 3 and 4: Music contemporary performance

### Unit 3: Music contemporary performance

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

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

### Unit 4: Music contemporary performance

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990. Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance. Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

### Unit 3 and 4 assessment coursework breakdown

Unit 3 school assessed coursework	20%
Unit 4 school assessed coursework	10%
End of year Externally assessed Task	50%
End of year written Exam	20%

MUSIC continued overleaf



# Music (cont'd)

## Units 3 and 4: Music repertoire performance

### Unit 3 Music repertoire performance

In this unit students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs. Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based discussion. Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

### Unit 4 Music repertoire performance

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs. Students use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based viva voce. Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

### Unit 3 and 4 assessment coursework breakdown

Unit 3 school assessed coursework	20%
Unit 4 school assessed coursework	10%
End of year Externally assessed Task	50%
End of year written Exam	20%

MUSIC continued overleaf





# Music (cont'd)

## Units 3 and 4: Music composition

### Unit 3: Music composition

In this unit students explore music works in a range of styles and genres to develop an understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of the ways composers/music creators manipulate elements of music and concepts, and use compositional devices to develop music works and elicit responses. Students apply this knowledge as they develop skills in making critical responses to music excerpts. Students develop knowledge about the music characteristics and style of two selected works or collections of minor works, one of which must be a work created by an Australian composer since 1990. Students explore the creative process through composing brief creative exercises in response to their understanding of the music characteristics and the creative processes evident in the works selected for study. They also devise a folio brief in preparation for an extended composition, or collection of short pieces, to be created in Unit 4.

### Unit 4: Music composition

In this unit students consolidate their understanding of the diversity of music styles in different times, places and stylistic traditions. They expand their knowledge of the ways music elements, concepts and compositional devices are manipulated to create style, structure music works and elicit subjective responses. Students apply this knowledge to formulate and present critical responses to music excerpts. They document their own creative processes while creating an original work, or group of works, and present an analysis of the final outcome in terms of unity, diversity and coherence.

### *Unit 3 and 4 assessment coursework breakdown*

Unit 3 school assessed coursework	20%
Unit 4 school assessed coursework	10%
End of year Externally assessed Task	50%
End of year written Exam	20%



# Physical Education

## **Unit 1: The human body in motion**

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

## **Unit 2: Physical activity, sport and society**

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

PHYSICAL EDUCATION continued overleaf



# Physical Education (cont'd)

## **Unit 3: Movement skills and energy for physical activity**

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

## **Unit 4: Training to improve performance**

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

### ***Unit 3 and 4 assessment coursework breakdown***

Unit 3 school assessed coursework	25%
Unit 4 school assessed coursework	25%
End of year exam	50%



# Physics

VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves.

Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

It is required that Physics units 1 and 2 be taken as a sequence prior to units 3 & 4.

## **Unit 1: How is energy useful to society?**

### **How are light and heat explained?**

Students study light using the wave model and thermal energy using a particle model forming an understanding of reflection, refraction and dispersion. They investigate energy transfers and explore how light and thermal energy relate to one another.

### **How is energy from the nucleus utilised?**

Students explore energy that derives from the nuclei of atoms, the properties of radiation from the nucleus and its effects on human cells and tissues.

Students explore the processes of fission and fusion and evaluate the viability of nuclear energy as an energy source.

### **How can electricity be used to transfer energy?**

Students develop models to analyse electricity and carry out experimental investigations of DC circuits. They explore electrical safety and the use of transducers to transfer energy.

## **Unit 2: How does physics help us to understand the world?**

### **How is motion understood?**

Students study the energy and motion of an object. They consider the effects of balanced and unbalanced forces on motion and investigate forces on static structures. Students apply their understanding through a case study.

### **Options: How does physics inform contemporary issues and applications in society?**

Students develop a deeper understanding of an area of interest within diverse areas of physics. They select from eighteen options and use physics to form a stance, opinion or solution to a contemporary societal issue or application.

### **How do physicists investigate questions?**

Students adapt or design and conduct a scientific investigation to generate primary data, organise and *interpret the data*, and reach and evaluate a conclusion in response to the research question.



# Physics (cont'd)

## Units 3 & 4:

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key science skills. The study is structured under a series of curriculum framing questions that reflect the inquiry nature of the discipline. A student-designed and conducted Practical investigation spans Units 3 and 4.

### Unit 3: How do fields explain motion and electricity?

Field theory: gravitational, electric and magnetic fields and how these lead to observable scientific phenomenon in motion and electricity.

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

**Wave-particle duality:** wave and particle models explain light and matter phenomena

#### Student-designed practical investigation related to fields, motion and/or waves:

Students undertake scientific investigations across Units 3 and 4 of this study. Scientific investigations may be undertaken in groups, but all work for assessment must be completed individually.

Students maintain a logbook of practical activities in each unit of this study for recording, authentication and assessment purposes. They report in poster form.

Students communicate findings for the investigation in Outcome 3, Unit 4 of this study in a scientific poster. The poster may be produced electronically or in hard copy format and should not exceed 1000 words. Students must select information carefully so that they meet the word limit. The production quality of the poster will not form part of the assessment .

### *Unit 3 and 4 assessment coursework breakdown*

Unit 3 school assessed coursework	21%
Unit 4 school assessed coursework	19%
End of year exam	60%



# Psychology

## **Unit 1: How are behaviour and mental processes shaped?**

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

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

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

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

PSYCHOLOGY continued overleaf



# Psychology

## **Unit 3: How does experience affect behaviour and mental processes?**

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

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

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

## **Unit 4: How is mental wellbeing supported and maintained.**

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

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

### ***Unit 3 and 4 assessment coursework breakdown***

Unit 3 school assessed coursework	12%
Unit 4 school assessed coursework	8%
Unit 4 school assessment task	50%
End of year exam	30%





# Visual Communication Design

## Unit 1: Finding, reframing and resolving design problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

- Practical projects in Unit 1 focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information.
- Students participate in critiques by sharing ideas in progress and both delivering and responding to feedback.
- Students learn to apply the Develop and Deliver phases of the VCD design process and use methods, media and materials typically employed in the specialist fields of communication and object design.
- Student projects invite exploration of brand strategy and product development, while promoting sustainable and circular design practices.

## Unit 2: Design contexts and connections

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience.

VISUAL COMMUNICATION DESIGN continued overleaf



# Visual Communication Design (cont'd)

## Unit 3: Visual communication in design practice

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Students study not only how designers work but how their work responds to both design problems and conceptions of good design. Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. They generate, test and evaluate design ideas and share these with others for critique. Students then embark on the Develop phase of the VCD design process, once for each communication need. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

## Unit 4: Delivering design solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

### *Unit 3 and 4 assessment coursework breakdown*

Unit 3 (outcome 1 & 2) school assessed coursework	20%
Unit 3 (outcome 3) & Unit 4 (outcome 1 & 2) school assessed task	50%
End of year exam	30%



# Vocational Education & Training Delivered to School Students (VETDSS)

## VCE VETDSS Information

Buckley Park College offers VCE students the opportunity to study a VETDSS course through the Vocational Education and Training Delivered to Secondary Students (VETDSS) program in place of a BPC subject as part of their VCE. VCE VETDSS courses run over two years: the first year is equivalent to a VCE Unit 1-2 subject, the second year is equivalent to a VCE Unit 3-4 subject.

## VCE and ATAR contribution

*The second year of a scored VETDSS contributes towards the ATAR in the same way as other VCE subjects. In second year, a scored VETDSS has assessments during the year and an end of year exam.*

Studying an unscored VETDSS as part of the VCE is not recommended by Buckley Park College unless the student has accelerated in a VCE subject. The second year of an unscored VETDSS generates an ATAR contribution of 10% of the student's 4th highest VCE subject. Studying an unscored VETDSS removes the safety net that studying 5 scored subjects provides.

## Timetable

**At Buckley Park College students can elect to study a VETDSS as a VCE subject as per the following timetable restrictions:**

- The VETDSS is delivered in the afternoon or out of school hours
- The school timetable can be worked for the student to have spares for periods 5 & 6 on their VETDSS day
- Note - The school timetable is finalised in term 4 and VETDSS enrolments occur in term 3. The BPC timetabler will endeavour to block each VETDSS student with spares for the afternoon that they have selected a VETDSS course. Should there be a clash between a student's VCE subject and the VETDSS time, the student will have the option as to which one they study and they will then need to select an additional BPC subject to fill their timetable
- Note – Occasionally RTOs make changes to their VETDSS courses right up until the VETDSS courses commencement. Should the VETDSS course selected by a student become unavailable, the careers office will work with the student to select a different VETDSS course or an additional VCE subject.



# Higher Education Studies in the VCE

An extension program allows high achieving students to take on an academic challenge and maximise their learning experience in the final year of school. Students participating in the program complete a first year university subject alongside Year 12. Subjects are available in areas of The Arts, Business and Commerce, Information Technology, Mathematics and Science.

Successful completion of the full year of the extension program can be used as a 5th or 6th study in the calculation of the ATAR. Depending on the mark achieved, between 3 to 5 points can be added to the ATAR aggregate (the score used to calculate the ATAR).

## Why do a Higher Education study?

Involvement in the Higher Education Program offers students access to a range of potential benefits, including:

- Academic challenge in a broader range of studies.
- Credit towards an undergraduate qualification at the institution where the study was satisfactorily completed.
- Contribution towards satisfactory completion for the award of the VCE as a Unit 3–4 sequence without a study score.
- Contribution to the calculation of the ATAR via an increment for a fifth or sixth study.

**Note:** Only one Higher Education Study may contribute towards satisfactory completion for the award of the VCE.

## Eligibility

The eligibility requirements for students to apply for the Extension Program are determined by the University and are generally available only to students who have achieved outstanding results.

Further information on Extension Programs can be found at:

[Centre for Higher Education Studies \(CHES\)](#)



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