



**GOOD NEWS**  
LUTHERAN COLLEGE

# Senior Years Subject Selection Handbook 2024



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# Key Staff Contacts

## Senior Years Course and Subject Selection Program:

|                    |                         |  |
|--------------------|-------------------------|--|
| Ms Joanne Wegener  | Head of Senior Years    | <a href="mailto:wegenerj@goodnews.vic.edu.au">wegenerj@goodnews.vic.edu.au</a>   |
| Mrs Tracy Williams | Head of Learning (P-12) | <a href="mailto:williamst@goodnews.vic.edu.au">williamst@goodnews.vic.edu.au</a> |
| Mrs Geetha Nair    | VCE Coordinator         | <a href="mailto:naing@goodnews.vic.edu.au">naing@goodnews.vic.edu.au</a>         |
| Ms Naomi Nolan     | Pathways Coordinator    | <a href="mailto:nolann@goodnews.vic.edu.au">nolann@goodnews.vic.edu.au</a>       |

## Learning Area Coordinators (LACs)

|                       |                       |  |
|-----------------------|-----------------------|--|
| Ms Celeste Cameron    | Arts LAC              | <a href="mailto:cameronc@goodnews.vic.edu.au">cameronc@goodnews.vic.edu.au</a>   |
| Mrs Ruth Wickson      | Christian Studies LAC | <a href="mailto:wicksonr@goodnews.vic.edu.au">wicksonr@goodnews.vic.edu.au</a>   |
| Mrs Geetha Nair       | English LAC           | <a href="mailto:naing@goodnews.vic.edu.au">naing@goodnews.vic.edu.au</a>         |
| Mrs Daniela Boehme    | German LAC            | <a href="mailto:boehmed@goodnews.vic.edu.au">boehmed@goodnews.vic.edu.au</a>     |
| Mrs Laura Aldrich     | Health and PE LAC     | <a href="mailto:aldrichl@goodnews.vic.edu.au">aldrichl@goodnews.vic.edu.au</a>   |
| Mrs Erin Bagot        | Humanities LAC        | <a href="mailto:bagote@goodnews.vic.edu.au">bagote@goodnews.vic.edu.au</a>       |
| Mr Daniel Mani        | Mathematics LAC       | <a href="mailto:manid@goodnews.vic.edu.au">manid@goodnews.vic.edu.au</a>         |
| Mr Peter McCarthy     | Science LAC           | <a href="mailto:mccarthyp@goodnews.vic.edu.au">mccarthyp@goodnews.vic.edu.au</a> |
| Mrs Jennifer Stafford | Technology LAC        | <a href="mailto:staffordj@goodnews.vic.edu.au">staffordj@goodnews.vic.edu.au</a> |





# GNLC Senior Years Philosophy

The Senior Years at Good News Lutheran College (GNLC) consists of Years 10 - 12.



Living Christ's Mission Empowering Inquiring Minds Preparing Global Citizens



# Purpose

As a safe and supportive educational community, we are committed to encouraging young people to achieve their potential spiritually, intellectually, socially, emotionally, and culturally, while preparing them for their pathways beyond GNLC.

Spiritually through:

- Christian Studies
- Devotions and prayer in Pastoral Care groups
- Chapel
- Mission and service work
- Relationships

## Intellectually through:

Offering a broad and balanced curriculum, which provides intellectual challenge and a strong connection between studies and the world beyond GNLC. The curriculum platforms used to engage students are:

- The Australian Curriculum - a challenging framework that encourages students to make a practical connection between their studies and the real world, by encouraging life-long, active, independent, creative and curious learners (Year 10)
- The Australian Curriculum - has eight learning areas, which provide a modern curriculum framework for every student in Australia (Year 10)
- The Victorian Certificate of Education (VCE) – Empowering students to follow their chosen pathway through VCE and VET (Years 10 – 12)
- Encouraging the development of a growth mindset

## Socially through:

- Learning how to become caring international citizens through Pastoral Care Programs and the opportunity for international immersion programs
- Modeling and encouraging a restorative approach to relationships, as a means of building resilience and fostering positive relationships with all (Restorative Practice)

- Learning how to be enthusiastic, contributing team members through all areas of the curriculum and co-curricular activities such as camps, excursions, RedX Racing, the Middle/Senior Years plays, performing arts opportunities, etc.
- Fostering the development of positive and respectful relationships with teachers, parents and peers
- Allowing for and facilitating student voice through positive contributions to Student Leadership Council (SLC)

## Emotionally through:

- Strong Pastoral Care Programs based on Growing Deep, a Lutheran Education Leadership Formation Framework
- Strong pastoral support: College Principal, Head of Senior Years, Assistant Head of Senior Years, VCE Coordinator, PC Teachers, College Chaplain and College Counsellor
- Provision of trained Mental Health First Aid staff

## Pathways development through:

- Careers counselling and careers mapping, using tools such as The Morrisby Report to enhance personal growth and self-awareness

## Culturally through:

- Understanding the culture of GNLC by being Christ-Centred and following the values of our community
- Being part of the GNLC Senior Years community where all strive to be the best they can be in all areas of their lives – all should be given the opportunity to maximise their potential and Make Every Day Count
- Celebrating the diversity of cultures within the GNLC community
- Extending kindness, love and grace to all



# Handbook Acronyms

|          |   |
|----------|---|
| ASP:     | Accelerated Studies Program                             |
| ATAR:    | Australian Tertiary Admission Rank                      |
| CAPS:    | Career Action Plans (formerly MIPS)                     |
| DEECD:   | Department of Education and Early Childhood Development |
| EAL:     | English as an Additional Language (formerly ESL)        |
| GA:      | Graded Assessment                                       |
| GAT:     | General Achievement Test                                |
| LOTE:    | Language/s Other Than English                           |
| PSD:     | Programs for Students with Disabilities                 |
| SAC:     | School-assessed Coursework                              |
| SAT:     | School-assessed Task                                    |
| SEAS:    | Special Entry Access Scheme                             |
| SEW:     | Student Engagement and Wellbeing                        |
| TAFE:    | Technical and Further Education                         |
| TER:     | Tertiary Entrance Requirements                          |
| VCAA:    | Victorian Curriculum and Assessment Authority           |
| VCAL:    | Victorian Certificate of Applied Learning               |
| VCE:     | Victorian Certificate of Education                      |
| VET:     | Vocational Education and Training                       |
| VSV:     | Virtual School Victoria                                 |
| VCE VET: | VCAA – managed VET programs comprised of VCE VET Units  |
| VSL:     | Victorian School of Languages                           |
| VTAC:    | Victorian Tertiary Admissions Centre                    |



# Handbook Glossary

## Assessment Task

A task set by the teacher to assess student achievement of unit outcomes for School-assessed Coursework (see also Outcomes).

## Australian Tertiary Admission Rank (ATAR)

The overall ranking on a scale of zero to 99.95 that a student receives based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE Institutes to select students for courses. Formerly known as Equivalent National Tertiary Entrance Rank (ENTER).

## Award Level (Victorian Certificate of Applied Learning (VCAL))

In the VCAL there are three award levels: Foundation, Intermediate and Senior.

## Examination

External assessments set and marked by the VCAA. All VCE Units 3 & 4 studies have at least one examination. Written examinations are held in October and November. Performance examinations and oral components of LOTE examinations are held in October.

## General Achievement Test (GAT)

A test of knowledge and skills in: writing, mathematics, science and technology, humanities and social sciences and the arts.

## Graded Assessment

All VCE studies have three Graded Assessments for each Unit 3 & 4 sequence except for scored VCE VET programs, which have two. Each study includes at least one examination; most studies have School-assessed Coursework (SAC), while some have School-assessed Tasks (SAT).

## Languages Other Than English (LOTE)

Forty-six languages other than English are offered at VCE.

## Outcomes

What a student must know and be able to do in order to satisfactorily complete a unit, as specified in the VCE study design or VCAL unit.

## Prerequisite Studies

Prerequisite studies are those VCE studies that you must have successfully completed in order to qualify for a course.

## Satisfactory Completion: VCE

Students receive an S for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an N. Students qualify for the VCE when they accumulate sufficient units to meet the program requirements.

## School-assessed Coursework (SAC)

This is a school-based assessment that is reported as a grade for either a VCE Units 3 & 4 sequence or individual Unit 3 & Unit 4. School-assessed Coursework consists of a set of assessment tasks that assess the student's level of achievement of VCE Units 3 & 4 outcomes (this also applies to Units 1 & 2).

## School-assessed Task (SAT)

A school-based assessment for a VCE Units 3 & 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria. Schools' assessments of tasks are subject to review by a panel appointed by the VCAA.

## School-based Apprenticeships and Traineeships (SBAT)

An SBAT is a structured training arrangement, usually involving on and off the job training, for a student employed under an apprenticeship/traineeship training contract. SBATs may include apprenticeships, part-time apprenticeships or traineeships.

## Semester

One half of the academic year; VCE and VCAL units are designed to be completed in one semester.

## Sequence

VCE Units 3 & 4 are designed to be taken as a sequence.

## Special Examination Arrangements

This refers to arrangements that are approved to meet the needs of students who have disabilities, illnesses or other circumstances that affect their ability to sit examinations.





## Special Entry Access Scheme (SEAS)

This scheme allows selection officers to grant extra consideration for course entry to applicants, but it is not used as a replacement for course entry requirements. Consideration of SEAS may relax some aspects of the specific requirements but not exempt them.

## Special Provision

Arrangements that are made to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievement.

## Statement of Marks

For each examination, including the GAT, students can apply for a statement showing the marks they obtained for each question/criteria and the maximum mark available. A fee is charged for each statement.

## Statement of Marks: Study Score

A statement showing the scores for each of the Graded Assessments and describing the calculation of the Study Score. A fee is charged for each statement.

## Statement of Results

The document/s issued by the VCAA showing the results a student achieved in the VCE, and whether he/she has graduated.

## Statistical Moderation

The process used to ensure that school assessments are comparable throughout the state. It involves adjusting each school's School-assessed Coursework scores for each study, to match the level and spread of the external reference scores for students enrolled in that study at that school.

## Student Number

The unique number assigned to each student enrolled in VCE, VCE VET and VCAL.

## Study Score

A score from zero to fifty which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.

## Tertiary Entrance Requirements

The minimum entrance requirements established by each institution for general entry.

## VCE / VET

Nationally recognised VET certificates developed into full programs of study within the VCE and contributing to satisfactory completion of the VCE under the same recognition arrangements as for VCE studies.

## Victorian Certificate of Education (VCE)

The VCE is an accredited senior secondary school qualification.

## Vocational Education and Training (VET)

Nationally recognised vocational certificates; these certificates may be integrated within a VCE or VM program.

## Victorian Tertiary Admissions Centre (VTAC)

VTAC acts on behalf of universities, TAFEs and other providers to facilitate and coordinate the joint selection system. VTAC calculates and distributes the ATAR.

## References

VCAA: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

VTAC: [www.vtac.edu.au](http://www.vtac.edu.au)

DEECD: [www.education.vic.gov.au/school/parents/Pages/default.aspx](http://www.education.vic.gov.au/school/parents/Pages/default.aspx)



# Christian Studies in the Senior Years

In keeping with the Lutheran ethos of the College, Christian Studies is part of the curriculum at every year level. There is a particular focus on Christianity and the Bible is a prescribed text. The students are encouraged to think for themselves and to approach the study of religion with intellectual commitment, openness, honesty and respect for others. Assessments reflect this multi-faceted approach, based on participation in classroom activities, the appreciation of real-life subject knowledge, as well as intellectual understanding and knowledge.

## Year 10

The course begins with critical thinking and interpretation skills of the Bible and the importance of reading the Bible through the lens of Jesus. Students examine confronting biblical passages on the nature of God, identifying current values and practices that these challenges. They research the responses to crises in the environment and the responses to human suffering and the motivation and rationale, purpose and character for community life, providing Biblical support. Students identify the relationship between sin and grace. They investigate various religions and philosophical worldviews and their responses to essential life questions.

## Year 11

In Year 11 we provide opportunities for students to explore connections between faith and life. The course begins with examining spirituality, through Christian and secular views and the importance of wellbeing during VCE. Students will explore the different traditions of Christian spirituality and deepen their understanding of them to explore the presence of God in human experience. They apply Biblical teaching for leadership in their school community and apply for leadership positions. Students research, describe and analyse a range of scriptural perspectives on the identity and mission of Jesus of Nazareth and read the gospel of Mark.

## Year 12

In their final year, students have an opportunity for discussion on a wide range of ethical topics. The course begins with students using the Myers Briggs questionnaire to discover their unique God given characteristics and explore how God continues to sculpt them to be children of God. They then build connections about who they are and how they serve others in the community and the Christian call to think globally and act locally. Students investigate justice issues facing our world today and explore Church teachings and scripture relevant to these issues. Finally, they explore the notion of fellowship, while reading Philippians and look back at the fellowships they have had during their school years.



# Year 10 - 11 Early Access VCE

## Advanced placement subjects in VCE

Students at GNLC who meet the academic requirements for acceleration are offered the opportunity to undertake VCE subjects early. For example, students may choose to undertake a VCE Units 1 & 2 subject in Year 10 and Units 3 & 4 (Year 12) in Year 11 or externally provided university level subjects in Year 12. Generally advanced placement subjects require students to demonstrate more complex ideas, complete a greater volume of work and have a greater general difficulty than the student's current academic year level.

Therefore, the conditions that must be fulfilled for taking an advanced placement subject are:

- The student must have achieved an average score of 70% or an average MYP score of 6 (0-8 scale) in English criteria in the previous year of study.
- The student must have achieved a 70% average in all subjects or an average MYP score of 6 (0-8 scale).

While some see these offerings as a way to gain advantage at the end of VCE, this is not necessarily the case. GNLC always reserves the right to raise concerns about any student's skill level and move students to a more appropriate subject level.

Students who wish to do an early start folio subject but do not meet academic requirements may apply and be considered on an individual basis.

Unit 1-2 Early Access Subjects available for Year 10 Students in 2024

- Units 1-2 Art Creative Practice
- Units 1-2 Biology
- Units 1-2 Business Management
- Units 1-2 Food Studies
- Units 1-2 Health and Human Development
- Units 1-2 Product Design
- Units 1-2 Theatre Studies
- Units 1-2 Religion and Society

## Virtual School Victoria (VSV) / Victorian School of Languages (VSL)

Students are sometimes offered the opportunity to take VCE subjects via Virtual School Victoria (VSV) and/or Victorian School of Languages (VSL). These are also offered on a conditional basis like advanced placement subjects as they require a high degree of independence. The issue of working virtually or at a distance, rather than in a classroom with a teacher present, creates different types of accountability which may not be appropriate for all students.

**Note:** While some see these offerings as a way to gain advantage at the end of VCE, this is not necessarily the case.

The conditions that must be fulfilled for taking VSV or VSL subjects are:

- a 60% average in all subjects or a MYP assessment grade of 5

GNLC always reserves the right to raise concerns about any student's skill level.

**Further note:** These subjects will incur additional costs to parents, as they are outside of the subject offerings made by GNLC.



# GNLC Assessments and Promotions

## Promotion from Year 9-10

Students will be permitted to proceed to Year 10 if they have been able to demonstrate they have the attitude and academic skills necessary to cope with the demands of Year 10. Successful completion of Year 9 includes the submission of **all summative assessment tasks** for the year and the **satisfactory presentation of the Year 9 community project**. In addition, an **MYP grade of 3** or above must be demonstrated in course work in all core subjects.

## Promotion from Year 10-11

Students will be permitted to proceed to Year 11 if they have been able to demonstrate they have the attitude and academic skills necessary to cope with the demands of Year 11. Students must be able to make up a valid course of study, which is six subjects at Unit 1/2 level (may include Units 3 and 4) or VET studies. Successful completion of Year 10 is determined by the Year 10 academic results and will be decided based on the **average coursework score and the end of year examinations** with students requiring a **minimum grade of D in English and five other subjects** in order to proceed to VCE.

If a non-satisfactory N grade has been achieved in any assessment task or SAC at Year 10 or Units 1 - 2 (a D or less than 40%), they will have **one** opportunity to redeem the N via **one** alternate assessment that must be completed within a fortnight.

If a student is doing a non-scored VCE or VCE VM, no minimum percentage is required. Instead, students on a non-scored VCE pathway will be required to meet the outcomes as specified in the study design. Non-scored and VM students will have two opportunities within 4 weeks to redeem any N to an S.

## Promotion from Year 11-12

Students will be permitted to proceed to Year 12 if they have been able to demonstrate they have the attitude and academic skills necessary to cope with the demands of Year 12 and be able to make up a valid course of study, which is **five subjects** at Unit 3/4 level (or appropriate VET studies). Successful completion of Year 11 is determined by the average coursework score and the end of year examinations, with students requiring a **minimum grade of D in English and four other subjects in order to proceed to Year 12**. Certain subjects at Unit 3/4 level have prerequisite entry requirements and students must meet these requirements to be allowed to select these subjects. If they do not meet the prerequisites, they must choose an alternative subject.

If a non-satisfactory N grade has been achieved in an assessment task at Units 1 - 4 (less than 40%) students will have **one** opportunity to redeem the N, via **one alternate assessment**, that must be completed within a fortnight.

If a student is doing a non-scored VCE or VCE VM, no minimum percentage is required. Instead, students on a non-scored or VCE pathway will be required to meet the outcomes as specified in the study design. Non-scored and VM students will have two opportunities within 4 weeks to redeem any N to an S.



## What if the requirements are not met?

Any student who achieves less than 40% or MYP 3 in more than two subjects at the end of Semester 1 examinations and/or coursework in any year, will be placed on academic probation for the following Semester. Additional support will be provided in terms of study, revision, and exam preparation. The achievement and attitude of students on probation, will be monitored throughout this period to determine readiness to proceed to the following Semester.

Any decision regarding academic probation will be made with full consultation and involvement of Year Level Coordinator, Head of Years, parents, and other school support staff that may include the VCE Coordinator and Deputy Principal.

When a student does not meet these requirements, their academic progress will be discussed at a meeting involving the Year Level Coordinator, Head of Years, VCE Coordinator and Deputy Principal, parents, students and other relevant parties and a plan put in place. No decision would be made until extensive consultation has occurred between the Year Level Coordinator, VCE Coordinator, Head of Years, Deputy Principal and Principal. The student may be offered the opportunity to repeat the year, or **alternate pathways will be considered**.

## Student progression in Mathematics and Sciences subjects

In order to undertake Mathematics Methods, Specialist Mathematics, Physics or Chemistry, students must demonstrate the skills necessary to achieve in these areas through meeting minimal academic requirements in Year 10 before selecting these subjects in Year 11.

The conditions that must be fulfilled in order to be eligible to enrol in these subjects are:

- For Mathematical Methods Unit 1/2, a minimum 65% average in Year 10 Pre-Methods is required.
- For Specialist Mathematics Unit 1/2, a minimum 80% average in Year 10 Pre-Methods is required.

GNLC always reserves the right to raise concerns about any student's skill level and move students to a more appropriate subject level.

# Year 10 Core Subjects

At Year 10, the following subjects are considered core subjects and are studied by all students:

- Christian Studies
- English
- Humanities
- Mathematics
- Science

On the following pages, you will find a description of each core subject offered by the College. Students study core subjects for the full year.

## Year 10 Christian Studies

### Study Summary:

Christian Studies at Year 10 seeks to provide opportunities for all students to explore and grow in their knowledge and understanding of religions, values and ethics.

Students are encouraged to actively explore and question issues relating to various worldviews in a multi-faith community and world. It also fosters skills to aid students to be active participants in our school and the wider global community, guiding them with tools to be lifelong learners. They are exposed to texts connected to life experiences and beliefs that help them explore existential questions and ethical issues.

### Semester 1:

- Students explore the interpreting method of "Three Worlds of the Text" which analyses the "worlds" of a text: the world behind the text, the world of the text and the world in front of the text. This is a framework acknowledging the ways a text can be interpreted.
- Students explore and examine worldviews in three broad categories. Firstly they explore world view theory examining Christian worldview. Secondly, the shift from pre-modern thinking through to today's postmodernism thinking concerning philosophical and scientific ideas. Thirdly, the most recent influential worldviews are examined to help to understand multiculturalism, globalisation and how people see the world.

### Semester 2:

- Students explore the existential questions related to suffering and engage in stories of life experiences to analyse how people cope in crises concerning faith, family and community.
- Students explore and recognise the difference between law and Gospel in Biblical texts. They apply the Lutheran understanding of law and Gospel in a range of situations. They explore links between laws used in contemporary society and the ten commandments and identify how God works through the law and Gospel.

### How are students assessed?

A combination of assessment tasks including:

- Essays
- Structured questions
- Reflection tasks
- Analysis tasks
- Research tasks
- Tests

## Year 10 English

### Study Summary:

Language and Literature

#### Semester 1:

- Students learn to respond to a set text creatively and analytically. In 2021 the selected text for study during Semester 1 is *Twelve Angry Men* by Reginald Rose. Students demonstrate their understanding of the key characters, moments and themes of the text in their assessment tasks.
- Students also learn skills for presenting speeches through studying TED talks and creating their own TED talk. They also study a range of short stories and excerpts from novels as mentor texts and use these as inspiration to improve their own writing.

#### Semester 2:

- Students learn text analysis through the study of *The Lieutenant* by Kate Grenville.
- Students also continue to develop their analytical skills through the study of contemporary media texts, in preparation for the VCE English studies.

#### How are students assessed?

A combination of assessment tasks, some completed in class in test conditions and others drafted both at home and during class. Tasks include:

- Creative writing
- Analytical text response essays
- Persuasive oral presentations
- Argument and language analysis essays
- End of semester examinations

## Year 10 Humanities

### Study Summary:

Students will study both history and geography units throughout Year 10.

The first history unit focuses on the significant events, individuals and ideologies that contributed to the outbreak of World War Two. Students then investigate the European and Pacific Theatres, as well as the Australian homefront, focussing on individual and collective perspectives through primary and secondary source materials.

The second history unit, "Building Modern Australia", examines the changes brought about following the Second World War, especially in an Australian context. Students will investigate the contributions of individuals and groups who strove for the civil rights of First Nations Australians and women, and how this work continues in our current context.

The two geography units studied in Year 10 are "Environmental Change and Management" and "Geographies of Human Wellbeing". Students will engage with geographical concepts related to the functions and services of our natural environment. Through examining various worldviews that humans take toward the earth, students can reflect on their own personal worldview of the environment, whether their beliefs are sustainable, and if their actions align with their beliefs.

The second geography unit will consider the disparities among Human Wellbeing of other nations in the areas of location, health, wealth, education, gender and security, among other things.

#### Semester 1:

The Second World war, Environmental Change and Management

#### Semester 2:

Building Modern Australia, Geographies of Human Wellbeing

#### How are students assessed?

- World War Two final product of choice, supported by a statement of intention.
- Werribee River fieldtrip/ environmental change and management report
- Semester One exam
- Multi-Media presentation
- Essay
- Infographic
- Semester Two examination

## Year 10 Pre-Mathematical Methods

### Study Summary:

Year 10 Pre-Mathematical Methods provides an introductory study of simple elementary functions, algebra, Linear Relations, other graphs, probability and statistics and their applications in a variety of practical and theoretical contexts. There is also the inclusion of technology (CAS graphing calculators) to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches. It provides the foundation for the VCE Mathematical Methods course.

### Semester 1:

- Linear Relations
- Indices and surds
- Logarithms
- Trigonometry
- Quadratics

### Semester 2:

- Parabolas and other graphs
- Polynomials
- Probability and statistics

### How are students assessed?

- Unit tests
- Application Tasks
- Modelling and problem-solving Tasks
- End of Semester Exams

### Mathematics Pathways in Year 11:

It is a requirement for students to undertake Year 10 Pre-Mathematical Methods in order to take Year 11 Mathematical Methods, Specialist Mathematics and Physics.

## Year 10 Pre-General Mathematics

### Study Summary:

Year 10 Pre-General Mathematics focuses in rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. It requires mental and by-hand approaches to estimation and computation. It provides the foundation for the VCE General Mathematics course.

### Semester 1:

- Linear Relations
- Indices and surds
- Logarithms
- Trigonometry

### Semester 2:

- Financial Mathematics
- Statistics
- Patterns and Recursions
- Matrices
- Graphs and Networks

### How are students assessed?

- Unit tests
- Application Tasks
- Modelling and Problem-solving Tasks
- End of Semester Exams

### Pathways to VCE Studies:

A student taking Year 10 Pre-General Mathematics can do Year 11 General Mathematics. They cannot progress towards VCE Mathematical Methods or VCE Specialist Mathematics due to the structure of the courses at Year 10.



## Year 10 Science

### Study Summary:

The Year 10 Science program brings together many aspects of our Science program in developing students critical and creative thinking skills and personal and social capabilities as well as the ability to undertake hands on practical investigations.

Year 10 Science subjects become more formalised across subject areas which include:

- Biology
- Chemistry
- Earth and Environmental Science
- Physics

These play an important part in paving the way towards our VCE courses offered to students in Year 11 and 12.

### Semester 1:

- Physics - Astronomy and Motion
- Biology – DNA, genetics and Forensics

### Semester 2:

- Chemistry – Chemical formulae and equations, rate of reaction and factors determining solubility and an introduction to carbon chemistry.
- Earth and Environmental Science – Contemporary Issues related to our world

### How are students assessed?

Assessments follow a similar format to that at MYP which include:

- Independently and collaboratively Investigating Issues.
- Hypothesising and developing a procedure
- Safe and Ethical Practical procedures
- Observing and Recording data
- Analysing and drawing conclusions
- Researching
- Critically Analysing investigations and data

## Year 10 Electives

Year 10 Electives run for a semester except for German, Music and Early Start VCE subjects that will run for a full year. Students are required to choose two from the selection below. Full descriptions are on the following pages.

- Advanced History
- German
- Advanced Mathematics
- Health and Human Development
- Advanced Science
- Law and Democracy
- Art
- Linguistics
- The Business World (Accounting and Finance)
- Music
- Digital Technology
- Physical Education
- Drama
- Product Design
- Engineering
- Psychology
- Food Studies

In addition, students who meet the academic requirements for acceleration, may choose to undertake an early access VCE subject while in Year 10.

### Unit 1-2 Early Access Subjects available for Year 10 Students in 2024

- Units 1-2 Art Creative Practice
- Units 1-2 Biology
- Units 1-2 Business Management
- Units 1-2 Food Studies
- Units 1-2 Health and Human Development
- Units 1-2 Product Design
- Units 1-2 Religion and Society
- Units 1-2 Theatre Studies

Admission to an early access subject is conditional upon meeting academic requirements.

Requests are considered individually and must be approved by the Head of Senior Years and VCE Coordinator prior to enrolment.

**Any alternative to a standard pathway needs approval from Head of Learning and Head of Senior Years.**

**All electives are run subject to sufficient demand.**

## Year 10 Advanced Science

### Study Summary:

The Year 10 Science for VCE course builds on the concepts taught in Year 10 Core Science. It provides excellent preparation for studies in VCE Biology, Chemistry, Physics and Psychology. This subject is highly recommended for those students considering a Science subject as part of their VCE studies.

**\*NOTE:** This subject is optional but highly recommended for VCE Sciences

Year 10 Advanced Science subjects become more formalised across subject areas which include:

- Biology (DNA manipulation and applied genetics)
- Chemistry (Organic Chemistry)
- Physics (Forces, Energy and Motion)
- Psychology (Anatomy of the brain and processing information)

### How are students assessed?

- Construction and design of static and working models that exhibit conceptual knowledge
- Research investigations
- Logbook of practical activities
- Analysis of data

## Year 10 Advanced History

### Study Summary:

This study takes a focus on aspects of 20th century history. Knowledge and skills will be developed through both units of work which will be useful to all, whether planning to pursue a future career in the Humanities or not.

The first unit will see students creating an entry for The National History Challenge, which is a research-based competition for Australian students. The competition is designed to allow students to be historians, researching world history, examining Australia's past, investigating their community or exploring their own roots.

The second unit will focus on supporting students with knowledge and skills that will prepare them for Modern History in Year 11, which "examines the causes and consequences of conflict and change in the modern era" (VCAA Study Design). Regardless of whether students wish to study History at the VCE level, this unit will examine events of the relatively recent past which will enable them to be more informed global citizens.

### How are students assessed?

- Source analysis
- Historical investigation
- Short answer and extended responses
- Essay

## Year 10 Advanced Maths

### Study Summary:

The Year 10 Advanced Mathematics course builds on the concepts taught in Year 9 Advance Mathematics and Year 10 Pre-Mathematical methods. It provides excellent preparation for studies in VCE Mathematical Methods and Specialist Mathematics.

It will be divided into 2 units: Functions and Pre-Calculus

Functions:

- Logarithms and Exponential Functions
- Circular Functions
- Transformation of Functions

Pre-Calculus

- Introduction to Differentiation.
- Introduction to Anti-differentiation (Integration)

### How are students assessed?

- Short tests
- Investigations
- End of Semester Exams

## Year 10 Art

### Study Summary:

During the year, students will explore units based on the elements and principles of art through folio exploration. Art is presented as a visual language with its own unique vocabulary and means of expression. Through creative problem solving and the creating of artworks, whilst learning about art, students will build a visual language that will enable them to discuss what their work and the work of other artists. Through critique and classroom discussion, students will have opportunities to share their interpretations with others.

### Expected Content

- A variety of media and techniques will be explored
- Drawing from observation and imagination as a foundation
- Techniques may include mixed media, drawing, painting, print making, ceramics and integration of technology in production
- Studies of works from global artists and artistic movements and styles
- Folios incorporating idea generation, investigation and experimentation, are an integral part of the creative practice for students

### How are students assessed?

- Individual portfolio pieces following specific criteria
- Process and product with detailed annotated planning in folios
- Evaluation and reflection
- Research and critique

## Year 10 The Business World

### Study Summary:

The "World of Business" course will explore two key areas: Business Management and Accounting & Finance.

### Business Management

Students are introduced to the concept of business innovation and how it influences business success. They will be able to identify how businesses establish competitive advantage and explore the different stakeholders that affect the performance of business. The unit concludes with understanding the role of businesses in the economy and how they contribute to the economic and social wellbeing of Australia.

### Accounting & Finance

Students are introduced to the important concepts of budgeting and business finance. They will learn the basics of financial budgeting (including the use of Excel spreadsheets) and its role in preparing a business plan. They will also learn the basics of business finance including bank loans, shares and crowdfunding. Throughout the unit, students will participate in the ASX School's Share Market game. This activity introduces them to the operation of the Australian Stock Exchange (ASX).

### How are students assessed?

The assessment for this unit will include unit tests, assignment tasks and an end-of-semester exam.

## Year 10 Digital Technology

### Study Summary:

This course offers students the opportunity to design and produce solutions that consider social, ethical, and sustainability implications, using digital technology tools. The focus is on developing production skills through the creation of an individual project with a real-world application as the goal. Students may also explore programming, application development, data manipulation, and other digital systems and tools to achieve their goal.

To succeed in this course, students must develop a strong understanding of computational thinking, including the precise and accurate description of problems and the use of modular approaches to solutions. They will also reflect on the impact of emerging technologies on design decisions within their project.

Throughout the course, students will focus on analyzing real-world products, their evolution alongside emerging technologies, and their impact on society. They will identify a real-world need and design a solution that can be produced using available digital tools. To ensure the success of their project, students must also develop criteria to form both a target and evaluation tool.

In addition to learning how to design and produce solutions, students will gain fundamental knowledge about coding, interactions, and their impact. They will also learn about data acquisition, analysis, and presentation.

### How are students assessed?

Design folio:

- Analyze a need or opportunity and create a plan to make a digital solution
- Come up with different ideas for the solution and pick the best one
- Explain why the chosen plan is the best one
- Create design ideas and detailed plans for the chosen solution

Production:

- Make a digital solution that meets the plan and requirements
- Test the solution to make sure it works well and is easy to use
- Evaluate how well the digital solution works and how efficient it is.

## Year 10 Drama

### Study Summary:

In Year 10 Drama, students analyse how and why the elements of drama, performance skills and conventions are manipulated in drama they create, perform and experience. They evaluate how drama in a range of styles and from a range of contexts communicates ideas, perspectives and meaning. Students evaluate how drama is used to celebrate and challenge perspectives of Australian identity.

Students work individually and collaboratively to shape and manipulate use of the elements of drama, conventions and dramatic structures to communicate ideas, perspectives and meaning. They use performance skills relevant to style and form to sustain belief, roles and characters in performances of improvised, devised and scripted drama for audiences.

### How are students assessed?

- Performances
- Reflections
- Folio and essay writing

## Year 10 Engineering

### Study Summary:

Year 10 Engineering is a subject that focuses on using design thinking and technology to create practical solutions for real-world needs and opportunities. The unit will explore new and emerging technologies, with a particular emphasis on computer-aided design (CAD) and computer-aided manufacturing (CAM) processes.

Through a series of authentic tasks and projects, students will work individually and in teams to develop solutions to complex engineering and design problems. They will learn to use software tools to design and create prototypes, as well as operate machinery and equipment to produce their final product.

The subject will also develop critical thinking and problem-solving skills, as well as an understanding of the impact of technology on society and the environment. By the end of the unit, students will have gained skills in areas such as design thinking, project management, technical skills, and critical thinking. They will be equipped with the tools and knowledge needed to pursue further study and careers in engineering and design.

### How are students assessed?

- Design briefs: Students will be given design briefs that outline a real-world problem or need and will be asked to develop a solution using CAD and CAM processes. They will be assessed on their ability to identify key requirements, develop creative and effective solutions, and use software tools to create and refine their designs.
- Prototyping and manufacturing: Students may be required to produce prototypes or final products using machinery and equipment and will be assessed on their ability to follow manufacturing processes, use tools and equipment safely and effectively, and produce high-quality products.
- Reports and presentations: Students may be asked to write reports or give presentations outlining their design process, including their research, ideation, and prototyping phases. They will be assessed on their ability to communicate their ideas clearly and persuasively, and on their understanding of key engineering and design concepts.
- Peer assessment: Students may be asked to evaluate each other's work, providing feedback and constructive criticism on design ideas, prototypes, and final products. This will help students develop their collaboration and communication skills, as well as their ability to give and receive feedback.

Overall, the assessment tasks will aim to measure students' understanding of key engineering and design concepts, as well as their ability to apply this knowledge to real-world problems and create innovative solutions using CAD and CAM processes.

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## Year 10 Food Studies

### Study Summary:

Year 10 Food Studies provides a dynamic exploration of food, nutrition, and culinary skills. Students build on foundational knowledge to understand the production, preparation, and cultural significance of food. Practical learning focuses on culinary techniques, meal creation, and food styling. Students develop an awareness of food safety practices and learn about food preservation methods. They investigate the environmental impact of food production, sustainability practices, and ways to reduce food waste. Collaborative projects enhance problem-solving and communication skills. The subject cultivates an appreciation for diverse food traditions and equips students with the ability to make informed food choices. By the end of Year 10 Food Studies, students will possess a comprehensive understanding of food, nutrition, and their broader social, cultural, and environmental implications.

### How are the students assessed?

- Practical activities
- Written report
- Presentations
- Developing and responding to design briefs

## Year 10 German

### Study Summary:

Year 10 German is a pre VCE course preparing students interested in opportunities to connect, work and study in German speaking countries. It is structured similarly to the VCE German course and consolidates and expands prior German Language learning in 4 units. It supports students gaining independence in understanding and applying German. All assessments model what SACs in Units 1 – 4 (VCE) will look like.

### Semester 1

- Term 1: Meine Familie, meine Freunde und ich – My family, friends and I
- Term 2: Meine Freizeit – spare time activities (activities using media and sport)

### Semester 2

- Term 3: Andere Länder, Andere Sitten – Customs and traditions in the German speaking countries, students' cultures
- Term 4: Wie ich wohne – The way we live

### How are students assessed?

There are three summative assessments per unit. Prior to summative assessments formative or practice assessments will be held.

Students are assessed in Reading Comprehension and Listening Comprehension (understanding facts and ideas, responding to a written text, identifying text specific features) as well as Writing and Speaking.

## Year 10 Health and Human Development

### Study Summary:

Health is an approach to understanding health and wellbeing, and its many different interpretations. Through this elective, students will investigate the World Health Organisation's definition of health, and the idea that wellbeing involves a complex interaction between many dimensions of health.

Within this elective, students will also examine the dynamic and subjective nature of health as a concept, the indicators used to measure health on a national and global level, and the biological, sociocultural and environmental factors which influence health. Through this study, students will also have the opportunity to increase their health literacy and develop a capacity to respond to health information.

Students who wish to proceed onto VCE Health and Human Development are also encouraged to consider undertaking this elective so as to have the opportunity to build a foundation for the key knowledge and skills required within the VCE Health and Human Development study design.

### Students will focus on:

Youth Health and Wellbeing

- Health and Wellbeing
- Nutrition
- Access to health care

Health Promotion

- Risk taking behaviours
- Health related and lifestyle diseases
- Health promotion

### Students could be assessed via the following options:

- Case study analysis
- Data analysis
- Health promotion campaign
- Visual presentation, such as a concept/mind
- Multimedia presentation
- Oral presentation, such as a debate or podcasts
- Test (multiple-choice, short-answer and/or extended response)
- Written response
- Examination

## Year 10 Law and Democracy

The “Law and Democracy” course will explore two key areas: the Australian Legal System; and Australia’s democratic and political system.

### **Law: The Victoria Legal System**

Students will develop a comprehensive understanding of the basics of the Victorian legal system. Students will explore the key components, institutions, and processes that make up the legal system in Victoria, Australia. They will analyse the roles and functions of various legal actors and institutions and develop an understanding of the importance of the rule of law in society.

### **Democracy: Australia’s Democratic and Political System**

Students will study the basics of Australian and global democracy. Students will explore the key principles, institutions, and processes that underpin democratic systems. They will also analyse the similarities and differences between Australian and global democracies, developing a deeper understanding of the significance of democratic governance in the modern world.

### **How are students assessed?**

The assessment for this unit will include unit tests, assignment tasks and an end-of-semester exam.

## Year 10 Linguistics

The Year 10 Linguistics unit is an elective subject preparing students with essential content for VCE English Language. It includes the study of how language works including the study of five subsystems of language:

- Phonetics and phonology (the study of the sounds of language)
- Morphology and lexicology (the study of words and how words are formed)
- Syntax (the study of grammar and sentences)
- Semantics (the study of meaning and how meaning is created and changes over time)
- Discourse (the study of texts as a whole).

Students learn to identify and analyse the basic building blocks of language through the study of a range of authentic spoken and written texts.

### **How are students assessed?**

The assessment for this unit will include unit tests, assignment tasks and an end-of-semester exam.

## Year 10 Music

### Study Summary:

Year 10 Music is designed to give students an opportunity to be creative. It reinforces instrumental learning through informal learning and teaching. Participants are immersed in the powerful act of making music – starting with music they know and love. This places the learner and their love of music at the heart of the music experience, before moving onto other musical and learning styles. Techniques, notation, and other forms of written instruction are part of the process but are developed through practical playing. This is an aural approach that develops “sound before symbol”, fully integrating listening with practical music making, performing for peer audiences, improvising, and composing. The goal of this course is to instill an element of design and planning in the approach to composition, and, combined with the theoretical skills acquired, will lead to musicians who know their craft.

**Please Note:** Whilst students selecting Year 10 Music are not required to have regular individual instrumental tuition, it is highly recommended, especially if you are wishing to pursue VCE Music studies.

### How are students assessed?

- Solo/Group performance
- Music Styles Test (SAC-style)
- Composition/Arrangement (music technology)
- Songwriting
- Theory/Aural Testing
- Research
- Arts Process Journal reflections

## Year 10 Physical Education

### Study Summary:

Physical Education is an exploration of complex principles which refine movement including anatomical, biomechanical, and skill acquisition principles. Through this elective, students will integrate both theoretical and practical opportunities to enhance their understanding of these principles, and their importance to performance and participation.

Further to this, this elective will equip students with the knowledge to improve performance in a specific sporting example through the tailored design of a training program.

Students who wish to proceed onto VCE Physical Education are also encouraged to consider undertaking this elective so as to have the opportunity to build a foundation for the key knowledge and skills required within the VCE Physical Education study design.

### Students will focus on:

- Walking in the steps of an Athlete
- Sports analysis
  - Training methods and program
  - Nutrition

### Students could be assessed via the following options:

- Practical laboratory report
- Reflective portfolio
- Training program design
- Nutrition plan
- Case study analysis
- Data analysis
- Visual presentation
- Test
- Examination



## Year 10 Product Design

### Study Summary:

As part of this unit, students are tasked with creating a piece of household furniture designed for urban apartments, in response to a design brief with a focus on design throughout the production and evaluation process. They work both individually and in teams, exploring and assessing design features, characteristics, and properties of selected materials and production techniques in relation to the brief.

Throughout the design process, students are encouraged to be open to the creative nature of design and to reflect continuously on their work. They develop an increasing range of investigation, questioning, and checking techniques when investigating, designing, planning, and evaluating products.

In addition to being creative, students must also prioritize safety, making decisions about safety precautions and wearing personal protective clothing and equipment when necessary. They develop skills in using a range of complex techniques, equipment, and tools such as the router and biscuit joiner, adjusting and maintaining them as needed.

Students also learn to use time and resources economically, minimizing waste. They are encouraged to document their design, production, and evaluation activities in an electronic or manually produced portfolio. They participate in and lead discussions on evaluating their own and others' thinking in relation to creative and innovative products.

### How are students assessed?

- **Design brief and concept proposal:** Students will submit a design brief and concept proposal that outlines their ideas and approach to the project.
- **Design development and documentation:** Students will document their design process, including sketches, models, and technical drawings.
- **Production and evaluation:** Students will produce their furniture design and evaluate its functionality, aesthetic appeal, and adherence to the design brief.
- **Reflective portfolio:** Students will keep a reflective portfolio documenting their progress throughout the unit, including design decisions, production techniques, and evaluation of their work.
- **Peer and self-assessment:** Students will participate in peer and self-assessment activities, evaluating their own and their peers' work based on a set of criteria and providing constructive feedback.

Overall, the assessment will focus on students' ability to apply design thinking and production skills to create a functional and aesthetically pleasing piece of furniture while also demonstrating an understanding of safety, resource management, and documentation of their design process.

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## Year 10 Psychology

### Study Summary:

Psychology is a scientific study that explores human behaviour through a biopsychosocial lens, and applies this knowledge to the personal and social circumstances of human life. The objective of this elective is to provide students with an introduction to this study and knowledge, allowing them to explore how humans think, feel and behaviour in conjunction with the scientific processes that underlie psychological research.

Within this elective, students will examine how psychology has evolved due to research and discovery, explore different branches of psychology including neuropsychology and personality psychology, engage in inquiry tasks as to develop their scientific research skills, and investigate mental health.

Students who wish to proceed onto VCE Psychology are also encouraged to consider undertaking this elective so as to have the opportunity to build a foundation for the key knowledge required within the VCE Psychology study design.

### Students will focus on:

- Psychology and its Evolution
- Research Methods
- Neuropsychology and Personality Psychology
- Mental Health

### How are students assessed?

- Written Tasks (tests, media analyses, scientific poster)
- Student-Directed Practical Inquiry Tasks



# The Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is awarded for the successful completion of secondary education and provides pathways into tertiary education, training and work.

The VCE is a senior secondary certificate of education recognized within the Australian Qualifications Framework (AQF). The VCE is designed to be completed over a minimum of two years. The VCE includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

Each VCE study is designed to provide a two-year program. Units at 1 & 2 level are nationally and internationally benchmarked to a Year 11 standard. Similarly, Units at 3 & 4 level are benchmarked to a Year 12 standard.

In many studies, there are multiple options for students to choose from, such as a choice of mathematics studies and histories. Units 1 & 2 can be completed as single units and Units 3 & 4 in each study are designed to be taken as a sequence.

Outcomes are the basis for satisfactory completion of a VCE unit. Each VCE unit includes a set of two to four outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements.

The learning outcomes and associated assessment tasks are specified in the currently accredited VCE study designs.

## Minimum Requirements for the Award of the VCE

The minimum requirement is satisfactory completion of **16 units** which must include:

At least three units from the English group, which must include Units 2 / 3 / 4

An additional three Units 3 / 4 sequences of studies other than English, which may include any number of English sequences once the English requirement has been met

### Note

The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 & 4 of an English sequence is required.

## Unit Selection

At Good News Lutheran College, students will undertake:

- 12 units in the first year i.e. 6 units each semester (Year 11)
- 10 or 12 units in their second year, i.e. 5 or 6 units each semester (Year 12)

Permission to reduce this study load needs to be approved by the College. Decisions are based on the following criteria;

- Elite athletes with significant hours of commitment
- Students undertaking external studies or an early entry university course with significant hours of commitment
- Ongoing medical condition(s) that impacts study
- A learning disability and/or difficulty

## Satisfactory Completion of a VCE Unit

Each VCE unit includes learning outcomes. Satisfactory completion of a unit occurs when a student demonstrates achievement of all outcomes. This decision will be based on the teacher's assessment of the student's overall performance in the designated assessment tasks for the unit with the minimum score of 40% in School Assessed Coursework being required for an S. Please refer to the GNLC Assessment and Promotions Policy for more information.

Achievement of an outcome means the student's work:

- Meets the required standard
- Has been submitted on time
- Is clearly the student's own work
- Has not been the subject of a substantive breach of rules (including the school's attendance policy)

## Reporting Students Results to VCAA

The College will report each student's result for each unit to the VCAA as:

- S – Satisfactory
- N – Not Satisfactory



## Counting Results to Calculate an ATAR

The ATAR is based on up to six VCE results. The results do not all have to be from the one year. The ATAR is calculated by using:

- The best score in any one of the English studies, plus
- The next best three study scores (together with the English score, these make up the 'Primary Four'), plus
- 10 percent of the scores for any fifth and sixth study which you may have completed (these are known as 'increments')

If you have the Primary Four, you will be eligible for an ATAR. VTAC will use up to six results in calculating the ATAR. If you have more than six results, the six scores that give the highest ATAR are used. Studies used in the calculation of the ATAR may be taken over any number of years. However, the time taken to complete VCE studies may be taken into account by institutions.

## Restrictions

There are restrictions on how certain combinations of studies may be counted, for your ATAR. In each of the study areas of English, Mathematics, History, Information Technology, LOTE and Music:

- At most, two results can contribute to the Primary Four
- At most, three results can contribute to the ATAR, the third being counted as a 10% increment for a fifth or sixth study

There are other specific restrictions where two or more studies have similar content, or where studies have been combined. Students are advised to choose carefully when selecting their VCE subjects.

### Reference:

[www.vtac.edu.au/pdf/publications/abcofscaling.pdf](http://www.vtac.edu.au/pdf/publications/abcofscaling.pdf)



# Learning Pathways

The Course and Subject Selection Program provides students with an opportunity to plan their individual Senior Years learning program. The program each student plans, should meet their own education, training and employment needs. As such, the importance of careful 'pathway' planning cannot be overstated: students should select courses and subjects that suit their talents and skills, and which meet their career interests and goals. Preparing carefully before making course and subject selections is the best path to attaining success.

Many courses at Universities and some TAFEs have prerequisite studies that you must complete for entry into a course. These are outlined for students on the VTAC Website on the "publications" page. **It is up to YOU to research prerequisites for courses you are interested in. Check prerequisites for the year you would be eligible to enter University.**

## VCE Pathways at GNLC

| Subjects Offered at GNLC |                            |                             |
|--------------------------|----------------------------|-----------------------------|
| Accounting               | German                     | Physical Education          |
| Applied Computing        | Health & Human Development | Physics                     |
| Art – Creative Practice  | History                    | Product Design & Technology |
| Biology                  | Legal Studies              | Psychology                  |
| Business Management      | General Mathematics        | Religion and Society        |
| Chemistry                | Mathematical Methods       | Theatre Studies             |
| English                  | Specialist Mathematics     | VET                         |
| English Language         | Media                      |                             |
| Food Studies             | Philosophy                 |                             |

Below is an example of how this relates to satisfactory completion of the VCE:

|                               | Year 11 2020 | Year 12 2020 | VCE Requirements                              |
|-------------------------------|--------------|--------------|---|
| <b>Core Units</b>             |              |              |   |
| English                       | Units 1 & 2  | Units 3 & 4  | Min 3 Units (of which 2 must be 3/4 sequence) |
| <b>Possible Subject Units</b> |              |              |   |
| Mathematics Methods           | Units 1 & 2  | Units 3 & 4  | Min 3 sequences of Units 3 & 4                |
| History                       |              |              |   |
| Legal Studies                 |              |              |   |
| Accounting                    | Units 1 & 2  | Units 3 & 4  |   |
|                               |              |              | <b>Total 16</b>                               |

As you can see, this student has exceeded the required 16 units of study. Here is an example of how this relates to the Australian Tertiary Rank (ATAR).



A student's ATAR is calculated using Study Scores from successfully completed level 3 and 4 units as follows:

|             |   |   |   |  |   |  |  |
|-------------|---|---|---|--|---|--|--|
| <b>ATAR</b> | = | <b>Actual English Study Score</b>                     | + | <b>Total of 3 best Study Scores</b>                                      | + | <b>10% of study score for the maximum of 2 other subjects</b>                                |  |
|             |   | Subject score student achieves for VCE English units. |   | Top 3 VCE study scores student achieves for subjects other than English. |   | Part Study Score achieved by student in no more than 2 subjects after English and the top 3. |  |
|             |   | [This is known as the Primary Four]                   |   |  |   |  |  |

Both scored and unscored VET subjects can contribute to the ATAR. For more information visit [www.study.vic.gov.au](http://www.study.vic.gov.au).

## VCE (Baccalaureate)

The VCE (Baccalaureate) provides recognition to students who undertake both high level mathematics and a language as part of their VCE program of study.

To qualify students must complete the following:

- A Unit 3-4 sequence in English with a study score of 30 or above
- A Unit 3-4 sequence in either Mathematical Methods or Specialist Mathematics
- A Unit 3-4 sequence in a language
- At least two other Unit 3-4 sequences

## VCE Industry Pathways

By including a VET course as part of their program of study, students can qualify for the VCE Industry Pathway program, which is available in the following four areas:

- Building and Construction
- Community Services and Health
- Manufacturing and Engineering
- Sport and Recreation

These courses are ideal for students who have a clear interest in establishing a career in one of those areas.

To qualify the student needs to complete the following:

- The appropriate VET program
- 80 hours of workplace learning
- Any Unit 1 - 2 and Unit 3 - 4 Mathematics
- Units 1 - 4 English
- An approved subject for Units 1 - 4
- Any other VCE Unit 1 - 2 and 3 - 4 sequence (can be different in Year 11 and 12)

| VCE Industry Pathways - Approved Units 1-4 Subjects  |   |   |   |
|--|---|---|---|
| Building & Construction  | Community Services & Health   | Manufacturing & Engineering   | Sport & Recreation  |
| <ul style="list-style-type: none"> <li>• Accounting</li> <li>• Business Management</li> <li>• Product Design and Technology</li> <li>• Systems Engineering</li> <li>• Visual Communication &amp; Design</li> </ul> | <ul style="list-style-type: none"> <li>• Biology</li> <li>• Health and Human Development</li> <li>• Physical Education</li> </ul> | <ul style="list-style-type: none"> <li>• Business Management</li> <li>• Physics</li> <li>• Product Design and Technology</li> <li>• Systems Engineering</li> <li>• Visual Communication &amp; Design</li> </ul> | <ul style="list-style-type: none"> <li>• Biology</li> <li>• Health and Human Development</li> <li>• Physical Education</li> </ul> |

If you are considering undertaking one of these specialised VCE programs, please discuss this with both the VCE Coordinator and the VET Coordinator in Year 10 to ensure you plan the most appropriate pathway and meet the requirements.



## English (VCE English)

### Study Summary

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

### What knowledge and skills do the students learn?

|               |  |
|---------------|--|
| <b>Unit 1</b> | <ul style="list-style-type: none"> <li>• Reading and creating texts</li> <li>• Analysing and presenting argument</li> </ul>  |
| <b>Unit 2</b> | <ul style="list-style-type: none"> <li>• Reading and comparing texts</li> <li>• Analysing and presenting argument</li> </ul> |
| <b>Unit 3</b> | <ul style="list-style-type: none"> <li>• Reading and creating texts</li> <li>• Analysing argument</li> </ul>                 |
| <b>Unit 4</b> | <ul style="list-style-type: none"> <li>• Reading and comparing texts</li> <li>• Presenting argument</li> </ul>               |

### How are the students assessed?

- Analytical or creative response to a set text
- Analysis of the use of argument and persuasive language in texts
- Persuasive text that presents an argument or viewpoint, either orally or in writing
- Detailed comparison of two selected texts
- Examination

### Prerequisites

- Students must achieve an average score of 40% or higher in Year 10 English in order to proceed to Unit 1 and 2 English.

## English Language (VCE English)

### Study Summary

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Informed by the discipline of linguistics, VCE English Language provides students with metalinguistic tools to understand and analyse language use, variation and change. Students studying English Language examine how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions and to create and disrupt social cohesion.

### What knowledge and skills do the students learn?

|               |  |
|---------------|--|
| <b>Unit 1</b> | Language and Communication <ul style="list-style-type: none"> <li>• The nature and function of language. How and why we use language for different purposes.</li> <li>• Child and second language acquisition. How we learn our first and additional languages.</li> </ul> |
| <b>Unit 2</b> | Language Change <ul style="list-style-type: none"> <li>• How has the English changed over the centuries?</li> <li>• How is English different around the world?</li> </ul>  |
| <b>Unit 3</b> | Language variation and social purpose <ul style="list-style-type: none"> <li>• Informal versus formal language</li> </ul>  |
| <b>Unit 4</b> | Language variation and identity <ul style="list-style-type: none"> <li>• Varieties of English in Australia – Broad, General and Cultivated Australian accents</li> <li>• Individual and group identities</li> </ul>  |

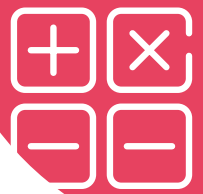
### How are the students assessed?

- Analytical commentaries
- Essays
- Short answer questions
- Examination

### Prerequisites

- Students must achieve an average score of 65% or above in Year 10 English in order to enrol in Unit 1 and 2 English Language.

**Unit 3 and 4 English Language assumes previous study of Units 1 and 2 English Language**



## General Mathematics (VCE Mathematics)

### Study Summary

General Mathematics provides courses of study for a broad range of students. The areas of study for General Mathematics consists of four areas of study:

- Data Analysis, probability and Statistics.
- Algebra Number and structure.
- Functions, Relations and Graphs.
- Discrete Mathematics

The new study design incorporates a Mathematical Investigation in Units 1 and 2 which comprises one to two weeks of investigation into one or two practical or theoretical contexts or scenarios based on content from areas of study and application of key knowledge and key skills for the outcomes.

### What knowledge and skills do the students learn?

|               |   |
|---------------|---|
| <b>Unit 1</b> | <ul style="list-style-type: none"> <li>• Data Analysis, Probability and Statistics</li> <li>• Algebra, Number and structure</li> <li>• Functions, Relations and Graphs</li> <li>• Discrete mathematics</li> <li>• Mathematical Investigation</li> </ul> |
| <b>Unit 2</b> | <ul style="list-style-type: none"> <li>• Data Analysis, Probability and Statistics</li> <li>• Discrete mathematics</li> <li>• Functions, Relations and Graphs</li> <li>• Space and Measurement</li> <li>• Mathematical Investigation</li> </ul>         |
| <b>Unit 3</b> | <ul style="list-style-type: none"> <li>• Data Analysis, Probability and Statistics</li> <li>• Recursion and Financial Modelling</li> </ul>  |
| <b>Unit 4</b> | <ul style="list-style-type: none"> <li>• Matrices</li> <li>• Networks and decision making</li> </ul>  |

### How are the students assessed?

- Tests and Mathematical Investigations (Units 1 and 2)
- Application task
- Problem Solving or Modelling tasks
- Examinations (one Multiple Choice and one Extended Response)

### Prerequisites

- Students must achieve an average score of 40% or higher in Year 10 Pre-general Mathematics in order to proceed to Unit 1 and 2 General Mathematics.

## Mathematical Methods (VCE Mathematics)

### Study Summary

#### Units 1 & 2

Units 1 & 2 are completely prescribed and provide an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 & 4 and cover assumed knowledge and skills for those units.

#### Units 3 & 4

Units 3 & 4 are completely prescribed and extend the study of simple elementary functions to include combinations of those functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, humanities, economics and medicine.

### What knowledge and skills do the students learn?

|               |   |
|---------------|---|
| <b>Unit 1</b> | <ul style="list-style-type: none"> <li>• Functions, relations and Graphs</li> <li>• Algebra, Number and Structure</li> <li>• Calculus</li> <li>• Data Analysis, Probability and statistics</li> <li>• Mathematical Investigation</li> </ul> |
| <b>Unit 2</b> | <ul style="list-style-type: none"> <li>• Functions, relations and Graphs</li> <li>• Algebra, Number and Structure</li> <li>• Calculus</li> <li>• Data Analysis, Probability and statistics</li> <li>• Mathematical Investigation</li> </ul> |
| <b>Unit 3</b> | <ul style="list-style-type: none"> <li>• Functions, Relations and Graphs</li> <li>• Algebra, Number and Structure</li> <li>• Calculus</li> </ul>  |
| <b>Unit 4</b> | <ul style="list-style-type: none"> <li>• Functions Relations and graphs</li> <li>• Algebra, Number and Structure</li> <li>• Calculus</li> <li>• Probability and statistics</li> </ul>   |

### How are the students assessed?

Tests and Applications task (Units 1 & 2)  
Application task and problem-solving tasks (Units 3 & 4)  
Examination (Units 1, 2, 3 & 4)

### Prerequisites

- Students must achieve an average score of 65% or higher in Year 10 Pre-Mathematical Methods in order to proceed to Unit 1 and 2 Mathematical Methods.

**Unit 3 and 4 Mathematical Methods assumes previous study of Units 1 and 2 Mathematical Methods**



# Specialist Mathematics (VCE Mathematics)

## Study Summary

Specialist Mathematics involve rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations, differentiation, anti-differentiation and integration and inference graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems.

## What knowledge and skills do the students learn?

|               |  |
|---------------|--|
| <b>Unit 1</b> | <ul style="list-style-type: none"><li>Algebra, Number and Structure</li><li>Discrete Mathematics</li><li>Mathematical Investigation</li></ul>  |
| <b>Unit 2</b> | <ul style="list-style-type: none"><li>Data Analysis, Probability and Statistics</li><li>Space and Measurement</li><li>Algebra, Number and Structure</li><li>Functions, Relations and Graphs</li><li>Mathematical Investigation</li></ul> |
| <b>Unit 3</b> | <ul style="list-style-type: none"><li>Discrete Mathematics</li><li>Functions Relations and Graphs</li><li>Algebra, Number and Structure</li></ul>  |
| <b>Unit 4</b> | <ul style="list-style-type: none"><li>Calculus</li><li>Space and Measurement</li><li>Data Analysis, Probability and Statistics</li></ul>   |

## How are the students assessed?

- Tests and Applications task (Units 1 & 2)
- Application task and problem-solving tasks (Units 3 & 4)
- Examination (Units 1, 2, 3 & 4)

## Prerequisites

Students must achieve an average score of 80% or higher in Year 10 Pre-Mathematical Methods in order to proceed to Unit 1 and 2 Specialist Mathematics.

Also, students need to take Mathematical Methods and Specialist Mathematics concurrently.

**Unit 3 and 4 Specialist Mathematics assumes previous study of Specialist Mathematics Units 1 and 2.**





## Biology (VCE Science)

### Study Summary

VCE Biology Unit 1-4 enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

### What knowledge and skills do the students learn?

|               |   |
|---------------|---|
| <b>Unit 1</b> | <b>How do organisms regulate their function?</b> <ul style="list-style-type: none"><li>• How do cells function?</li><li>• How do plant and animal systems function?</li><li>• How do scientific investigations develop understanding of how organisms regulate their functions?</li></ul>       |
| <b>Unit 2</b> | <b>How does inheritance impact on diversity?</b> <ul style="list-style-type: none"><li>• How is inheritance explained?</li><li>• How do inherited adaptations impact on diversity?</li><li>• How do humans use science to explore and communicate contemporary bioethical issues?</li></ul>     |
| <b>Unit 3</b> | <b>How do cells maintain life</b> <ul style="list-style-type: none"><li>• What is the role of nucleic acids and proteins in maintaining life?</li><li>• How biochemical pathways regulated?</li></ul>   |
| <b>Unit 4</b> | <b>How does life change and respond to challenges?</b> <ul style="list-style-type: none"><li>• How do organisms respond to pathogens?</li><li>• How are species related over time?</li><li>• How is scientific inquiry used to investigate cellular process and/or biological change?</li></ul> |

### How are the students assessed

- Analysis and evaluation of a selected case study.
- Analysis and evaluation of primary and /or collated secondary data.
- Comparison and evaluation of biological concepts, methodologies and methods, and findings from practical activities
- Modelling and simulation activities
- Presentations given orally or in annotated poster form
- Bioinformatics exercise
- Examination

### Prerequisites

Students must have achieved an average of 40% in the study of Biology in the previous year to continue their study of Biology in VCE.

**Unit 3 and 4 Biology usually assumes previous study of Biology Units 1 and 2 or requires special approval from the Head of Science and Head of Learning.**



# Chemistry (VCE Science)

## Study Summary

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

## What knowledge and skills do the students learn?

|               |  |
|---------------|--|
| <b>Unit 1</b> | <b>How can the diversity of materials be explained?</b> <ul style="list-style-type: none"><li>• How do the chemical structures of materials explain their properties and reactions How are materials quantified and classified?</li><li>• How can chemical principles be applied to create a more sustainable future?</li></ul>            |
| <b>Unit 2</b> | <b>How do chemical reactions shape the natural world?</b> <ul style="list-style-type: none"><li>• How do chemicals interact with water?</li><li>• How are chemicals measured and analysed?</li><li>• How do quantitative scientific investigations develop our understanding of chemical reactions?</li></ul>                              |
| <b>Unit 3</b> | <b>How can design and innovation help to optimise chemical processes?</b> <ul style="list-style-type: none"><li>• What are the current and future options for supplying energy?</li><li>• How can the rate and yield of chemical reactions be optimised?</li></ul>   |
| <b>Unit 4</b> | <b>How are carbon-based compounds designed for purpose?</b> <ul style="list-style-type: none"><li>• How are organic compounds categorised and synthesised?</li><li>• How are organic compounds analysed and used?</li><li>• How is scientific inquiry used to investigate the sustainable production of energy and/or materials?</li></ul> |

## How are the students assessed?

- comparison and evaluation of chemical concepts, methodologies and methods, and findings from practical activities
- analysis and evaluation of primary and/or secondary data, including identified assumptions or data limitations, and conclusions
- problem-solving, including calculations, using chemistry concepts and skills applied to real-world contexts
- analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, or media communication.
- Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries.
- Examination

## Prerequisites

Students must have achieved an average of 40% in the study of Chemistry in the previous year to continue their study of Chemistry in VCE.

## Unit 3 and 4 Chemistry assumes previous study of Chemistry Units 1 and 2



## Physics (VCE Science)

### Study Summary

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

### What knowledge and skills do students learn?

|               |   |
|---------------|---|
| <b>Unit 1</b> | <b>How is energy useful to society?</b> <ul style="list-style-type: none"><li>• How are light and heat explained?</li><li>• How is energy from the nucleus utilised?</li><li>• How can electricity be used to transfer energy?</li></ul>  |
| <b>Unit 2</b> | <b>How does physics help us to understand the world?</b> <ul style="list-style-type: none"><li>• How is motion understood?</li><li>• How does physics inform contemporary issues and applications in society?</li><li>• How do physicists investigate questions?</li></ul>      |
| <b>Unit 3</b> | <b>How do fields explain motion and electricity</b> <ul style="list-style-type: none"><li>• How do physicists explain motion in two dimensions?</li><li>• How do things move without contact?</li><li>• How are fields used in electricity generation?</li></ul>                |
| <b>Unit 4</b> | <b>How have creative ideas and investigation revolutionised thinking in physics?</b> <ul style="list-style-type: none"><li>• How has understanding about the physical world changed?</li><li>• How is scientific inquiry used to investigate fields, motion or light?</li></ul> |

### How are the students assessed?

- application of physics concepts to explain a model, theory, device, design or innovation
- analysis and evaluation of primary and/or secondary data, including data plotting, identified assumptions or data limitations, and conclusions
- problem-solving, applying physics concepts and skills to real-world contexts
- comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities.
- Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entry
- an explanation of a selected physics device, design or innovation
- a report of a selected physics phenomenon
- a report of an application of physics concepts to a real-world context

### Prerequisites

Students must have achieved an average of 40% in the study of Physics in the previous year to continue their study of Physics in VCE.

### Unit 3 and 4 Physics assumes previous study of Physics Units 1 and 2



## Psychology (VCE Science)

### Study Summary

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations. Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research.

### What knowledge and skills do the students learn?

|               |  |
|---------------|--|
| <b>Unit 1</b> | <b>How are behaviour &amp; mental processes shaped?</b> <ul style="list-style-type: none"><li>• What influences psychological development?</li><li>• How are mental processes and behaviour influenced by the brain?</li><li>• How does contemporary psychology conduct and validate psychological research?</li></ul>                                       |
| <b>Unit 2</b> | <b>How do external factors influence behaviour and mental processes?</b> <ul style="list-style-type: none"><li>• How are people influenced to behave in particular ways?</li><li>• What influences a person's perception of the world?</li><li>• How do scientific investigations develop understanding of influences on perception and behaviour?</li></ul> |
| <b>Unit 3</b> | <b>How does experience affect behaviours and mental processes?</b> <ul style="list-style-type: none"><li>• How does the nervous system enable psychological functioning?</li><li>• How do people learn and remember?</li></ul>   |
| <b>Unit 4</b> | <b>How is mental wellbeing supported and maintained?</b> <ul style="list-style-type: none"><li>• How does sleep affect mental processes and behaviour?</li><li>• What influences mental wellbeing?</li><li>• How is scientific inquiry used to investigate mental processes and psychological functioning?</li></ul>   |

### How are the students assessed

- analysis and evaluation of an experiment or case study
- a data analysis of generated primary and/or collated secondary data
- reflective annotations of a logbook of practical activities
- media analysis of one or more contemporary media texts
- a literature review
- response to a psychological issue or ethical dilemma
- a modelling or simulation activity
- problem-solving involving psychological concepts, skills and/or issues
- a report of a scientific investigation, including the generation, analysis and evaluation of primary data.

## Accounting (VCE Business and Economics)

### Study Summary

VCE Accounting, focuses on the financial recording, reporting and decision-making processes of a 'sole proprietor' small business. Students study both theoretical and practical aspects of accounting. Financial data is collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods.

### What knowledge and skills do the students learn?

|               |   |
|---------------|---|
| <b>Unit 1</b> | <b>Role of accounting in business</b> <ul style="list-style-type: none"> <li>The role of accounting</li> <li>Recording financial data and reporting accounting information for a service business</li> </ul>  |
| <b>Unit 2</b> | <b>Accounting and decision-making for a trading business</b> <ul style="list-style-type: none"> <li>Accounting for inventory</li> <li>Accounting for and managing accounts receivable and accounts payable</li> <li>Accounting for and managing non-current assets</li> </ul> |
| <b>Unit 3</b> | <b>Financial accounting for a trading business</b> <ul style="list-style-type: none"> <li>Recording and analysing financial data</li> <li>Preparing and interpreting accounting reports</li> </ul>  |
| <b>Unit 4</b> | <b>Recording, reporting, budgeting and decision-making</b> <ul style="list-style-type: none"> <li>Extension of recording and reporting</li> <li>Budgeting and decision-making</li> </ul>  |

### How are the students assessed?

- Structured questions
- Folio of exercises (manual and ICT)
- Case study (manual and/or ICT)
- Test (manual and/or ICT)
- Report (written, oral or multimedia)
- Examination

## Business Management (VCE Business and Economics)

### Study Summary

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for the business concept, to planning and establishing a business, through day-to-day management of the business. It also considers changes that need to be made to ensure continued success of the business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

### What knowledge and skills do the students learn?

|               |   |
|---------------|---|
| <b>Unit 1</b> | <ul style="list-style-type: none"> <li>Planning a business</li> <li>The business idea</li> <li>External environment</li> <li>Internal environment</li> </ul>                                  |
| <b>Unit 2</b> | <ul style="list-style-type: none"> <li>Establishing a business</li> <li>Legal requirements and financial considerations</li> <li>Marketing a business</li> <li>Staffing a business</li> </ul> |
| <b>Unit 3</b> | <ul style="list-style-type: none"> <li>Managing a business</li> <li>Business foundations</li> <li>Managing employees</li> <li>Operations management</li> </ul>                                |
| <b>Unit 4</b> | <ul style="list-style-type: none"> <li>Transforming a business</li> <li>Reviewing performance – the need for change</li> <li>Implementing change</li> </ul>                                   |

### How are the students assessed?

- Case study
- Structured questions
- Media analysis
- Test
- Essay
- Report in written format
- Report in multimedia format
- Examination



## Legal Studies (VCE Business and Economics)

### Study Summary

VCE Legal Studies examines the institutions and principles, which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia and the justice system.

### What knowledge and skills do the students learn?

|               |  |
|---------------|--|
| <b>Unit 1</b> | <b>Guilt and liability</b><br>The Presumption of Innocence <ul style="list-style-type: none"> <li>• Legal Foundations</li> <li>• Proving guilt</li> <li>• Sanctions</li> </ul> |
| <b>Unit 2</b> | <b>Sanctions, remedies and rights</b><br>Wrongs and rights <ul style="list-style-type: none"> <li>• Civil liability</li> <li>• Remedies</li> <li>• Human Rights</li> </ul>     |
| <b>Unit 3</b> | <b>Rights and justice</b> <ul style="list-style-type: none"> <li>• Criminal justice system</li> <li>• Civil justice system</li> </ul>  |
| <b>Unit 4</b> | <b>The people, the law and reforms</b> <ul style="list-style-type: none"> <li>• The people and the law-makers</li> <li>• The people and reform</li> </ul>                      |

### How are the students assessed?

- Case study
- Structured questions
- Test
- Essay
- Report in written format
- Report in multimedia format
- Folio of exercises
- Examination
- Mock trials



## Applied Computing (VCE Technologies)

### Study Summary

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

VCE Applied Computing is underpinned by four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact.

### What knowledge and skills do the students learn?

|               |  |
|---------------|--|
| <b>Unit 1</b> | <b>Applied Computing</b> <ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Programming</li> </ul>                                      |
| <b>Unit 2</b> | <b>Applied Computing</b> <ul style="list-style-type: none"> <li>• Innovative solutions</li> <li>• Network security</li> </ul>                          |
| <b>Unit 3</b> | <b>Software Development</b> <ul style="list-style-type: none"> <li>• Programming</li> <li>• Analysis and design</li> </ul>                             |
| <b>Unit 4</b> | <b>Software Development</b> <ul style="list-style-type: none"> <li>• Development and evaluation</li> <li>• Cybersecurity: software security</li> </ul> |

### How are the students assessed?

- Case study
- Test
- Project
- Written analysis
- Practical application development
- Developmental folio and written reflection
- Examination

**Unit 3 and Unit 4 Software Development assumes previous study of Computing Units 1 and 2.**



## Food Studies (VCE Technologies)

### Study Summary

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

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

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

### What knowledge and skills do the students learn?

|               |  |
|---------------|--|
| <b>Unit 1</b> | <b>Food Origins</b> <ul style="list-style-type: none"> <li>Food around the world</li> <li>Food in Australia</li> </ul>                                   |
| <b>Unit 2</b> | <b>Food Makers</b> <ul style="list-style-type: none"> <li>Australia's food systems</li> <li>Food in the home</li> </ul>                                  |
| <b>Unit 3</b> | <b>Food in daily life</b> <ul style="list-style-type: none"> <li>The science of food</li> <li>Food choice, health and wellbeing</li> </ul>               |
| <b>Unit 4</b> | <b>Food issues, challenges and futures</b> <ul style="list-style-type: none"> <li>Navigating food information</li> <li>Environment and ethics</li> </ul> |

### How are the students assessed?

- Practical activities
- Written report
- Oral presentation
- Practical demonstration
- Video/podcast
- Developing and responding to design briefs

## Product Design and Technology (VCE Technologies)

### Study Summary

Product design is a problem-solving approach that aims to improve quality of life by designing innovative and ethical solutions that consider social, technological, economic, historical, ethical, legal, environmental, and cultural factors.

In VCE Product Design and Technologies, students engage in a design process that involves investigating and researching real needs or opportunities, designing, making, and evaluating solutions. They learn about the design industry, teamwork, innovative technologies, and enterprise, and develop speculative, critical, and creative thinking, problem-solving, numeracy, literacy, and technical skills. They prototype and test solutions using a variety of materials, tools, and processes and learn that innovative and ethical solutions come from constructive failure and intentional evaluation. Students gain an understanding of both traditional and new and emerging materials, tools, and processes.

### What knowledge and skills do the students learn?

|               |   |
|---------------|---|
| <b>Unit 1</b> | <b>Design practices</b> <ul style="list-style-type: none"> <li>Developing and conceptualising designs</li> <li>Generating, designing and producing</li> </ul>   |
| <b>Unit 2</b> | <b>Positive impacts for end users</b> <ul style="list-style-type: none"> <li>Opportunities for positive impacts for end users</li> <li>Designing for positive impacts for end users</li> <li>Cultural influences on design</li> </ul>   |
| <b>Unit 3</b> | <b>Ethical product design and development</b> <ul style="list-style-type: none"> <li>Influences on design, development and production of products</li> <li>Investigating opportunities for ethical design and production</li> <li>Developing a final proof of concept for ethical production</li> </ul> |
| <b>Unit 4</b> | <b>Production and evaluation of ethical designs</b> <ul style="list-style-type: none"> <li>Managing production for ethical designs</li> <li>Evaluation and speculative design</li> </ul>  |

### How are the students assessed?

School Assessed Coursework (SAC)

data analysis, oral presentation using multimedia: face-to-face or recorded as a video or podcast, product analysis, research inquiry.

School Assessed Task (SAT)

- multimodal record of the design process
- practical work



## German (VCE Languages)

### Study Summary

VCE German focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in German on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in German in a range of contexts and develop cultural understanding in interpreting and creating language. Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and personal identity.

### What knowledge and skills do the students learn?

|               |   |
|---------------|---|
| <b>Unit 1</b> | <b>The Individual</b> <ul style="list-style-type: none"><li>• My home and background, family, friends, relationships, pressures and influences, education and aspirations, work and search for work, future plans and pathways, lifestyle and healthy living, hobbies</li></ul>             |
| <b>Unit 2</b> | <b>The German speaking communities</b> <ul style="list-style-type: none"><li>• Lifestyles and traditions, daily life, youth culture, clichés and cultural diversity, regional and national festivals, literary traditions – fairy tales, media, music and songs, film and theatre</li></ul> |
| <b>Unit 3</b> | <b>The German speaking communities</b> <ul style="list-style-type: none"><li>• The influence of the past on the present, the European Union, German reunification, German settlement in different parts of Australia</li></ul>  |
| <b>Unit 4</b> | <b>The changing world</b> <ul style="list-style-type: none"><li>• Youth issues and representation, equality, popular culture, environment, tourism and eco-tourism, studying and working abroad, German perception of Australia</li></ul>   |

### How are the students assessed?

Each unit assesses three outcomes (presentational, interpretive, communicative communication) covering four skills (reading, listening, writing and speaking).

- **Reading**  
i.e. articles, ads, reports, journal entries, personal and formal writing
- **Listening**  
i.e. reports, reviews, comments, presentations, talks and speeches, conversations
- **Writing**  
i.e. journal entries, messages, summaries, reports, formal and informal letters, stories
- **Speaking**  
i.e. speeches and talks, conversations, discussions, personal profiles

### Prerequisites

In order to be eligible to enrol in German Unit 1 and 2, students must have achieved an average of 40% in Year 10 German.

### Unit 3 and 4 German assumes previous study of German Units 1 and 2





## Health and Human Development (VCE Health and Physical Education)

### Study Summary

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

### What knowledge and skills do students learn?

|               |  |
|---------------|--|
| <b>Unit 1</b> | <b>Understanding health and wellbeing</b> <ul style="list-style-type: none"> <li>Health perspectives and influences</li> <li>Health and nutrition</li> <li>Youth health and wellbeing</li> </ul>         |
| <b>Unit 2</b> | <b>Managing health and development</b> <ul style="list-style-type: none"> <li>Developmental transitions</li> <li>Health care in Australia</li> </ul>   |
| <b>Unit 3</b> | <b>Australia's health in a globalised world</b> <ul style="list-style-type: none"> <li>Understanding health and wellbeing</li> <li>Promoting health and wellbeing</li> </ul>                             |
| <b>Unit 4</b> | <b>Health and human development in a global context</b> <ul style="list-style-type: none"> <li>Health and wellbeing in a global context</li> <li>Health and the Sustainable Development Goals</li> </ul> |

### How are the students assessed?

- Case study analysis
- Data analysis
- Visual presentation, such as a concept/mind
- Multimedia presentation
- Oral presentation, such as a debate or podcasts
- Test (multiple-choice, short-answer and/or extended response)
- Written response
- Examination

## Physical Education (VCE Health and Physical Education)

### Study Summary

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

### What knowledge and skills do the students learn?

|               |   |
|---------------|---|
| <b>Unit 1</b> | <b>The human body in motion</b> <ul style="list-style-type: none"> <li>How does the musculoskeletal system work to produce movement?</li> <li>How does the cardiorespiratory system function at rest and during physical activity?</li> </ul>                         |
| <b>Unit 2</b> | <b>Physical activity, sport and society</b> <ul style="list-style-type: none"> <li>What are the relationships between physical activity, sport, health and society?</li> <li>What are the contemporary issues associated with physical activity and sport?</li> </ul> |
| <b>Unit 3</b> | <b>Movement skills and energy for physical activity</b> <ul style="list-style-type: none"> <li>How are movement skills improved?</li> <li>How does the body produce energy?</li> </ul>  |
| <b>Unit 4</b> | <b>Training to improve performance</b> <ul style="list-style-type: none"> <li>What are the foundations of an effective training program?</li> <li>How is training implemented effectively to improve fitness?</li> </ul>  |

### How are the students assessed?

- Practical laboratory report
- Reflective portfolio
- Case study analysis
- Data analysis
- Visual presentation
- Test
- Examination



## History (VCE Humanities)

### Study Summary

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures. In Units 3 & 4, students examine revolutions – the great 'disjuncture' of modern times, which mark deliberate attempts at new directions. Revolutions share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation.

### What knowledge and skills do the students learn?

|               |   |
|---------------|---|
| <b>Unit 1</b> | <b>Modern History: Change and Conflict</b><br><i>Period of study: late 19th and first-half of the 20th centuries</i> <ul style="list-style-type: none"> <li>Ideology and conflict</li> <li>Social and cultural change</li> </ul>  |
| <b>Unit 2</b> | <b>Modern History: The Changing World Order</b><br><i>Period of study: second-half of the 20th century until approximately 2010</i> <ul style="list-style-type: none"> <li>Causes, course and consequences of the Cold War</li> <li>Challenge and change</li> </ul>   |
| <b>Unit 3</b> | <b>The American Revolution 1754 - 1789</b> <ul style="list-style-type: none"> <li>Causes of the American Revolution: Significant Individuals, Events, Ideas and Movements (1754 - 4 July, 1776)</li> <li>Consequences of the American Revolution: Significant Individuals, Events, Ideas and Movements (4 July 1776 -1789)</li> </ul> |
| <b>Unit 4</b> | <b>The Chinese Revolution 1912 - 1971</b> <ul style="list-style-type: none"> <li>Causes of the Chinese Revolution: Significant Individuals, Events, Ideas and Movements (1912 - October 1949)</li> <li>Consequences of the Chinese Revolution: Significant Individuals, Events, Ideas and Movements (October 1949 - 1976)</li> </ul>  |

### How are the students assessed?

- Analysis of visual and/or written source documents
- Essays
- Historical investigations
- Examinations

## Religion and Society (VCE Humanities)

### Study Summary

The beliefs, practices, principles and codes of religions provide ways in which individuals can answer questions about the meaning and purpose of life. In Religion and Society, religion is defined as a community organized around beliefs related to ultimate reality and the consequent beliefs, practices, principles and codes for behaviour. Adherence to particular beliefs, practices, principles and codes can form an important part of individual identity. They can determine membership of the religion and the transmission of meaning, both individual and collective, from generation to generation. Within each religious tradition, groups and individuals exhibit diversity of commitment and belief; some people do not identify with the generalised portrayal of their religious tradition, whereas others become strict adherents.

### What knowledge and skills do the students learn?

|               |  |
|---------------|--|
| <b>Unit 1</b> | <b>The role of religion in society</b> <ul style="list-style-type: none"> <li>The nature and purpose of religion</li> <li>Religion through the ages (history of religion, influences that change religion)</li> <li>Religion in Australia (aboriginal to present day)</li> </ul> |
| <b>Unit 2</b> | <b>Religion and ethics</b> <ul style="list-style-type: none"> <li>Ethical decision making and moral judgement</li> <li>Religion and ethics</li> <li>Ethical issues in society</li> </ul>   |
| <b>Unit 3</b> | <b>The search for meaning</b> <ul style="list-style-type: none"> <li>Responding to the search for meaning</li> <li>Expressing meaning</li> <li>Significant life experience, religious beliefs and faith</li> </ul>   |
| <b>Unit 4</b> | <b>Religion, challenge and change</b> <ul style="list-style-type: none"> <li>Challenge and response</li> <li>Interaction of religion and society</li> </ul>  |

### How are the students assessed?

- Reports
- Analytical exercises
- Responses to structured questions
- Written exercises
- Essays
- Oral presentation
- Examination



# Art: Creative Practice (VCE Visual Arts)

## Study Summary

Art is an integral part of life and contributes to a progressive society. Artworks and visual language are a potent and dynamic means to communicate personal experiences and ideas, and cultural values, beliefs and viewpoints on experiences and issues in contemporary society.

In the study of VCE Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes.

In the practice of Making and Responding, students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, art practice and the analysis and interpretation of art works.

## What knowledge and skills do the students learn?

|               |   |
|---------------|---|
| <b>Unit 1</b> | <b>Interpreting artworks and exploring the creative practice</b> <ul style="list-style-type: none"><li>• Artists, artworks and audiences</li><li>• The creative practice</li><li>• Documenting and responding to the creative practice</li></ul>  |
| <b>Unit 2</b> | <b>Interpreting artworks and developing the creative practice</b> <ul style="list-style-type: none"><li>• The artist, society and culture</li><li>• The collaborative creative practice</li><li>• Documentation of collaboration using the creative practice</li></ul>  |
| <b>Unit 3</b> | <b>Investigation, ideas, artworks and the creative practice</b> <ul style="list-style-type: none"><li>• Investigation and presentation</li><li>• Personal investigation using the creative practice</li></ul>   |
| <b>Unit 4</b> | <b>Interpreting, resolving and presenting artworks and the creative practice</b> <ul style="list-style-type: none"><li>• Documentation and critique of the creative practice</li><li>• Resolution and presentation of a Body of Work</li><li>• Comparison of artists, their practice and their artworks</li></ul> |

## How are the students assessed?

- Collection of annotated research materials
- Responses to structured questions
- Annotated visual reports
- Essays
- Oral presentation
- Developmental folio and visual diary
- Examination
- Cohesive folio of finished artworks (and an evaluation of the finished cohesive folio)



## Media (VCE Visual Arts)

### Study Summary

The media is ubiquitous. Media is deeply embedded within life and culture at a local, national and global level. It entertains, teaches, informs and shapes audiences' perception of their lives and the world in which they live. Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories, narratives are constructed that engage, and are read by, audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever-increasing technological sophistication, ease and speed to engage audiences.

The context of media shapes both production and the audiences' reading. Contextual influences such as time, place, culture, societal attitudes and values may be reflected explicitly and implicitly in media products. Audiences also read and consume media through this contextual lens. The relationship between media and audience is complex. Students will interrogate notions of influence, power, audience, agency and the role that media plays in shaping views and values.

Developments in technologies have transformed media at a rapid pace. The interplay between print and broadcast media and multinational-networked database platforms has enabled creative communication opportunities and reworked notions of key media concepts including audiences, forms and products, storytelling, influence, institutions and industries.

The growth of social media platforms means information is produced, distributed and consumed with increased immediacy, raising questions about accountability, regulation and influence. This growth has led to competition with traditional media forms and established media institutions. Traditional media continues to have power and influence, competing, cooperating and evolving alongside social media platforms. Through the study of Media, students gain a critical understanding of media and understand their role as both producers and consumers of media products. Students examine how and why the media constructs and reflects reality, and how audiences engage with, consume, read, create and produce media products.

### What knowledge and skills do students learn?

|               |  |
|---------------|--|
| <b>Unit 1</b> | Media forms, representations and Australian stories      |
| <b>Unit 2</b> | Narrative across media forms                             |
| <b>Unit 3</b> | Media narratives, contexts and pre-production            |
| <b>Unit 4</b> | Media production; agency and control in and of the media |

### How are the students assessed?

- audio-visual or video sequences
- radio or audio sequences
- Photographs or posters
- print layouts
- sequences or presentations using digital technologies
- written responses
- oral reports



## Theatre Studies (VCE Performing Arts)

### Study Summary

In VCE Theatre Studies students interpret scripts from the pre-modern era to the present day and produce theatre for audiences. Through practical and theoretical engagement with scripts they gain an insight into the origins and development of theatre and the influences of theatre on cultures and societies. Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners.

Throughout the study, students work individually and collaboratively in various production roles to creatively and imaginatively interpret scripts and to plan, develop and present productions. Students study the contexts – the times, places and cultures – of these scripts, as well as their language. They experiment with different possibilities for interpreting scripts and apply ideas and concepts in performance to an audience. They examine ways that meaning can be constructed and conveyed through theatre performance. Students consider their audiences and in their interpretations incorporate knowledge and understanding of audience culture, demographic and sensibilities.

Students learn about innovations in theatre production across different times and places and apply this knowledge to their work. Through the study of plays and theatre styles, and by working in production roles to interpret scripts, students develop knowledge and understanding of theatre, its conventions and the elements of theatre composition.

Students analyse and evaluate the production of professional theatre performances and consider the relationship to their own theatre production work. Students learn about and demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in theatre production.

### What knowledge and skills do students learn?

|               |   |
|---------------|---|
| <b>Unit 1</b> | Pre-modern theatre styles and conventions |
| <b>Unit 2</b> | Modern theatre styles and conventions     |
| <b>Unit 3</b> | Producing theatre                         |
| <b>Unit 4</b> | Presenting an interpretation              |

### How are the students assessed?

- interpretation of scripts
- costume, make-up, props, set, lighting, sound
- oral/visual/multimedia reports and/or presentations
- structured questions
- a research report.

At least one assessment task must be practice-based, at least one task must be written and at least one task must include an oral component.



# VCE Vocational Major (new for 2024)

In 2024, Good News Lutheran College will be offering the VCE Vocational Major (VM). The VM is a 2-year applied learning program that sits within the VCE.

To successfully complete the VCE Vocational Major, students must complete a minimum of 16 units, including the following compulsory units:

- 3 x VCE English units (including a Unit 3–4 sequence)
- 2 x VCE Mathematics units
- 2 x VCE VM Work Related Skills units
- 2 x VCE VM Personal Development Skills units, and
- 2 x VET credits at Certificate II level or above (180 nominal hours)
- A minimum of four Unit 3–4 sequences must be completed.

The VCE Vocational Major is a non-scored VCE and students who choose this option will not receive an ATAR. The VCE VM will directly prepare students to enter either work or vocational education after their Year 12 studies.

For those students who are not planning on going to university to study a Bachelor Degree immediately after Year 12 and wish to get work-ready, the VCE VM may be a good pathway option.

The VCE Vocational Major makes students highly employable due to its strong industry and community connections. These are covered in Personal Development Skills and Work Related Skills subjects where students undertake projects, with learning outcomes reflecting skill development in these areas.

At Good News Lutheran College, the structure would be as follows:

## Year 11 (2024) VCE VM

### VCE VM Subjects

- English (Units 1 & 2)
- Maths (Units 1 & 2)
- A VET Subject (Units 1 & 2)
- Other VCE Subject (Units 1 & 2)
- Other VCE Subject (Units 1 & 2)

## Year 12 (2025) VCE VM

### VCE VM Subjects

- English (Units 3 & 4)
  - Personal Development Skills (Units 3 & 4)
  - A VET Subject (Units 3 & 4)
  - Other VCE Subject (Units 3 & 4)
- OR**
- School Based Apprenticeship (SBAT)

## Post Year 12 (2026)

### Pathways

- Apprenticeship (3-4 years)
  - Traineeship (1-2 years)
  - Employment
  - TAFE/Uni - Diploma (1 year)
- \*TAFE Diploma can be used as a 2nd year credit into a Bachelor Degree

# VCE Vocational Major Subjects

The following subjects are core subjects and only available to students on the VCE VM pathway:

## Work Related Skills

### What knowledge and skills do students learn?

Students preparing to transition to the workforce and to further education are best placed for success when they have confidence, self-awareness and the skills to interpret relevant information and make informed decisions about their future goals.

In VM Work Related Skills (WRS), students will develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. The study of WRS leads to opportunities across all industries and areas of work as well as in further education and provides young people with the tools they need to succeed in the future.

VM Work Related Skills is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences.

Applied learning incorporates the teaching of skills and knowledge in the context of 'real life' experiences. Students will apply what they have learnt by doing, experiencing and relating acquired skills to the real world. Applied learning teaching and practice ensures that what is learnt in the classroom is connected to scenarios and experiences outside the classroom and makes that connection as immediate and transparent as possible.

|               |                                     |
|---------------|-------------------------------------|
| <b>Unit 1</b> | Careers and Learning for the Future |
| <b>Unit 2</b> | Workplace Skills and Capabilities   |

### How are the students assessed?

- Formal career and pathway action planning
- Workplace participation

## Personal Development Skills

### What knowledge and skills do students learn?

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

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

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

|               |                         |
|---------------|-------------------------|
| <b>Unit 3</b> | Leadership and Teamwork |
| <b>Unit 4</b> | Community Project       |

### How are the students assessed?

- Projects within the School setting and local Community
- Critical reflection of projects and skill development



# Vocational Education and Training (VET)

Good News Lutheran College partners with the local WynBay LLEN to offer VET Certificate II and III courses to our students. VET subjects are run off site at various schools and training facilities throughout Wyndham. **There is an additional cost for VET which includes all course materials, tuition and the bus to the venue.** Students need to make their own way home from the training facility. Some VET courses are scored and contribute to the ATAR while others are credited towards the satisfactory completion of the VCE but are unscored. All VCE VM students must take a VET subject as a compulsory part of the VM course.

As part of the VET program, some students will need to undertake a structured work placements within the relevant industry. These will usually be taken during the holidays throughout the school year, except for the summer break.

Students are encouraged to find their own placements but assistance will be provided, where required.

Popular courses will fill up quickly, therefore it is vital to get your signed parent permission form to the Careers Coordinator as soon as possible to secure your place. There is no guarantee of a place for late applications.

**The Parent Consent Form must be signed and completed before you can begin the VET enrolment process.**

Please note that VET courses require students to attend sessions offsite at other locations and this may impact their other subjects. Classes offered on Wednesday afternoon have the least impact on scheduled classes at GNLC.

Please see the Pathways Coordinator for information about the timing of VET courses.

| 2024 VET Courses (Subject to Variation)                                     |  |
|---|--|
| Course  | Venue  |
| Certificate III Allied Health Assistance (Partial)                          | The Gordon (Werribee)                                  |
| Certificate II Animal Studies   | Manor Lakes P-12                                       |
| Certificate II Applied Fashion Design & Technology                          | Thomas Carr College                                    |
| Certificate II Automotive Vocational Preparation                            | The Grange P-12  |
| Certificate II Building & Construction (Bricklaying Pre-Apprenticeship)     | Thomas Carr College                                    |
| Certificate II Building & Construction (Carpentry Pre-Apprenticeship)       | Thomas Carr College                                    |
| Certificate III Business (partial completion) (Cert II in Workplace Skills) | Hoppers Crossing Secondary / Wyndham Central Secondary |
| Certificate III in Community Services (Partial Completion)                  | Werribee Secondary                                     |
| Cert I in Conservation and Ecosystem Management                             | The Gordon (Werribee)                                  |
| Certificate II in Cookery   | Heathdale Secondary College                            |
| Certificate III in Dance (partial completion)                               | Hoppers Crossing Secondary                             |

| 2024 VET Courses (Subject to Variation)                       |   |
|---|---|
| Course  | Venue   |
| Certificate III Early Childhood Education & Care              | Werribee Community Ed. Centre                       |
| Certificate II Electrotechnology Studies (pre Apprenticeship) | Wyndham Central Secondary / Victoria University     |
| Certificate II Engineering Studies                            | MacKillop College                                   |
| Certificate II Horticulture                                   | Werribee Park                                       |
| Certificate III Information Technology                        | Wyndham Central Secondary                           |
| Certificate III Make Up (partial)                             | The Grange Secondary College                        |
| Certificate III Music Industry (Performance)                  | TBC   |
| Certificate II Plumbing (Pre-Apprenticeship)                  | The Gordon (Hoppers)                                |
| Certificate III Sport & Recreation                            | Wyndham Central Secondary                           |
| Certificate III Visual Arts                                   | Manor Lakes P-12                                    |
| VET Career Videos (Library)                                   | Pages - VET program video library (vcaa.vic.edu.au) |
| VET Facts and further Information                             | Pages - Get VET (vcaa.vic.edu.au)                   |





# Pathways and Possible Destinations

On the following pages is a range of possible VCE subject choices to lead you to careers in a range of different industries. While some of you may already have in mind where you would like to go after VCE, for some that direction may not be so clear. If you are uncertain, it is best to keep your options open. While prerequisite subjects are much less prevalent than in the past, the most common prerequisite subject for courses is mathematics. As such, we require students to complete mathematics as one of their subject choices in Year 11 and strongly recommend selecting mathematics at Year 12. However, if you feel mathematic is not your area of strength there are still many options out there for you beyond secondary schooling.

While we have provided you with a range of career suggestions and possible pathways on the following

pages, we highly recommend you investigate courses early on through the VTAC Course Search tool to find out the prerequisites for the course you may be interested in to ensure you select the correct subjects. If you are unsure we recommend you book a meeting with the Careers Coordinator to discuss your ideas and the best pathway forward.

We do not know what the future holds, and while many of the jobs that exist now will still be around when you enter the workforce, they are likely to change from their current form. Additionally, there are likely to be careers emerge that we can't imagine now so it is important to be adaptable, keep an open mind and continue to explore different opportunities.

## Accounting/Business Management

If you are interested in Accounting/Business Management, any of the following subjects could assist you:

### VCE Units

#### Humanities

History

#### Business and Economics

Accounting  
Business Management  
Legal Studies  
Industry and Enterprise

#### Mathematics

General Mathematics  
Further Mathematics  
Mathematical Methods

#### English

English

#### Science

Psychology

#### LOTE

German

#### VET

Certificate II Business

### IMPORTANT NOTE

Many university courses have prerequisite subjects you must complete in Year 11 and 12, to gain entry to the course. You can check your courses prerequisites through [www.vtac.edu.au](http://www.vtac.edu.au)

Some courses require the applicant to complete selection tasks such as the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

#### University - Courses such as:

- Accounting
- Economics
- Finance
- Commerce
- Law
- Banking and Finance
- Property and Real Estate
- Business
- Electronic Commerce
- Management
- Marketing
- Teaching/Education

#### TAFE - Courses such as:

- Banking and Finance
- Advertising
- International Trade
- Legal Practice
- Local Government
- Sales Management
- Marketing
- Teaching/Education
- Office Administration
- Public Relations
- Merchandising and Marketing
- Real Estate
- Retailing
- Travel and Tourism
- Human Resources

#### Employment

Traineeships, Apprenticeships and work in areas such as:

- Direct employment into retail and clerical office support



## Architecture/Drafting

If you are interested in Architecture/Drafting, any of the following subjects could assist you:

### VCE Units

#### Business and Economics

Business Management  
Industry and Enterprise

#### Mathematics

General Mathematics  
Further Mathematics  
Mathematical Methods

#### English

English

#### Science

Physics  
Chemistry

#### Visual Arts

Studio Arts

#### VET

Certificate II Design

### IMPORTANT NOTE

Many university courses have prerequisite subjects you must complete in Year 11 and 12, to gain entry to the course. You can check your courses prerequisites through [www.vtac.edu.au](http://www.vtac.edu.au)

Some courses require the applicant to complete selection tasks such as the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

#### University - Courses such as:

- Architecture
- Building Surveying
- Construction Management
- Building
- Urban Planning
- Landscape Architecture
- Property and Construction
- Property and Real Estate
- Interior Design

#### TAFE - Courses such as:

- Architectural Drafting
- Building Construction
- Building Inspection
- Survey and Mapping
- Interior Design

#### Employment

Traineeships, Apprenticeships and work in areas such as:

- Limited opportunities for direct employment from Year 12. Retail work in building/hardware, supplies industry and labouring work.



## Art and Design

If you are interested in Art and Design, any of the following subjects could assist you:

### VCE Units

#### Humanities

History

#### Mathematics

General Mathematics  
Further Mathematics  
Mathematical Methods

#### English

English

#### Visual Arts

Studio Arts  
Visual Communication Design

#### Technology

Product Design & Technology – Wood  
Product Design & Technology – Textiles

#### Digital Technologies

Applied Computing

#### Performing Arts

Theatre Studies  
Dance  
Music

#### VET

Certificate II Visual Arts  
Certificate II Dance  
Certificate III in Information Technology

### IMPORTANT NOTE

Many university courses have prerequisite subjects you must complete in Year 11 and 12, to gain entry to the course. You can check your courses prerequisites through [www.vtac.edu.au](http://www.vtac.edu.au)

Some courses require the applicant to complete selection tasks such as the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

#### University - Courses such as:

- Fine Art
- Industrial Design
- Graphic Design
- Visual Arts
- Fashion Design
- Product Design
- Interior Design
- Teaching/Education
- Designing for TV & Theatre Arts
- And many more

#### TAFE - Courses such as:

- Ceramics
- Graphic Design
- Design Fundamentals
- Photography
- Drawing Skills and Techniques
- Print Making
- Sculpture
- Visual Arts
- Theatre

#### Employment

Traineeships, Apprenticeships and work in areas such as:

- Direct employment into retail, graphic design offices, Sign Writers etc.



## Building and Construction

If you are interested in Building and Construction, any of the following subjects could assist you:

| VCE Units  |  |  |
|--|--|--|
| <p><b>Business and Economics</b><br/>Accounting<br/>Business Management<br/>Industry and Enterprise</p> <p><b>Mathematics</b><br/>General Mathematics<br/>Further Mathematics<br/>Mathematical Methods</p> <p><b>English</b><br/>English</p>   | <p><b>Digital Technologies</b><br/>Applied Computing</p> <p><b>Technology</b><br/>Product Design and Technology – Wood</p> <p><b>Visual Arts</b><br/>Visual Communication Design</p> <p><b>Science</b><br/>Physics</p>   | <p><b>VET</b><br/>Certificate II Building &amp; Construction (Bricklaying) Pre-Apprenticeship<br/><br/>Certificate II Plumbing Pre-Apprenticeship<br/><br/>Certificate II Building &amp; Construction (Carpentry) Pre-Apprenticeship</p> |
| <p><b>IMPORTANT NOTE</b></p> <p>Many university courses have prerequisite subjects you must complete in Year 11 and 12, to gain entry to the course. You can check your courses prerequisites through <a href="http://www.vtac.edu.au">www.vtac.edu.au</a></p> <p>Some courses require the applicant to complete selection tasks such as the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.</p> |  |  |
| <p><b>University - Courses such as:</b></p> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Technology – Environment</li> <li>• Technology – Mechatronics</li> <li>• Manufacturing Operations</li> <li>• Building</li> <li>• Property and Real Estate</li> <li>• Civil Engineering</li> </ul>   | <p><b>TAFE - Courses such as:</b></p> <ul style="list-style-type: none"> <li>• Apprenticeships</li> <li>• Bricklaying</li> <li>• Carpentry</li> <li>• Boat Building</li> <li>• Cabinet Making</li> <li>• Stonemasonry</li> <li>• Tile Laying</li> <li>• Wood Machining</li> <li>• Pre-apprenticeships</li> <li>• Carpentry</li> <li>• Bricklaying</li> <li>• Fibrous Plastering</li> <li>• Technology – Furniture</li> <li>• Lock Smithing</li> <li>• Building Construction - Fit Out &amp; Finish</li> <li>• Painting and Decorating</li> </ul> | <p><b>Employment</b></p> <ul style="list-style-type: none"> <li>• Retail work in: Building/hardware supplies industry</li> <li>• Industry Apprenticeships</li> </ul>   |



## Computers and Information Technology

If you are interested in Computers and Information Technology, any of the following subjects could assist you:

### VCE Units

#### Business and Economics

Business Management

#### Mathematics

General Mathematics  
Further Mathematics  
Mathematical Methods

#### English

English

#### Digital Technologies

Applied Computing

#### Technology

Systems Engineering

#### Visual Arts

Visual Communication Design

#### Science

Physics

#### VET

Certificate III Information Technology

### IMPORTANT NOTE

Many university courses have prerequisite subjects you must complete in Year 11 and 12, to gain entry to the course. You can check your courses prerequisites through [www.vtac.edu.au](http://www.vtac.edu.au)

Some courses require the applicant to complete selection tasks such as the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

#### University Courses such as:

- Technology
- Technology – Environment
- Technology – Mechatronics
- Manufacturing Operations
- Building
- Software Engineering
- Information Technology
- Computer Science
- Digital Technology

#### TAFE - Courses such as:

- Computer Repairs and Assembly
- Networking
- Web Design
- Information technology

#### Employment

- Retail work in ICT sales/supplies industry



## Engineering

If you are interested in Engineering, any of the following subjects could assist you:

### VCE Units

#### Business and Economics

Business Management  
Industry and Enterprise

#### Mathematics

Mathematical Methods (Units 3-4 Required for many Engineering Degrees)  
Further Mathematics  
General Mathematics

#### English

English

#### Visual Arts

Visual Communication Design

#### Technology

Product Design and Technology

#### Digital Technologies

Applied Computing

#### Science

Physics (often a Degree Prerequisite)  
Chemistry (often a Degree Prerequisite)  
Psychology

#### VET

Certificate II Engineering Studies  
Certificate II Electrotechnology Studies (pre apprenticeship)

### IMPORTANT NOTE

Many university courses have prerequisite subjects you must complete in Year 11 and 12, to gain entry to the course. You can check your courses prerequisites through [www.vtac.edu.au](http://www.vtac.edu.au)

Some courses require the applicant to complete selection tasks such as the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

#### University - Courses such as:

- Engineering
- Electronics
- Manufacturing Systems
- Communications, Computer
- Electronic & Software
- Civil, Mechanical, Building, Mining
- Food Process Engineering
- Environmental, Aerospace  
Mechatronics, Robotics
- Aviation
- Technology – Electronics
- Medical Biophysics
- Telecommunications & Networks
- Automotive
- Product Design
- Product Design Engineering

#### TAFE - Courses such as:

- Engineering
- Electrical
- Electronics
- Audio Visual Technology
- Aerospace
- Mechanical/Manufacturing
- Civil
- Plastic Technology
- Applied Science
- Materials Engineering
- Technology –
- Automated Systems

#### Employment

Traineeships, Apprenticeships and work in such areas as:

- Limited opportunities for direct employment from Year 12
- A wide range of occupations are available for qualified Engineers, Engineering Associated and Technicians



## Hospitality

If you are interested in Hospitality, any of the following subjects could assist you:

### VCE Units

#### Humanities

History

#### Business and Economics

Business Management  
Legal Studies

#### Mathematics

General Mathematics  
Mathematical Methods  
Further Mathematics

#### English

English

#### Health and Physical Education

Health and Human Development  
Outdoor and Environmental Studies

#### Languages

German

#### Science

Biology

#### Performing Arts

Music

#### Visual Arts

Art Creative Practice

#### VET

Certificate II Business  
Certificate II in Cookery

### IMPORTANT NOTE

Many university courses have prerequisite subjects you must complete in Year 11 and 12, to gain entry to the course. You can check your courses prerequisites through [www.vtac.edu.au](http://www.vtac.edu.au)

Some courses require the applicant to complete selection tasks such as the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

#### University - Courses such as:

- Business – Hospitality Management
- Hospitality Supervision
- Hospitality
- Tourism
- Business – Travel & Tourism Management
- Tourism Management
- Hotel Management
- Teaching/Education

#### TAFE - Courses such as:

- Hospitality
  - Travel and Tourism
- Apprenticeship:
- Pastry Cook
  - Waiters
  - Chef/Cook
- Traineeships:
- Travel Operations
  - Resort Management

#### Employment

Traineeships, Apprenticeships and work in areas such as:

- Direct employment into the food and hospitality industry

Employment might include:

- Baker
- Chef/Cook
- Caterer
- Confectioner
- Manager (hotel, motel, resort, restaurant)
- Pastry Cook
- Butcher
- Travel Agent
- Tourism Manager
- Waiter



## Humanities/Social Sciences

If you are interested in Humanities/Social Sciences any of the following subjects could assist you:

### VCE Units

#### Humanities

History  
Philosophy  
Religion and Society

#### Mathematics

General Mathematics  
Further Mathematics  
Mathematical Methods

#### English

English

#### LOTE

German

#### Visual Arts

Art Creative Practice

#### Science

Biology  
Psychology

#### VET

Certificate II Community Services  
Certificate II Early Childhood  
Education & Care

### IMPORTANT NOTE

Many university courses have prerequisite subjects you must complete in Year 11 and 12, to gain entry to the course. You can check your courses prerequisites through [www.vtac.edu.au](http://www.vtac.edu.au)

Some courses require the applicant to complete selection tasks such as the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

#### University - Courses such as:

- Teaching/Education
- Arts/Humanities/Social Sciences
- Social Science – Pastoral Studies/  
Family Studies
- Interpreting/Translating
- Cultural Heritage Studies Asian
- Studies/Australian/Languages/  
Community Development Studies/  
Urban Studies
- Personal & Industrial Relations
- Information & Library Management
- Law, Legal Studies
- Communications/Marketing
- Criminal Justice Administration
- Police Studies
- International Studies
- Psychology
- Philosophy

#### TAFE - Courses such as:

- Community Justice Studies
- Community Development
- Local Government
- Auslan
- Library & Information Studies
- Legal Administration
- Youth Work
- Welfare Studies
- Professional writing & Editing
- Communication & Media
- Advertising

#### Employment

Traineeships, Apprenticeships and work in such areas as:

- Limited opportunities for direct employment from Year 12





## Law/Legal Studies

If you are interested in Law/Legal Studies, any of the following subjects could assist you:

### VCE Units

#### Humanities

History  
Philosophy

#### Business and Economics

Accounting  
Business Management  
Legal Studies  
Industry and Enterprise

#### Mathematics

General Mathematics  
Further Mathematics  
Mathematical Methods

#### English

English

#### Science

Psychology

#### Physical Studies

Health and Human Development

#### LOTE

German

#### VET

Certificate II Business

### IMPORTANT NOTE

Many university courses have prerequisite subjects you must complete in Year 11 and 12, to gain entry to the course. You can check your courses prerequisites through [www.vtac.edu.au](http://www.vtac.edu.au)

Some courses require the applicant to complete selection tasks such as the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

#### University - Courses such as:

- Law
  - Commercial Law
  - Legal Studies
- Combined degrees such as:
- International Studies/Law
  - Management/law
  - Commerce/Law
  - Business/Law
  - Banking and Finance/Law
  - Political Science
  - International Business
  - Criminology
  - Accounting
  - Sociology
  - Social Work
  - Teaching/Education

#### TAFE - Courses such as:

- International Business
- Legal Practice
- Criminal Justice
- Administration
- International Business

#### Employment

- Traineeships, Apprenticeships and work in such areas as:
- Limited opportunities for direct employment from Year 12
  - Legal Secretary
  - Clerical positions
  - Police Officer
  - Australian Defence Force



## Medicine and Health

If you are interested in Medicine and Health, any of the following subjects could assist you:

| VCE Units  |   |  |
|--|---|--|
| <p><b>Humanities</b><br/>Philosophy<br/>History</p> <p><b>Business and Economics</b><br/>Business Management<br/>Legal Studies</p> <p><b>Mathematics</b><br/>General Mathematics<br/>Mathematical Methods<br/>Further Mathematics</p>  | <p><b>English</b><br/>English</p> <p><b>Health and Physical Education</b><br/>Health and Human Development<br/>Physical Education</p> <p><b>Science</b><br/>Biology<br/>Chemistry (Required for entry to Monash Medicine)<br/>Psychology</p>  | <p><b>LOTE</b><br/>German</p> <p><b>VET</b><br/>Certificate III Allied Health Assistance (Partial)<br/>Certificate II Animal Studies<br/>Certificate II Community Services</p>   |
| <p><b>IMPORTANT NOTE</b></p> <p>Many university courses have prerequisite subjects you must complete in Year 11 and 12, to gain entry to the course. You can check your courses prerequisites through <a href="http://www.vtac.edu.au">www.vtac.edu.au</a></p> <p>Some courses require the applicant to complete selection tasks such as the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.</p> |   |  |
| <p><b>University Courses such as:</b></p> <ul style="list-style-type: none"> <li>• Medicine</li> <li>• Medicine/Surgery</li> <li>• Medical Chemistry</li> <li>• Nursing</li> <li>• Physiotherapy</li> <li>• Occupational Therapy</li> <li>• Optometry</li> <li>• Ophthalmology</li> <li>• Radiology</li> <li>• Veterinary Science</li> <li>• International Studies</li> <li>• Psychology</li> <li>• Division 1 Nursing</li> </ul>  | <p><b>TAFE Courses such as:</b></p> <p>Limited opportunities at TAFE in:</p> <ul style="list-style-type: none"> <li>• The Medicine/Health pathway</li> <li>• Massage/Myotherapy</li> <li>• Naturopathy</li> <li>• Division 2 Nursing</li> <li>• Individual Support</li> <li>• Aged Support</li> <li>• Pathology Collection</li> <li>• Health Services Assistance</li> </ul> | <p><b>Employment</b></p> <p>Traineeships, Apprenticeships and work in such areas as:</p> <ul style="list-style-type: none"> <li>• Limited opportunities for direct employment from Year 12</li> <li>• Traineeships e.g. Aged Care</li> </ul> |



## Performing Arts

If you are interested in Performing Arts, any of the following subjects could assist you:

| VCE Units  |  |  |
|--|--|--|
| <p><b>Humanities</b><br/>History<br/>Philosophy</p> <p><b>Business and Economics</b><br/>Business Management<br/>Industry and Enterprise</p> <p><b>Mathematics</b><br/>General Mathematics<br/>Mathematical Methods<br/>Foundation Mathematics</p> | <p><b>English</b><br/>English</p> <p><b>Science</b><br/>Psychology</p> <p><b>Performing Arts</b><br/>Music</p> <p><b>Visual Arts</b><br/>Art Creative Practice</p> | <p><b>Technology</b><br/>Product Design and Technology</p> <p><b>VET</b><br/>Certificate II Dance<br/>Certificate III Music Industry (Performance)<br/>Certificate III Music Industry (Sound Production)</p> |

### IMPORTANT NOTE

Many university courses have prerequisite subjects you must complete in Year 11 and 12, to gain entry to the course. You can check your courses prerequisites through [www.vtac.edu.au](http://www.vtac.edu.au)

Some courses require the applicant to complete selection tasks such as the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

|   |   |  |
|---|---|--|
| <p><b>University - Courses such as:</b></p> <ul style="list-style-type: none"> <li>• Arts (Majoring in Music or Drama)</li> <li>• Music or Drama</li> <li>• Performance Studies</li> <li>• Visual and Performing Arts</li> <li>• Teaching/Education</li> <li>• Musical Theatre</li> </ul> | <p><b>TAFE - Courses such as:</b></p> <ul style="list-style-type: none"> <li>• Music Performance</li> <li>• Music, Business Management</li> <li>• Sound Production</li> <li>• Performing Arts</li> <li>• Theatre Technology</li> <li>• Diploma of Music Business</li> <li>• Music Industry</li> <li>• Audio Engineering</li> <li>• Instrument Making</li> </ul> | <p><b>Employment</b></p> <p>Traineeships, Apprenticeships and work in such areas as:</p> <ul style="list-style-type: none"> <li>• Actor</li> <li>• Film Score Writer</li> <li>• Music Retail</li> <li>• Musician</li> <li>• Teacher</li> <li>• Production (Theatre, TV, Radio)</li> <li>• Sound Technician</li> <li>• Theatre Manager</li> </ul> |
|---|---|--|



## Physical Education / Exercise Physiology

If you are interested in Physical Education / Exercise Physiology, any of the following subjects could assist you:

| VCE Units  |  |  |
|--|--|--|
| <p><b>Health and Physical Education</b><br/>Health and Human Development<br/>Physical Education</p> <p><b>Business and Economics</b><br/>Business Management</p> | <p><b>Mathematics</b><br/>General Mathematics<br/>Mathematical Methods<br/>Further Mathematics</p> <p><b>English</b><br/>English</p> | <p><b>Science</b><br/>Biology<br/>Psychology</p> <p><b>VET</b><br/>Certificate III Sport and Recreation<br/>Certificate II Dance<br/>Certificate II Community Services</p> |

### IMPORTANT NOTE

Many university courses have prerequisite subjects you must complete in Year 11 and 12, to gain entry to the course. You can check your courses prerequisites through [www.vtac.edu.au](http://www.vtac.edu.au)

Some courses require the applicant to complete selection tasks such as the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

|   |   |  |
|---|---|--|
| <p><b>University - Courses such as:</b></p> <ul style="list-style-type: none"> <li>• Arts - Sports Administration</li> <li>• Business</li> <li>• Human Development</li> <li>• Health Promotion</li> <li>• Outdoor Recreation</li> <li>• Parks &amp; Recreation</li> <li>• Physical Education</li> <li>• Sports Management</li> <li>• Sports Coaching</li> <li>• Teaching/Education</li> <li>• Recreation Leadership</li> <li>• Sports &amp; Leisure Management</li> <li>• Exercise Science</li> </ul> | <p><b>TAFE - Courses such as:</b></p> <ul style="list-style-type: none"> <li>• Recreational Leadership</li> <li>• Resource Management</li> <li>• Fitness Instruction</li> <li>• Sports Management Traineeship</li> <li>• Sport</li> <li>• Recreation</li> </ul> | <p><b>Employment</b></p> <p>Traineeships, Apprenticeships and work in such areas as:</p> <ul style="list-style-type: none"> <li>• Fitness Instructor</li> <li>• Health Promotion</li> <li>• Sports Management</li> <li>• Outdoor Education Leader</li> <li>• Park Ranger</li> <li>• Physical Education</li> <li>• Teacher</li> <li>• Recreation Officer</li> <li>• Sports Coach</li> <li>• Sports Physiology</li> <li>• Sports Psychology</li> </ul> |
|---|---|--|



## Science

If you are interested in Science, any of the following subjects could assist you:

### VCE Units

#### Humanities

Philosophy

#### Mathematics

General Mathematics  
Mathematical Methods  
Further Mathematics

#### English

English

#### Health and Physical Education

Health and Human Development  
Physical Education

#### Technology

Product Design  
Digital Technologies  
Applied Computing

#### Science

Biology  
Physics  
Chemistry  
Psychology

#### VET

Certificate III Allied Health Assistance (Partial)  
Certificate II Horticulture  
Certificate II Animal Studies

### IMPORTANT NOTE

Many university courses have prerequisite subjects you must complete in Year 11 and 12, to gain entry to the course. You can check your courses prerequisites through [www.vtac.edu.au](http://www.vtac.edu.au)

Some courses require the applicant to complete selection tasks such as the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

#### University - Courses such as:

- Science/Applied Science
- Science - Physical
- Applied Science/Business
- Science - Advanced Mathematics
- Computing
- Applied Chemistry
- Aviation
- Geology
- Surveying
- Food Technology
- Optoelectronics
- Phototronics
- Marine Science
- Cartography
- Biotechnology
- Space Science
- Formulation Science
- Medicine
- Forensic Science
- Teaching/Education

#### TAFE - Courses such as:

- Health (General)
- Science (General)
- Applied Science - Textile
- Technology
- Biotechnology
- Forensic Science

#### Employment

Traineeships, Apprenticeships and work in such areas as:

- Limited opportunities for direct employment from Year 12



## Science (Biological)

If you are interested in Science (Biological), any of the following subjects could assist you:

| VCE Units  |  |  |
|--|--|--|
| <p><b>Mathematics</b><br/>General Mathematics<br/>Mathematical Methods<br/>Further Mathematics</p> <p><b>English</b><br/>English</p> | <p><b>Health and Physical Education</b><br/>Health and Human Development<br/>Physical Education</p> <p><b>Science</b><br/>Biology<br/>Physics<br/>Chemistry<br/>Psychology</p> | <p><b>VET</b><br/>Certificate III Allied Health Assistance (Partial)<br/>Certificate II Horticulture<br/>Certificate II Animal Studies</p> |

### IMPORTANT NOTE

Many university courses have prerequisite subjects you must complete in Year 11 and 12, to gain entry to the course. You can check your courses prerequisites through [www.vtac.edu.au](http://www.vtac.edu.au)

Some courses require the applicant to complete selection tasks such as the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

|   |  |   |
|---|--|---|
| <p><b>University - Courses such as:</b></p> <ul style="list-style-type: none"> <li>• Science</li> <li>• Applied Science - Psychology</li> <li>• Science - Physical</li> <li>• Applied Chemistry</li> <li>• Food Technology</li> <li>• Marine Science</li> <li>• Consumer Science</li> <li>• Cartography</li> <li>• Biotechnology</li> <li>• Space Science</li> <li>• Nursing</li> <li>• Medicine</li> <li>• Biological Scientist</li> <li>• Marine Scientist</li> <li>• Teaching/Education</li> <li>• Forensic Science</li> <li>• Agricultural Science</li> </ul> | <p><b>TAFE - Courses such as:</b></p> <ul style="list-style-type: none"> <li>• Applied Science courses such as:</li> <li>• Health (general)</li> <li>• Science (General)</li> <li>• Applied Science – Textiles</li> <li>• Technology</li> <li>• Biotechnology</li> <li>• Forensic Science</li> <li>• Library Skills</li> </ul> | <p><b>Employment</b></p> <p>Traineeships, Apprenticeships and work in such areas as:</p> <ul style="list-style-type: none"> <li>• Limited opportunities for direct employment from Year 12</li> </ul> |
|---|--|---|



## Travel & Tourism

If you are interested in Travel & Tourism, any of the following subjects could assist you:

### VCE Units

#### Humanities

History  
Philosophy  
Religion and Society

#### Business and Economics

Accounting  
Business Management  
Legal Studies  
Industry and Enterprise

#### Mathematics

General Mathematics  
Mathematical Methods

#### English

English

#### LOTE

German

#### Visual Arts

Art Creative Practice

#### Health and Physical Education

Physical Education  
Health and Human Development

#### VET

Certificate II Business  
Certificate III Sport & Recreation

### IMPORTANT NOTE

Many university courses have prerequisite subjects you must complete in Year 11 and 12, to gain entry to the course. You can check your courses prerequisites through [www.vtac.edu.au](http://www.vtac.edu.au)

Some courses require the applicant to complete selection tasks such as the submission of portfolios, interviews or separate aptitude tests to gain entry. Please check for these requirements with the institution to which you hope to apply.

#### University - Courses such as:

- Hospitality
- Travel and Tourism
- Traineeships
- Travel Operations
- Resort Management
- Teaching/Education

#### TAFE - Courses such as:

- Hospitality
- Travel and Tourism
- Traineeships
- Travel Operations
- Resort Management
- Travel Agent

#### Employment

Traineeships, Apprenticeships and work in such areas as:

- Manager (hotel, motel, resort, restaurant)
- Tourism Manager
- Tour/outdoor operations
- Flight Attendant
- Cruise Ship Employee



# Scaling Study Scores for the ATAR

[www.vtac.edu.au/atar-scaling-guide-2022](http://www.vtac.edu.au/atar-scaling-guide-2022)

Before the scores of different VCE studies can be added together for the ATAR, they need to be scaled to take account of the different levels of competition in different studies.

## What is scaling?

Scaling adjusts for the fact that it is more difficult to obtain a high VCE study score in some studies than others. This is **not** because some studies are inherently harder or easier, it is because some studies attract a more competitive cohort of students.

Scaling ensures that students are neither advantaged nor disadvantaged based on the studies they choose. All VCE study scores are scaled by VTAC.

## Why are study scores scaled?

To select applicants fairly, institutions need an overall measure of the performance of students undertaking the VCE in **all studies** and in **all combinations**. Study scores are scaled to consider the different levels of competition in different studies.

## When are scores scaled?

VCE studies are always scaled in the year in which you undertook them. This may not necessarily be in the year in which you receive your ATAR.

## How study scores are scaled

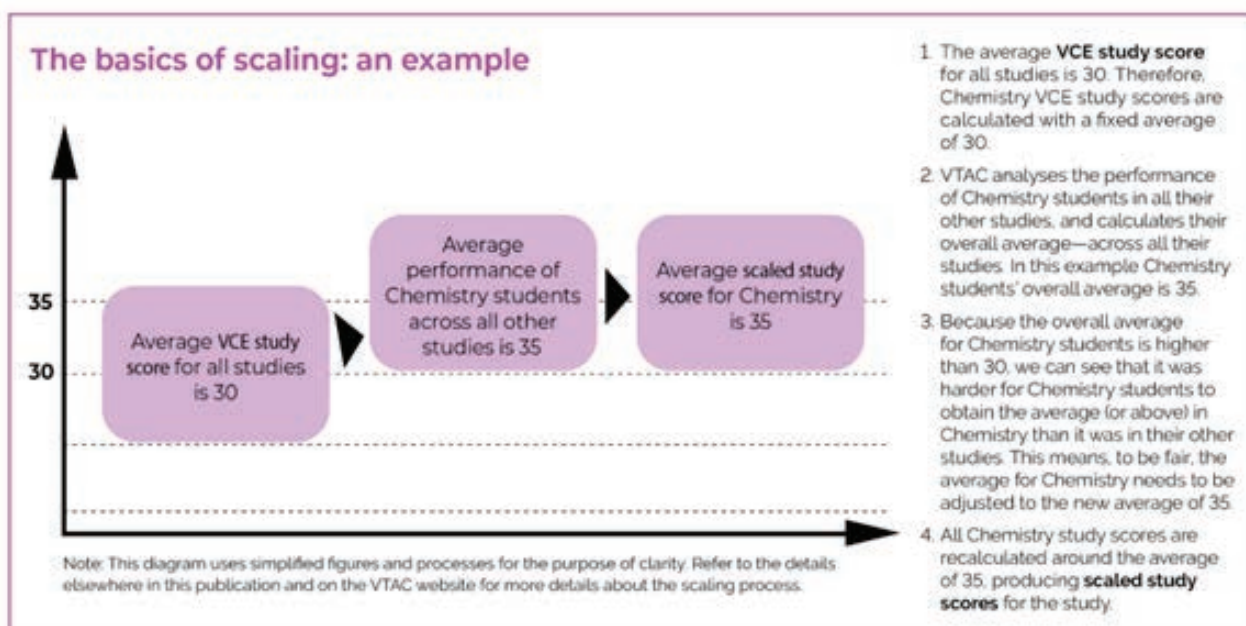
By using VTAC Scaled Study Scores, fair comparisons can be made of students' achievements over all their studies, regardless of the studies they have taken. Because of this, students can freely choose studies they like or are good at without worrying about their ATAR.

Many students believe that to achieve their best possible ATAR, they need to choose studies that are scaled up. This is not true and may even work against you. Every year, there are many students who achieve high VTAC Scaled Study Scores for studies that have been scaled down and achieve lower VTAC Scaled Study Scores for studies that have been scaled up.

If you choose a study that you are not very good at simply because it will be scaled up, the study score you receive will be lower than what you could expect in a study you are good at and that interests you. While your score will be scaled up, it is unlikely that your VTAC scaled study score would be any higher than if you had chosen a more suitable study, even one that is scaled down.

The way to ensure that you achieve your best ATAR is to choose your studies according to what you are interested in, what you are good at and what studies you need for future study.

The calculation of the ATAR guarantees that all studies are treated equally and provides you with a common score for tertiary selection across Australia.







# Studies with Additional Scaling

## Mathematics

VCE Mathematics studies are designed to cater for students of differing abilities and interests. Specialist Mathematics is the most difficult, followed by Mathematical Methods and then by Further Mathematics.

To ensure that students undertaking the more difficult mathematics studies are not disadvantaged, all three mathematics studies are scaled against each other as well as being scaled against all other studies. The higher of the two resulting scales is used for each of the mathematics studies.

## Languages

As a result of government policy to encourage the study of languages, a further adjustment is made during the scaling process. Each Language is adjusted up by adding five to the initial VTAC scaled study score average. All students of a Language receive an adjustment, but it is not a uniform adjustment. For study scores at or close to 30, the adjustment is 5, but the adjustment decreases as the study score moves away from 30.

## Other Subjects

Each year some other subjects are scaled up, however this is unpredictable and is based on the performance of students overall in their exams. It varies from year to year and therefore should not be relied upon as a way of increasing your ATAR.

# Frequently Asked Questions

## Do I have to study Mathematics?

It is not a requirement of the VCE that students undertake Mathematics however, Mathematics at least to Year 11 may be a prerequisite for tertiary courses and Good News advise that all Year 11 students take a Mathematics subject.

## Do I have to study English?

It is a requirement that all students undertake studies within the English group.

## Can I change units if I don't like what I have chosen?

It is possible to change Units 1 & 2 at the end of a semester when the process is undertaken as specified and published, providing there is not a clash of subjects and there is sufficient space in classes. However, this is not the case for Units 3 & 4 as these subjects must be studied as a sequence to qualify for the VCE.

## Does my study of language at the VSL count?

VCE LOTE units will contribute to the VCE when the enrolment is registered. Forms will be issued from the VSL that will need to be provided for GNLC to record the enrolment.

## Do VET courses count towards my ATAR?

While some VET courses will act as a 5th or 6th subject and can boost the ATAR, not all do. Both scored and unscored VCE VET subjects listed on the VCAA website will contribute to your ATAR. However, if you complete a different course you may not receive credit. If you are considering a VET subject and are concerned, please check with either the VET Coordinator, VCE Coordinator or Careers Coordinator prior to enrolling to ensure you understand how that course may or may not affect your ATAR. VCAA publishes a list of courses each year that contribute towards a student's ATAR.



# Course and Subject Selection Resources and Further Reading

Additional information to assist students and their families to make informed course and subject selections can be obtained from the following sources.

## Australian Careers 2021

This website lists approximately 450 different careers. It gives details of job tasks, qualifying courses, desirable personal attributes, related career areas, professional associations, employment prospects and career opportunities. This is a good place to start particularly with training requirements. The Career Guide is online:

[www.gooduniversitiesguide.com.au/careers-guide](http://www.gooduniversitiesguide.com.au/careers-guide)

## TAFE and Training Course Directory 2021

This website outlines all the courses in the TAFE system, the colleges at which they are offered and their entry requirements.

[www.skills.vic.gov.au/victorianskillsgateway/Students/Pages/tafe.aspx?Redirect=1](http://www.skills.vic.gov.au/victorianskillsgateway/Students/Pages/tafe.aspx?Redirect=1)

## VTAC Website

[www.vtac.edu.au](http://www.vtac.edu.au) The VTAC website provides data and details about all courses currently on offer and the institutions that offer these courses.

VTAC Courselink **Note:** Course details updated each year.

## Other Useful Websites:

[www.goodnewscareers.com](http://www.goodnewscareers.com)

[www.myfuture.edu.au](http://www.myfuture.edu.au)

[www.careerkey.org/english](http://www.careerkey.org/english)

[www.vic.gov.au/employment-workplace/career-development/apprenticeships-traineeships](http://www.vic.gov.au/employment-workplace/career-development/apprenticeships-traineeships)





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