

HIGHVIEW COLLEGE



2027

SENIOR COURSE HANDBOOK

HIGHVIEW COLLEGE COURSES 2027

This booklet has been prepared to assist students in selecting subjects they wish to undertake in their senior years. Students (and their parents) will find that in most cases the selection process is relatively straightforward if careful thought is given to appropriate selection criteria.

We urge all students to read the contents of this booklet carefully, to seek as much advice as they can from a variety of sources, and to then choose the subject options that best suit their individual abilities, hopes and ambitions.

If you require further details on specific units of study, please speak to your current subject teachers or the relevant Head of Faculty.

To discuss tailoring a course to suit your particular needs, or if you require any other information, please contact:

- Careers Practitioner
- Director of Learning and Innovation
- Head of Vocational Major Pathways
- Head of Year 11
- Head of Year 12

Dr Carolyn Moores
Director of Learning and Innovation

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CHOOSING SENIOR SUBJECTS

It is important to choose senior subjects carefully as your decisions may affect your success at school, your feelings about school, and also your level of preparedness or eligibility for particular training or tertiary study after school. Even though there are many factors to consider, choosing your program of study can be made easier if you go about the task logically, and follow a set of planned steps.

As an overall plan, students should select subjects based on three important considerations:

- Subjects that you enjoy studying
- Subjects in which you have already had some success
- Subjects that may be needed for further study

In order to assist your planning, this booklet provides space at the back of the booklet to consider your options. Your selections should be consistent with your Career Action Plan that has previously been developed in consultation with the Careers Practitioner.

Highview College offers two pathways of study:

- a) The Victorian Certificate of Education (VCE) (ATAR)
- b) The Victorian Certificate of Education (VCE) Vocational Major

Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is the main senior secondary certificate in Victoria. It is administered by the Victorian Curriculum and Assessment Authority (VCAA), which sets the conditions to be met within individual units and awards the final certificate.

The VCE will prepare you for university, an apprenticeship or traineeship, further education and training or going straight into the workforce.

To obtain the VCE, you need to successfully complete at least 16 units.

These need to include the satisfactory completion of:

- 3 sequences of Unit 3 and 4 subjects (other than English), which may include a VET Unit 3 and 4 sequence.
- 3 units from an English subject group (including Unit 3 and 4).

Most students do their VCE over 2 years, completing between 20 and 24 units.

VTAC advises that for the calculation of a student's ATAR, satisfactory completion of both Units 3&4 of an English sequence is required. Details on minimum tertiary entrance requirements and ATAR eligibility requirements are available from VTAC at www.vtac.edu.au

As a school, we are unable to offer every VCE subject, however, we are committed to providing a comprehensive range of subjects which will provide access into a wide range of post-secondary courses and careers. Since VCE students are only able to study a limited number of subjects, we are confident that each year students will be able to select and study the subjects that will lead into their chosen fields.

Upon completion of your VCE, if you intend to undertake a tertiary course then you should refer to the published Victorian Tertiary Entrance Requirements (VTAC) Prerequisites to check course requirements.

When you finish your studies, you'll get:

- an Australian Tertiary Admission Rank (ATAR) score (if you meet the requirements)
- a Statement of Results from VCAA
- a Statement of Attainment from your TAFE (if you completed any VET units)
- your VET qualification (if you completed one)
- your Victorian Certificate of Education.

Students who don't complete the certificate will receive a Student Achievement Profile summary that lists all their achievements.

Difference Between Scored (ATAR) and Unscored

If students wish to undertake university studies directly after completing school, then they should take a scored (ATAR) pathway which will provide direct entry should they meet the eligibility requirements. Some university studies require additional entry requirements such as a portfolio of work, an interview or audition to gain entry, and therefore an ATAR is not always necessary for this entry pathway.

If students undertake some subjects as unscored, or all VCE subjects unscored, then these subjects will not contribute to the calculation of an ATAR.

VCE Vocational Major Program (VCE VM)

The VCE Vocational Major is a two-year **applied learning program** that's part of the VCE.

It provides skills for work and life with hands-on experience. The VCE VM is a great choice for students, if you prefer to learn in a real-world environment.

The VCE VM will prepare you for an apprenticeship or traineeship, further education and training, university, through alternative entry programs or going straight into the workforce.

The four VCE VM study areas use a different form of assessment to other VCE studies. Your progress is assessed by your teachers who will support you to achieve the requirements through a range of activities. Your only exam is the General Achievement Test (GAT) (Part A only). Students enrolled in VCE VM subjects do not receive a study score, meaning these subjects do not count towards an ATAR, which is typically used for direct entry into most university courses. However, an increasing number of university programs no longer require an ATAR, offering alternative pathways for students who choose to pursue further study after Year 12.

To complete the VCE VM, you need to successfully complete at least 16 units.

This needs to include:

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

You could also spend time learning in a workplace as part of your VET. This is known as Structured Workplace Learning Recognition. You can also add other VCE studies to your VCE VM program.

When you finish your studies, you'll get:

- a Statement of Results from VCAA
- a Statement of Attainment from your VET training provider
- your VET qualification (if you completed one)
- your Victorian Certificate of Education with the additional words 'Vocational Major'.

Students who don't complete the certificate will receive a Student Achievement Profile summary that lists all their achievements.

Vocational Education and Training (VET)

Vocational Education and Training (VET) courses address skill requirements for industry, enterprise, education, legislation or community needs. It provides practical, hands-on skills and knowledge and is delivered through TAFE institutions, private providers, and adult community education. VET is integrated into the secondary education system, with options like the VCE Vocational Major, and can be combined with apprenticeships and traineeships. Student achievement is accredited through vocational education training modules.

Structured Workplace Learning

It is possible to complete structured workplace learning whilst attending school, provided Principal approval has been granted. This allows for work experience skills to be gained without completing the TAFE requirement of an SBAT. Students who wish to undertake this type of learning should contact the Director of Learning and Innovation to discuss the possibility.

School-Based Apprenticeship/Traineeship (SBAT)

It is possible to commence an Apprenticeship or Traineeship whilst attending school and undertaking your senior studies. Students who wish to apply for this option will need to see the Careers Practitioner so arrangements can be made to accommodate both your Employer and Training Organisation requirements in your course of study. Students need to see the Careers Practitioner as soon as possible as there is a lot of organisation involved between TAFE, the employer and the school.

There is significant work required by the student and their parent in order to find an employer willing to sign up an apprentice or trainee. The time commitment involved in this course means the school will modify the student's timetable to allow time for training and one day per week release with the employer.

Employers may be reluctant to sign up an apprentice, however, may be willing to provide opportunities for students through work experience. Contact the Careers Practitioner should this option appeal, as many employers make their selection for apprenticeships based on student's work experience. The school does actively support students engaging in work experience.

Career Action Plan

A Career Action Plan is a confidential document that a student develops, in consultation with their parents/carers and their school, to map their learning and career pathways.

The purpose of the plan is to help students:

- Set and achieve their learning goals in their senior years
- Include flexible and coordinated pathway options in their course of senior study
- Think about their education, training and career options after Year 12 and make decisions about their learning pathways
- Structure their learning around their abilities, interests and ambitions
- Communicate with their parents, teachers, Careers Practitioner and the Director of Learning and Innovation about their learning pathways and post-school plans.

In their plan, students will be able to list a variety of different learning pathways, some of which may be accessed outside the current formal structure of school. This provides more options and flexibility in learning.

Supporting VCE Studies

At Highview College we embrace the use of eLearning technologies to support VCE students achieve their best. With this at the forefront of our thinking, we confirm that VCE students will have access to Edrolo for a number of their VCE subjects in 2026.

Edrolo is an extensive online resource, designed by expert VCE teachers to help students learn more about every aspect of the VCE study design in a subject. These teachers create online resources to supplement and complement what is being taught in the classroom.

Edrolo courses combine interactive video theory, formative assessment, exam practice, and analytics, making it a powerful tool for VCE students and teachers. All content is produced specifically to meet the demands of the VCE study designs.

Essentially, having access to Edrolo for students is like being able to access a second teaching expert, 24/7, whenever and wherever they have a need. For those students who want to achieve their best in VCE, this is an excellent resource for them to be able to use to further develop understanding of key content areas and ideas, hone analytical skills, and practice important concepts.

All Edrolo content is designed, produced, updated, and filmed with experienced teachers in Australia. All content is crafted and centred on the VCE curriculum, covering every single dot-point in the relevant study design. Their video lessons contain interactive questions throughout, providing students with instant feedback, and teachers with live data. Many teachers use Edrolo video lessons as a primer for an engaging in-class lesson.

As a College, we have made every attempt possible to ensure that we can offer an amazing resource like Edrolo without negatively impacting our students and parents financially.

Selecting Your Course

Course descriptions are provided in this Handbook for the units which are offered at Highview College. Some subjects will have extra levies which will be included in the booklist. Further details are available from subject teachers if required. More in-depth information on subject content can also be obtained by viewing the Study Designs at <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>

While we would like to run all courses, the reality is that a class needs to have a minimum number of students when blocked against other VCE subjects, in order to be viable. The actual subjects which run will be determined by student preferences.

- Depending on whether you undertake a VCE or VCE (VM) there will be subjects that are compulsory for satisfactory completion
- In selecting a course of study, students are expected to choose units which will lead to the award of the VCE
- Each VCE unit is numbered 1, 2, 3 or 4. While you may choose to do only Unit 1 or only Unit 2 of many subjects, Units 3 and 4 must be undertaken as a sequence
- Student programs may include some Units 3&4 in Year 11 if the corresponding Units 1&2 have been completed in Year 10
- In choosing units you should check carefully for any special entry requirements. Some studies require Units 1&2 to be undertaken prior to Units 3&4
- Assessment details provided relate to Units 3&4. For Units 1&2 internal school-based assessments take place during each semester
- You should carefully consider which subjects are most important for you as you work towards the completion of your VCE, and include all subjects you have selected in order of preference
- Several reserve choices or alternative subjects need to be listed in case some of your selected subjects become unavailable or have a blocking clash with a higher preference
- If you wish to take a subject that has been included in this Handbook but has insufficient demand to enable a class to run, you should discuss your needs and possible options with the Director of College Operations. In some cases, it may be possible to complete the subject through Distance Education
- As an alternative to a VCE 3&4 Unit, some Universities offer an Extension Study program to VCE students who are very strong academically. This program is equivalent in content and assessment to a first year university study. Participation in this program may be possible for a student who meets the guidelines. If you are considering this option, you should see the Director of Learning and Innovation
- Any students wishing to pursue VET courses and/or School-based Apprenticeships should discuss their needs with the Careers Practitioner. It should be noted that VET Courses and School Based Apprenticeship can be completed along with a VCE or VCE (VM) Pathway.

End of Year Examinations

In the September break, students undertaking Year 12 will complete trial exams and/or be expected to attend examination preparation workshops for all of their subjects. This is important preparation which will provide students with valuable feedback to ensure the best use of preparation time while they study for the final VCAA examinations. (In 2027 this will occur 20-23 September.)

Year 12 Independent Study

Students in Year 12 generally study five Units each semester, allowing for lessons of Independent Study each week. Independent study provides Senior students with time to manage the demands of their courses and to develop the skills to prioritise their workload, as they will need to in further or tertiary study. These sessions are silent, independent study sessions held in the library with a supervising teacher. Of course, it is possible for a Year 12 student to forfeit this line of study in order to undertake a sixth subject in Year 12. This decision should be considered carefully and discussed in advance with the Director of Learning and Innovation.

Independent Study is not normally included in a Year 11 VCE Program, where students will generally study six units each semester. For a student who requires special consideration, VCE may be taken over three or more years, which allows for a reduced workload each year.

VCE ENGLISH

(Compulsory unless undertaking Vocational major)

VCE English focuses on how English language is used to create meaning in print, digital and audio texts of varying complexity. Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses. By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

Unit 1

In this Unit, students engage imaginatively and critically in reading and viewing texts, with a focus on personal connections with the story. They explore the vocabulary, text structures, language features and ideas in a text. Students engage with and develop an understanding of effective and cohesive writing through crafting of their own texts designed for a specific context and audience to achieve a stated purpose. They describe individual decisions made about the vocabulary, text structures, language features and conventions used during the writing process.

Areas of Study are: Reading and exploring texts, Crafting texts

Unit 2

In this Unit, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. They explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. Students consider the way arguments are developed and delivered in many forms of

media. They explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct their own point of view text for oral presentation.

Areas of Study are: Reading and exploring texts, Exploring argument

Unit 3

In this Unit, students apply reading and viewing strategies to critically engage with a text. They analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning. Students continue to read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. They produce their own texts, designed to response to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

Areas of Study are: Reading and responding to texts, Creating texts

Unit 4

In this Unit, students further sharpen their skills of reading and viewing texts and consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning. Students also analyse the use of argument and language, and visuals in persuasive texts, that debate a contemporary and significant national or international issue. This includes one persuasive written text, which must include a different mode (visual or audio or audio visual) and develop and present a point of view text.

Areas of Study are: Reading and responding to texts, Analysing argument

Assessment

Assessment in Units 1&2 is determined by Highview College.

In Units 3&4 achievement is determined by school-assessed coursework and an end-of-year examination.

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
Unit 3&4 End-of-year Examination	50%

VCE ART MAKING & EXHIBITING

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists. Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students' own practice, and encourages them to broaden and develop their own ideas and thinking around their own art making.

Unit 1: Explore, Expand and Investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

Unit 2: Understand, Develop and Resolve

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students respond to a set theme and progressively develop their own ideas. Students learn how to

develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Unit 3: Collect, Extend and Connect

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make. Students use their Visual Arts journal to record their art making. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks.

Unit 4: Consolidate, Present and Conserve

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

NB. An excursion and materials levy will apply to these subjects.

Assessment	
<i>Assessment in Units 1&2 is determined by Highview College. In Units 3&4 achievement is determined by school-assessed coursework, school-assessed task and an end-of-year examination.</i>	
Units 3&4 School-assessed Coursework	10%
Units 3&4 School-assessed Task	60%
Units 3&4 End-of-year Examination	30%

VCE BIOLOGY

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries.

Unit 1: How Do Organisms Regulate Their Functions?

This unit examines the cell as the structural and functional unit of the whole organism including cellular processes. Students focus on cell division and the role of stem cells. They explore how systems function through cell specialisation and consider the role of homeostatic mechanisms.

Areas of Study are:

- How do cells function?
- How do plant and animal systems function?
- How do scientific investigations develop understanding of how organisms regulate their functions?

Unit 2: How Does Inheritance Impact Diversity?

In this unit students focus on cell reproduction and the transmission of biological information. Students use classical genetics to explain the inheritance of traits. Students analyse reproductive strategies, including the use of cloning technologies. They study adaptations that enhance an organism's survival. Areas of Study are:

- How is inheritance explained?
- How do inherited adaptations impact on diversity?
- How do humans use science to explore and communicate contemporary bioethical issues?

Unit 3: How do Cells Maintain Life?

In this unit students investigate the relationship between nucleic acids and proteins in cellular processes. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Areas of Study are:

- What is the role of nucleic acids and proteins in maintaining life?
- How are biochemical pathways regulated?

Unit 4: How Does Life Change & Respond to Challenges?

In this unit students study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how evolutionary biology is based on the accumulation of evidence over time. Areas of Study are:

- How do organisms respond to pathogens?
- How are species related over time?
- How is scientific inquiry used to investigate cellular processes and/or biological change?

Entry

It is strongly recommended that Biology Units 1&2 be completed before embarking on Units 3&4. If students wish to enter the study at Unit 3, they will need to undertake preparatory work.

Assessment

Assessment in Units 1&2 is determined by Highview College.

In Units 3&4 achievement is determined by school-assessed coursework and an end-of-year examination.

Unit 3 School-assessed Coursework	20%
Unit 4 School-assessed Coursework	30%
Unit 3&4 End-of-year Examination	50%

VCE BUSINESS MANAGEMENT

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 a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

Unit 1: Planning a Business

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

Areas of Study - The Business Idea, External Environments, Internal Environments

Unit 2: Establishing a Business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and

financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Areas of Study – Legal Requirements & Financial Considerations, Marketing a Business, Staffing a Business

Unit 3: Managing a Business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Areas of Study - Business Foundations, Human Resource Management, Operations Management

Unit 4: Transforming a Business

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

Area of Study - Reviewing Performance – The Need for Change, Implementing Change

Assessment	
<i>Assessment in Units 1&2 is determined by Highview College. In Units 3&4 achievement is determined by school-assessed coursework and an end-of-year examination.</i>	
Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
Unit 3&4 End-of-year Examination	50%

VCE CHEMISTRY

Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes. Students will conduct a scientific investigation for each unit. This investigation will be based on the content covered in the unit.

Unit 1: How can the Diversity of Materials be Explained?

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

- How do the chemical structures of materials explain their properties and reactions?
- How are materials quantified and classified?
- Investigation - How can chemical principles be applied to create a more sustainable future?

Unit 2: How do Chemical Reactions Shape the Natural World?

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

- How do chemicals interact with water?

- How are chemicals measured and analysed?
- Investigation - How do quantitative scientific investigations develop our understanding of chemical reactions?

Unit 3: How can Design and Innovation help to Optimise Chemical Processes?

In this unit students investigate the chemical production of energy and materials. Students explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of productions on human health and the environment. Areas of study are:

- What are the current and future options for supplying energy?
- How can the rate and yield of chemical reactions be optimised?

Unit 4: How are Carbon-based Compounds Designed for Purpose?

In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. Students study the metabolism of food and action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity. Areas of study are:

- How are organic compounds categorised and synthesised?
- How are organic compounds analysed and used?
- How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

Entry

It is strongly recommended that Chemistry Units 1&2 be completed before embarking on Units 3&4. If students wish to enter the course at Units 2 or 3, they will need to undertake preparatory work.

Assessment	
<i>Assessment in Units 1&2 is determined by Highview College. In Units 3&4 achievement is determined by school-assessed coursework and an end-of-year examination.</i>	
Unit 3 School-assessed Coursework	20%
Unit 4 School-assessed Coursework	30%
Unit 3&4 End-of-year Examination	50%

VCE FOOD STUDIES

VCE Food Studies explores past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends. Practical activities include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis.

Unit 1: Food Origins

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

Areas of study include:

- Food around the world
- Food in Australia

Unit 2: Food Makers

In this unit students investigate food systems in contemporary Australia. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Areas of study include:

- Australia's food systems
- Food in the home

Unit 3: Food in Daily Life

In this unit students investigate the many roles and everyday influences of food.

Areas of study include:

- The science of food
- Food choices, health and wellbeing

Unit 4: Food Issues, Challenges and Futures

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population. Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

Areas of Study are:

- Navigating food information
- Environment and ethics

NB. A materials levy will apply to these subjects.

Assessment	
<i>Assessment in Units 1&2 is determined by Highview College. In Units 3&4 achievement is determined by school-assessed coursework and an end-of-year examination.</i>	
Unit 3 School-assessed Coursework	30%
Unit 4 School-assessed Coursework	30%
Unit 3&4 End-of-year Examination	40%

VCE GEOGRAPHY

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena. Students explore these questions through fieldwork, the use of geospatial technologies and investigation of a wide range of secondary sources.

Unit 1: Hazards & Disasters

Students examine the processes involved with hazards and hazard events, considering their causes and impacts, human responses to hazard events and the interconnections between human activities and natural phenomena, including the impact of climate change.

Unit 2: Tourism: Issues & Challenges

In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

Unit 3: Changing the Land

This unit focuses on two investigations of geographical change: change to land cover and

change to land use. Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets, and deforestation. They investigate the distribution and causes of the two processes. They select one location for each of the processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales.

Unit 4: Human Population: Trends & Issues

Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students investigate the interconnections between the reasons for population change. They evaluate strategies developed in response to population issues and challenges, in both a growing population trend of one country and an ageing population trend of another country, in different parts of the world.

NB. Fieldwork

Units 1,2 and 3 involve compulsory field trips and an excursion levy will apply to these subjects.

Assessment	
<i>Assessment in Units 1&2 is determined by Highview College.</i>	
<i>In Units 3&4 achievement is determined by school-assessed coursework and an end-of-year examination.</i>	
Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
Unit 3&4 End-of-year Examination	50%

VCE HEALTH & HUMAN DEVELOPMENT

VCE Health and Human Development provides students with a broad understanding of health and wellbeing that reaches far beyond the individual. They 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 compromise it. The study provides opportunities for students to view health and wellbeing, and human development, holistically – across the lifespan and the globe, and through a lens of social justice.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

Unit 1: Understanding health and wellbeing

In this unit students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort.

Unit 2: Managing health and development

In this unit students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination

of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Unit 3: Australia's health in a globalised world

In this unit students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

Unit 4: Health and human development in a global context

In this unit students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

Entry

There are no prerequisites for entry to Units 1, 2 or 3. However, students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Assessment in Units 1&2 is determined by Highview College.

In Units 3&4 achievement is determined by school-assessed coursework and an end-of-year examination.

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
Unit 3&4 End-of-year Examination	50%

VCE HISTORY

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of historical sources, and the capacity of historians to interpret those sources. VCE History reflects this by enabling students to explore a variety of eras and periods, events, people, places and ideas.

Units 1&2: Modern History

Unit 1: Change and Conflict

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

Unit 2: The Changing World Order

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

Units 3&4: Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural,

economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

At Highview College, students study the following Revolutions:

- The Russian Revolution (26 October, 1917)
- The Chinese Revolution (1 October, 1949)

Units 3&4 Area of Study 1: Causes of Revolution

In this area of study students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time. Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution.

Units 3&4 Area of Study 2: Consequences of Revolution

In this area of study students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. The success of the revolution was not guaranteed or inevitable. Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline.

Assessment	
<i>Assessment in Units 1&2 is determined by Highview College. In Units 3&4 achievement is determined by school-assessed coursework and an end-of-year examination.</i>	
Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
Unit 3&4 End-of-year Examination	50%

VCE LEGAL STUDIES

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system. The subject enables students to become active and informed citizens by fostering critical thinking, legal reasoning and decision-making skills.

Unit 1: The Presumption of Innocence

This unit develops students' understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime.

Areas of study are:

- Legal Foundations
- Proving Guilt
- Sanctions

Unit 2: Wrongs and Rights

This unit focuses on different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. Students develop their understanding of the way human rights are protected in Australia and explore possible reforms to the protection of rights.

Areas of study are:

- Civil Liability
- Remedies
- Human Rights

Unit 3: Rights & Justice

In this unit students examine the methods and institutions in the justice system involved in determining criminal cases and resolving civil disputes. Students explore the Victorian court hierarchy and other legal institutions. They will study the rights available to an accused and victims and the role of the various personnel in the legal system. Students investigate the extent to which the principles of justice are upheld in the justice system and discuss recent and recommended reforms as means to enhance the ability of the legal system to achieve justice.

Areas of study are:

- The Victorian criminal justice system
- The Victorian civil justice system

Unit 4: The People, The Law and Reform

This unit studies Australia's laws and legal system including an understanding of institutions that make and reform our laws. Students explore the role of the Constitution in establishing law-making powers of the Commonwealth and state parliaments and the protections it affords to the Australian people. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They also investigate the role of individuals, the media and law reform bodies in influencing law reform.

Areas of study are:

- The people and the law-makers
- The people and reform

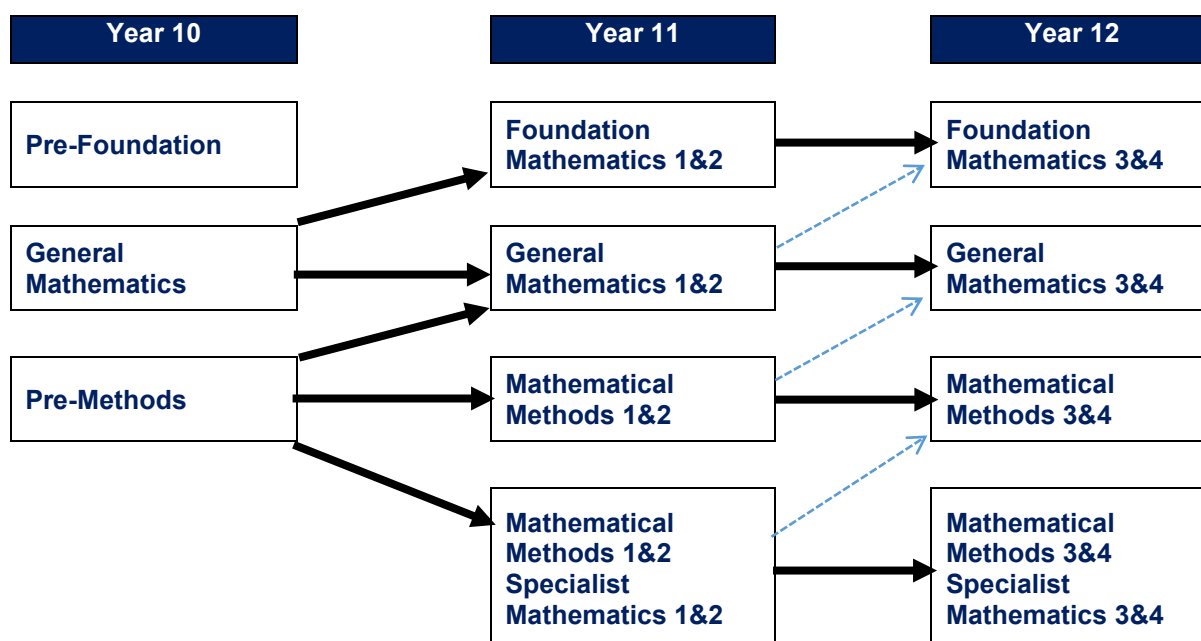
Assessment	
<i>Assessment in Units 1&2 is determined by Highview College. In Units 3&4 achievement is determined by school-assessed coursework and an end-of-year examination.</i>	
Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
Unit 3&4 End-of-year Examination	50%

VCE MATHEMATICS PATHWAYS

There is a range of Mathematics studies available at Highview College to cater for the needs of individual students. Mathematics is not compulsory at VCE level. Mathematics pathways at Highview are indicated below.

Prerequisites for Mathematical Methods

Students must achieve a 60% average in assessments in Year 10 Mathematics (Pre-Methods) in order to enrol in Mathematical Methods Units 1&2. This standard also must be maintained in order to enrol in Mathematical Methods Units 3&4 in Year 12.



Restrictions

There are some restrictions on how certain combinations of studies may be counted for an ATAR. In the study area of Mathematics:

- 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

Hence, it is not advised that students undertake all four Mathematics subjects, and that they should seek advice if considering undertaking three Mathematics subjects.

Before selecting your Mathematics course it is **strongly** recommended that you:

- Check the Mathematics prerequisites for any tertiary courses you may wish to undertake after VCE, and
- Discuss your planned choice with your Mathematics teacher

VCE FOUNDATION MATHEMATICS

VCE Foundation Mathematics is designed to provide students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

Unit 1

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives.

Areas of study include:

- Number
- Statistics
- Organising your Money
- Shapes and Spatial Representations

Unit 2

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving

practical problems from contexts present in students' other studies, work and personal or other familiar situations.

Areas of study include:

- Algebra
- Data Analysis
- Money and home and at work
- Measurement

Unit 3&4

Units 3&4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society.

Areas of study include:

- Algebra, Number and Structure
- Data Analysis, Probability and Statistics
- Financial and Consumer Mathematics
- Space and Measurement

Assessment	
<i>Assessment in Units 1&2 is determined by Highview College. In Units 3&4 achievement is determined by school-assessed coursework and an end-of year examination.</i>	
Unit 3 School-assessed Coursework	40%
Unit 4 School-assessed Coursework	20%
Units 3&4 end-of-year Examination	40%

VCE GENERAL MATHEMATICS

VCE General Mathematics is designed for students who will continue studying at a tertiary level where advanced Mathematics is not a requirement. General Mathematics offers useful and supportive tools for further studies and employment.

Unit 1

In Unit 1 students are expected to apply techniques and processes involving arithmetic, matrices, algebraic manipulation, equations and graphs, and statistical analysis with the use of technology.

Areas of study include:

- Matrices
- Linear Relations and Modelling
- Data Analysis

Unit 2

In Unit 2 students are expected to apply routines and processes involving lists and tables, diagrams and geometric constructions and recurrence relations with the use of technology.

Areas of study include:

- Number Patterns and Recursion
- Financial Mathematics
- Networks

Unit 3

Unit 3 focuses on real life application of mathematics. Students will cover univariate and bivariate data, investigating linear associations, recurrence relations and financial modelling.

Areas of study include:

- Data Analysis
- Recursion and Financial Modelling

Unit 4

Unit 4 focuses on matrices and their applications, as well as networks and decision mathematics.

Areas of study include:

- Matrices
- Networks and decision Mathematics

Assessment

Assessment in Units 1&2 is determined by Highview College.

In Units 3&4 achievement is determined by school-assessed coursework and an end-of-year examination.

Unit 3 School-assessed Coursework	24%
Unit 4 School-assessed Coursework	16%
Units 3&4 end-of-year Examination 1	30%
Units 3&4 end-of-year Examination 2	30%

VCE MATHEMATICAL METHODS

VCE Mathematical Methods studies simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. Mathematical Methods is a prerequisite for many tertiary courses including Science, Economics and Medicine.

Unit 1

The focus of Unit 1 is the study of simple algebraic functions, including set notation, power functions, circular functions, exponential and logarithms and transformations.

Areas of study include:

- Functions, Relations and Graphs
- Algebra, number and structure

Unit 2

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications.

Areas of study include:

- Calculus
- Data Analysis, Probability and Statistics
-

Unit 3

Unit 3 includes the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study.

Areas of study include:

- Polynomials
- Circular functions and Exponentials and Logarithms
- Differential Calculus

Unit 4

In Unit 4 the topics covered include anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content, including probability distributions of continuous random variables.

Areas of study include:

- Integral Calculus
- Data Analysis, Probability and Statistics

Assessment

Assessment in Units 1&2 is determined by Highview College.

In Units 3&4 achievement is determined by school-assessed coursework and an end-of-year examination.

Unit 3 School-assessed Coursework	20%
Unit 4 School-assessed Coursework	20%
Units 3&4 end-of-year Examination 1	20%
Units 3&4 end-of-year Examination 2	40%

VCE SPECIALIST MATHEMATICS

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

Unit 1

In Unit students cover the materials in the areas of Algebra, number and structure and Discrete Mathematics. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems.

Areas of study include:

- Proof and number
- Logic and Algorithms
- Graph Theory

Unit 2

In Unit 2 students cover materials in the areas of space and measurement and calculus. Students are expected to be able to apply techniques, routines and processes involving rational, real and

complex arithmetic, vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology.

Areas of study include:

- Complex Numbers
- Vectors
- Trigonometry

Unit 3&4

In Unit 3&4 students explore mathematical structure, reasoning and proof and applications across a range of modelling contexts. Students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology.

Areas of study include:

- Logic and Proof
- Functions, Relations and Graphs
- Complex Numbers
- Calculus
- Vectors
- Data Analysis, Probability and Statistics

Assessment

Assessment in Units 1&2 is determined by Highview College.

In Units 3&4 achievement is determined by school-assessed coursework and an end-of-year examination.

Unit 3 School-assessed Coursework	20%
Unit 4 School-assessed Coursework	20%
Units 3&4 end-of-year Examination 1	20%
Units 3&4 end-of-year Examination 2	40%

VCE MEDIA

Developments in digital technologies have transformed media at a rapid pace. Media has become deeply embedded within our lives and culture, consumed on a personal, local, national and global level, generating enormous growth in the media economy. VCE Media provides students with the opportunities to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. In this study, students gain essential skills for modern society, and lead to pathways for further study at a tertiary or vocational level; including screen and media, marketing, games and interactive media, journalism, communication and writing, graphic and communication design, photography and animation.

Unit 1: Media Forms, Representations & Australian Stories

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations in media production. Students work in a range of media forms and develop their own productions that include film, photography, print and interactive media presentations. Students develop an understanding of the features of Australian fictional and non-fictional narratives and examine the influence of media professionals on production genre and style.

Unit 2: Narrative Across Media Forms

In this unit students further develop an understanding of the concept of narrative in media products and forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed using media codes and conventions. Traditional

and newer media forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, and undertake production activities to design and create narratives that demonstrate an awareness of the media codes and conventions in various media forms.

Unit 3: Media Narratives, Contexts & Pre-production

In this unit students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form. Students develop written and visual documentation to support the production of a media product in Unit 4.

Unit 4: Media Production; Agency and Control in and of the Media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. Students focus on the opportunities and challenges afforded by current developments in the media industry. They explore media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

NB. A materials levy will apply to these subjects.

Assessment	
<i>Assessment in Units 1&2 is determined by Highview College. In Units 3&4 achievement is determined by school-assessed coursework, school-assessed task and an end-of-year examination.</i>	
Unit 3&4 School-assessed Coursework	20%
Unit 3&4 School-assessed Task	40%
Unit 3&4 End-of-year Examination	40%

VCE MUSIC

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practice ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

Unit 1: Organisation in Music

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

Unit 2: Effect in Music

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

In both Unit 1&2 students prepare and perform ensemble and/or solo musical works, create (arrange, compose or improvise) short musical exercises and develop knowledge of musical language concepts by studying the ways music creators treat the elements of music and use compositional devices to create works that communicate their ideas.

Unit 3: Influence in Music

In this unit students will explore connections between music from different times and places through performing, creating and responding. The performances and compositions reflect influences from styles or performances studied as a class. Through aural skills development, students compare musical characteristics across time and place, examining how musical elements, concepts, and compositional devices in one work or style influence others.

Unit 4: Project

In this unit students choose their Area of Investigation. This may be:

- a style
- a performer
- a creator
- a musical genre

Students analyse at least two works from their chosen Area of Investigation. They discuss how the treatment of music elements, concepts and compositional devices in these works influence their own musical output. They describe the connections between these works and their own music making. Additionally, students will refine their aural skills by comparing music from diverse traditions, times and locations, identifying similarities and differences in musical approaches.

Assessment	
<i>Assessment in Units 1&2 is determined by Highview College. In Units 3&4 achievement is determined by school-assessed coursework, an externally assessed task and an end-of-year examination.</i>	
Unit 3&4 School-assessed Coursework	35%
Unit 4 Externally-assessed Task	50%
Unit 3&4 End-of-year Examination	15%

VCE OUTDOOR & ENVIRONMENTAL STUDIES

VCE Outdoor & Environmental Studies develops students' understandings of outdoor environments, and the ways in which humans interact with, relate to and have impacted outdoor environments over time. 'Outdoor environments' encompasses landscapes, both local and further afield, that range in health from protected wilderness to those heavily impacted by human practices.

Unit 1: Connections with Outdoor Environments

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

Areas of study are:

- Our place in outdoor environments
- Exploring outdoor environments
- Safe and sustainable participation in outdoor experiences

Unit 2: Discovering Outdoor Environments

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

Areas of study are:

- Understanding outdoor environments
- Observing impacts on outdoor environments
- Independent participation in outdoor environments

Unit 3: Relationships with Outdoor Environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years.

Areas of study are:

- Changing human relationships with outdoor environments
- Relationships with Australian environments in the past decade

Unit 4: Sustainable Outdoor Environments

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.

Areas of study are:

- The importance of healthy outdoor environments
- The future of outdoor environments
- Investigating outdoor environments

NB. A materials and excursion levy will apply to these subjects.

Assessment	
<i>Assessment in Units 1&2 is determined by Highview College. In Units 3&4 achievement is determined by school-assessed coursework and an end-of-year examination.</i>	
Unit 3 School-assessed Coursework	20%
Unit 4 School-assessed Coursework	30%
Unit 3&4 End-of-year Examination	50%

VCE PHYSICAL EDUCATION

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. The study enables the integration of theoretical knowledge and practical application through participation in physical activities.

Unit 1: The Human Body in Motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. Areas of study are:

- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?

Unit 2: Physical Activity, Sport, Exercise & Society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Areas of study are:

- What are the relationships between physical activity, sport, health and society?

- What are the contemporary issues associated with physical activity and sport?

Unit 3: Movement Skills & Energy for Physical Activity, Sport & Exercise

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. Areas of study are:

- How are movement skills improved?
- How does the body produce energy?

Unit 4: Training to Improve Performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Areas of study are:

- What are the foundations of an effective training program?
- How is training implemented effectively to improve performance?
- Integrated Movement Experiences

Assessment

Assessment in Units 1&2 is determined by Highview College.

In Units 3&4 achievement is determined by school-assessed coursework and an end-of-year examination.

Unit 3 School-assessed Coursework	20%
Unit 4 School-assessed Coursework	30%
Unit 3&4 End-of-year Examination	50%

VCE PHYSICS

Students considering Engineering as a possible career path are strongly recommended to select VCE Physics. It is also an alternative to Biology or Chemistry as a path into Science courses. Physics is the study of how the universe works, including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. People who choose to study physics do so because they are fascinated by the world around them. They want to discover more about the how and the why of what goes on.

Unit 1: How is energy useful to society?

This unit examines the fundamental ideas and models used by physicists to explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored.

- How are light and heat explained?
- How is energy from the nucleus utilised?
- How can electricity be used to transfer energy?

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

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

- How is motion understood?
- One topic from 18 options, each based on a different observation of the physical world
- How do physicists investigate questions?

Unit 3: How do fields explain motion and electricity?

In this unit students use Newton's Laws to investigate motion in one and two dimensions. Students compare and contrast three fields – gravitational, magnetic and electric. Students also examine the production of electricity and its delivery to homes.

- How do physicists explain motion in two dimensions?
- How do things move without contact?
- How are fields used in electricity generation?

Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

In this unit students explore models to explain light and matter. They will look at how our understanding has changed over time to allow Physicists to understand and investigate the universe.

- How has understanding about the physical world changed?
- How is scientific inquiry used to investigate fields, motion or light?

Prerequisites

Students are advised to take Unit 2 before Unit 3. Students who enter the study at Unit 3 should be willing to undertake some preparation as specified by the teacher. Physics does have a relatively high mathematical content. Students will need to have mathematical ability before selecting the study of Physics.

Assessment

Assessment in Units 1&2 is determined by Highview College.

In Units 3&4 achievement is determined by school-assessed coursework and an end-of-year examination.

Unit 3 School-assessed Coursework	30%
Unit 4 School-assessed Coursework	20%
Unit 3&4 End-of-year Examination	50%

VCE PRODUCT DESIGN & TECHNOLOGY

In VCE Product Design and Technologies students are designer-makers who design solutions that are innovative and ethical. The development of designed solutions requires speculative, critical and creative thinking, problem-solving, numeracy, literacy, and technacy. Students participate in problem-based design approaches that trial, test, evaluate, critique and iterate product solutions. Students prototype and test using a variety of materials, tools and processes; primarily timbers, metal and plastics. Throughout the process of designing and testing, students learn that innovative and ethical solutions come from constructive failure and intentional evaluation.

Unit 1: Design Practices

In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework. Areas of study are:

- Developing and conceptualising designs
- Generating, designing and producing

Unit 2: Positive Impacts for End Users

In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Areas of study are:

- Opportunities for positive impacts for end users

- Designing for positive impacts for end users
- Cultural influences on design

Unit 3: Ethical Product Design and Development

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Areas of study are:

- Influences on design, development and production of products
- Investigating opportunities for ethical design and production
- Developing a final proof of concept for ethical production

Unit 4: Production and Evaluation of Ethical Designs

In this unit students continue to work as designers throughout the production process. Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends. Areas of study are:

- Managing production for ethical designs
- Evaluation and speculative design

NB. A materials levy will apply to these subjects.

Assessment	
<i>Assessment in Units 1&2 is determined by Highview College.</i> <i>In Units 3&4 achievement is determined by school-assessed coursework, school-assessed task and an end-of-year examination.</i>	
Unit 3&4 School-assessed Coursework	20%
Unit 3&4 School-assessed Task	50%
Unit 3&4 End-of-year Examination	30%

VCE PSYCHOLOGY

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes.

Unit 1: How are Behaviour and Mental Processes Shaped?

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

Unit 2: How do Internal and External Factors Influence Behaviour and Mental Processes?

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

Unit 3: How does Experience Affect Behaviour and Mental Processes?

Students explore the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. Students investigate the mechanisms of learning and memory, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Unit 4: How is Mental Wellbeing Supported and Maintained?

Students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Assessment

Assessment in Units 1&2 is determined by Highview College.

In Units 3&4 achievement is determined by school-assessed coursework and an end-of-year examination.

Unit 3 School-assessed Coursework	20%
Unit 4 School-assessed Coursework	30%
Unit 3&4 End-of-year Examination	50%

VCE/VET SPORT & RECREATION

CERTIFICATE II/III

Students in Year 11 may enrol in this course either as part of an academic program or as part of the Vocational Major which leads to a VET Certificate.

For students who are enthusiastic about physical fitness and sport, and who may be considering a career as a sport and recreation officer, fitness instructor, recreation officer or sporting coach, this course will provide a solid background in the industry.

First Year

The Certificate II in Sport & Recreation has an emphasis on sporting skills and industry knowledge. In the first year, you will complete an exciting range of sporting related units and develop a basic level of skills of instructing in a variety of games and sports. You will also develop knowledge of the sporting industry and relevant workplace skills. You will learn about the preparation and equipment required for sporting and recreation sessions, how to conduct these sessions, first aid and how to deal with clients. There will be a wide variety of sports covered which will be tailored to your interests.

Students who successfully complete their first year may exit the course with Unit 1 and 2 "S" results and the attainment of a Certificate II qualification.

Second Year

The second year of the Program brings a focus on fitness training and instruction. You will also develop knowledge of sport and recreation markets and participation patterns, and go on to develop public education programs in a related area.

Qualification & Recognition

Completing the first year of this course provides two units towards VCE at Units 1&2 level and a completed Certificate II. Second year completion offers a study score for the ATAR if you opt to sit for the examination, and two units towards VCE at Units 3 & 4 level. Also, satisfactory completion of this two-year program entitles the student to a Certificate III in Sport & Recreation.

NB. A materials levy will apply to this certificate.

Career & Further Study Opportunities

Further study opportunities include:

- Certificate IV and Diploma of Fitness
- Diploma of Sport & Recreation Administration/Sport Development
- Diploma of Outdoor Recreation

VCE SYSTEMS ENGINEERING

VCE Systems Engineering promotes innovative systems thinking, decision-making and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electrotechnological engineered systems. The study allows students to make justified decisions by taking into account ethical considerations, including sustainability.

The study provides opportunities for students to learn about and engage with engineering systems from a practical and purposeful perspective, developing a deeper understanding of the physics of engineering by using real-world applications and modelling of the systems explored.

VCE Systems Engineering involves the design, planning, production, testing and evaluation of a complex system through a project-managed process that incorporates iterative improvements at every stage. It prepares students for careers in engineering, manufacturing and design – including aerospace, biomedical, civil, industrial and mechanical engineering – through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships.

Unit 1: Electrotechnological systems design

This unit explores the evolution of engineering in electrotechnology, allowing students to examine either its historical development or the cultural influences that shaped it. Students will investigate electrotechnological engineering and explore fundamental engineering principles to understand the concepts and components essential for designing and producing electrotechnological systems with sustainable design concepts. Areas of Study are:

- Electrotechnological systems design and society
- Creating electrotechnological systems design

Unit 2: Mechanical systems design

Students explore developments in mechanical

systems engineering, incorporating the histories, cultures and perspectives of Aboriginal and Torres Strait Islander peoples. They also examine fundamental mechanical engineering principles, concepts and components, as they relate to systems that include the 6 simple machines (lever; inclined plane; pulley; screw; wedge; and wheel and axle). Students analyse the components and materials essential for operational, controlled mechanical systems. Areas of Study are:

- Evolution of mechanical systems design
- Creating mechanical systems

Unit 3: Ethical systems design

In this unit students study engineering principles to explain physical properties and functionality of integrated and controlled systems. They design and plan an operational, mechanical and electrotechnological integrated and controlled system that considers ethical design. Students also learn about the technologies used to harness energy sources to power engineered systems. Areas of Study are:

- Integrated and controlled system principles and design
- Clean energy technologies

Unit 4: Systems production and innovative technologies

In this unit, students complete the creation of mechanical and electrotechnological integrated and controlled systems that consider ethical design. They researched, designed, planned and began production of these systems in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and speculate on their potential future impacts. Areas of Study are:

- Producing and evaluating integrated and controlled systems
- New and emerging technologies

NB. A materials levy will apply to these subjects.

Assessment	
<i>Assessment in Units 1&2 is determined by Highview College.</i> <i>In Units 3&4 achievement is determined by school-assessed coursework, school-assessed task and an end-of-year examination.</i>	
Unit 3 School-assessed Coursework	10%
Unit 4 School-assessed Coursework	10%
Unit 4 School-assessed Task (folio and practical project)	50%
Unit 3&4 End-of-year Examination	30%

VCE THEATRE STUDIES

VCE Theatre Studies has two pathways, acting and design (including studies in lighting, sound, costume, make-up, set or props). Throughout the course, students develop creative and imaginative ideas in response to scripts; analyse and evaluate professional theatre performances as well as staging a production for an audience.

The skills developed through this course are valuable in various industries. Skills include: developing, refining and enhancing analytical, evaluative, and critical thinking skills as well as their expression, problem-solving, collaboration and communication skills. This study can also lead to a diverse range of employment fields for theatre-makers such as playwrights, actors, directors, and designers, producing theatre for varied purposes.

The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction, and design at the tertiary level.

Unit 1: History of theatre styles and conventions pre-1945

This unit focuses on the application of acting, direction and design in relation to theatre styles and their conventions pre-1945, that is, from the era up to and including 1944. Students work in production roles with scripts from specific periods that fall between the beginning of theatre history until the end of 1944 focusing on at least two theatre styles, their conventions and histories. They study innovations in theatre production through the styles they explore and apply this knowledge to their interpretations of works. Students begin to develop skills in analysis and apply these to professional performance that they attend. They may also participate in a play production through acting and/or design with Unit 3 students as part of their assessment.

Unit 2: Contemporary theatre styles and movements

In this unit students study contemporary theatre practice through the exploration of scripts from 1945 to the present day. They select scripts from either two distinct theatre styles OR a theatre movement between 1945 and the present day. They study innovations in theatre production in contemporary works and apply this knowledge to their own presentation of a monologue.

Unit 3: Producing Theatre

In this unit VCE students develop a play production interpretation as a production team. Students specialise in two production roles, choosing from: acting, costume design, make-up design, sound design, lighting design, set design and props. They work collaboratively, creatively and imaginatively to realise the production of a script. Students also attend a professional performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance.

Unit 4: Presenting an Interpretation

In this unit students study a scene and an associated monologue (as specified each year by the VCAA). This work includes exploring theatrical possibilities and using dramaturgy and the elements of theatre composition. Students then develop a creative and imaginative interpretation of the monologue through either acting and directing OR as a designer. Students' work for Areas of Study 1&2 is supported through analysis of a performance they attend. Students analyse and evaluate acting, direction and design.

NB. An excursion levy will apply to these subjects.

Assessment	
<i>Assessment in Units 1&2 is determined by Highview College. In Units 3&4 achievement is determined by school-assessed coursework, presentation/performance and an end-of-year examination.</i>	
School-assessed Coursework	45%
End of year Monologue Examination	25%
End-of-year Written Examination	30%

VCE VISUAL COMMUNICATION DESIGN

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

Unit 1: Finding, Reframing and Resolving Design Problems

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

Areas of study are: Reframing design problems, Solving communication design problems, Design's influence and influences on design

Unit 2: Design Contexts and Connections

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design,

human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences.

Areas of study are: Design, place and time, Cultural ownership and design, Designing interactive experiences

Unit 3: Visual Communication in Design Practice

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences.

Areas of study are: Professional design practice, Design analysis, Design process: defining problems and developing ideas

Unit 4: Delivering Design Solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

Areas of study are: Design process: refining and resolving design concepts, Presenting design solutions.

NB. A materials levy will apply to these subjects.

Assessment	
<i>Assessment in Units 1&2 is determined by Highview College. In Units 3&4 achievement is determined by school-assessed coursework, school-assessed task and an end-of-year examination.</i>	
Unit 3 School-assessed Coursework	20%
Unit 3&4 School-assessed Task (folio)	50%
Unit 3&4 End-of-year Examination	30%

VCE VOCATIONAL MAJOR PATHWAY

INTRODUCTION

This is a Year 11 and 12 **Vocational** and **Applied Learning** Program that is suitable for students wishing to pursue a 'non-university' career pathway. It cannot be entered in the second year and is designed as a two-year Program with essential modules being delivered in both years.

The Vocational Major is a VCE accredited Program that enables successful transitions into apprenticeships, traineeships, further education and training, or directly into employment. A full VCE Certificate qualification is still achieved, but via a non-ATAR pathway. As such, students completing the VCE Vocational Major do not sit external VCE exams and do not receive an ATAR that provides immediate entry into University.

Please note that University is still an option without an ATAR, though direct entry is limited to courses that don't require one. Students can also access university through pathways like completing a TAFE diploma, foundation or enabling programs, or alternative entry schemes based on other criteria such as Year 12 results, portfolios, or interviews.

The Vocational Major program empowers students through **applied learning** by connecting their education to real-world experiences, practical skills, and personal growth. It nurtures students holistically—valuing their individual strengths, interests, goals, and experiences—while building capabilities for life beyond school, including employment, further education, and active citizenship. The program promotes independence, engagement, and success by offering flexible, meaningful learning tailored to students who thrive through doing, experiencing, and contributing.

FURTHER CONNECTION TO THE WORLD OF WORK

The VCE VM program is structured to allow a **School-Based Apprenticeship/Traineeship (SBAT)** or Structured Workplace Learning to occur seamlessly without the interruption of VCE studies. A private study block is provided for those students who undertake an SBAT to allow for the extra work-based VET study that is required. In most situations, it is up to the student to find an employer or apply for an apprenticeship, but there are some support systems that can be investigated through career counselling.

School-Based Apprenticeships/Traineeships or Structured Workplace Learning are an excellent way for students to get a head start in their career while still at school. They allow school students to spend time working and training while undertaking their Year 11 and 12 qualification.

THE VCE VOCATIONAL MAJOR AT HIGHVIEW

To acquire the VCE VM certificate, students must complete satisfactorily at least 2 units of a VET subject. Students must either complete an external VET as part of their SBAT or by individual choice, or one of the VET options offered as part of the course.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge.

Below is the structure that students completing the 2 year VCE Vocational Major at Highview will follow:

Year 11 and Year 12 (Units 1, 2, 3, 4)

1. VM Literacy
2. VM Numeracy
3. Work Related Skills
4. Personal Development Skills
5. VET Sport & Recreation 1&2 or VET Community Services (or external VET course, possibly as part of SBAT)
6. a VCE subject or Private Study

Students in Year 12 may drop either the VET component (if they have successfully completed the required 2 units) or their VCE subject.

This structure includes the minimum requirement of Unit 3&4 Literacy, plus 3 other Unit 3&4 sequences. It also includes the required 2 units each of Numeracy, VET, Work Related Skills and Personal Development. Most students will undertake between 18-22 units across the two years.

ASSESSMENT OF VCE VOCATIONAL MAJOR STUDIES

Each VCE VM Unit of Study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the Units, are school-based and assessed through a range of learning activities and tasks.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3&4 sequences, and VCE VM Studies do not receive a study score.

STUDY SUMMARIES

LITERACY UNITS

This study enables students to:

- develop their everyday literacy skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations
- participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes
- discuss and debate the ways in which values of workplace, community and person are represented in different texts
- present ideas in a thoughtful and reasoned manner.

NUMERACY UNITS

This study enables students to:

- develop and enhance their numeracy practices to help them make sense of their personal, public and vocational lives
- develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

WORK RELATED SKILLS UNITS

This study enables students to:

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

PERSONAL DEVELOPMENT SKILLS UNITS

This study enables students to:

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

VET COMMUNITY SERVICES (CERTIFICATE II) (NEW)

CHC22015 Certificate II in Community Services is a nationally recognised VET qualification for Year 10 and Year 11 VM students who want to begin building real skills — and a real qualification — for a career helping others. Delivered over a full year, the course introduces students to the community, health, welfare and social support sectors, developing the communication, teamwork, cultural awareness and problem-solving skills needed to support individuals and communities under supervision.

Students engage in practical demonstrations, role-plays and simulations, case study analysis, and workplace documentation tasks, with Structured Workplace Learning strongly encouraged so students can apply what they've learned in authentic community settings such as aged care facilities, disability support services and not-for-profit organisations.

The key principles of the course are to:

- Focus on real community and workplace contexts – authentic, supervised experience
- Active citizenship – volunteering, inclusion and community participation
- Employability and workplace readiness – skills valued across every industry
- Competency-based assessment – demonstrating skill against nationally recognised standards, not examinations
- Clear pathways – a genuine, credentialed stepping stone into further study or work

This course suits students who enjoy helping others, have strong interpersonal skills, and are considering careers such as nursing, disability support, aged care, youth work, mental health, social work or education support. It complements VCE Vocational Major studies like Personal Development Skills and Work Related Skills, and successful completion can lead directly into Certificate III in Community Services, Individual Support or Early Childhood Education and Care, or further study and employment across the growing human services sector.

FURTHER INFORMATION

Government Website <https://www.vic.gov.au/many-talents-one-vce>

VCAA Study Design: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>

WHAT NEXT?

Students interested in this Program should book a Career Counselling interview with Mrs Howlett (Careers Practitioner) or Ms Griffin (Head of Vocational Major Pathways) to plan and discuss pathway options and confirm SBAT opportunities. Parents/guardians will be invited to this interview.

YEAR 11 PLANNING SHEET FOR 2027

VCE Option

Year 11	Units
1. English	1 & 2
2.	
3.	
4.	
5.	
6.	
Reserve 1	
Reserve 2	

VCE VM Option

Year 11	Units
1. VM Literacy	1 & 2
2. VM Numeracy	1 & 2
3. Work Related Skills	1 & 2
4. Personal Development Skills	1 & 2
5. VET	
6.	
Reserve 1	
Reserve 2	

Other courses under consideration:

POLICIES, PROCEDURES AND GUIDELINES

This section is designed to assist students and parents to navigate the most important policies, procedures and guidelines in the Victorian Certificate of Education. Many of these procedures are set by the Victorian Curriculum and Assessment Authority (VCAA), while others relate specifically to Highview College.

All VCE students are required by VCAA to adhere to the rules and guidelines. Failing to read or heed the advice given in this section will not be suitable grounds for appeal.

Assessment of Level of Performance

Unit 1&2 studies may be given 'level of performance' results, but such information is a school-based decision. Unit 3&4 studies are given their level of performance grading on assessed tasks. These include one or two examinations, which are common to all students in the State undertaking that course and completed at the end of the year. Final grades on school-assessed tasks are only available after a process of statistical moderation, which is carried out by the Victorian Curriculum and Assessment Authority (VCAA).

VCE VM assessments are school-based and assessed through a range of learning activities and tasks.

There are no external assessments of VCE VM Unit 3–4 sequences and students enrolled in VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

Study Score

A Study Score is calculated using a student's moderated School Assessed Coursework scores, scores for School Assessed Tasks and Examination scores for each Unit 3&4 study. This score is used by VTAC for the calculation of each student's ATAR.

The Study Score indicates how a student performed in relation to all others who completed that study. A study score has a maximum of 50.

General Achievement Test (GAT)

The GAT is an essential part of VCE assessment procedures and may be used in the statistical moderation process or in the calculation of a Derived Examination Score. The GAT is scheduled usually on a school day within June and consists of two sections. Both sections contain writing tasks and multiple-choice questions. Part A is a two hour exam, while Part B is a 1.5 hour exam.

Who is required to sit the GAT?

- Students enrolled in **one or more VCE or scored VCE VET Unit 3–4 sequences** are **required to sit both Section A and Section B** of the GAT.
- Students enrolled in **one or more VCE VM Unit 3–4 sequences** are **required to sit Section A only**.
- If a student has already met the required standards and is **only enrolled in VCE VM Unit 3–4 sequences** (and not in any scored VCE or VCE VET Unit 3–4 sequences in 2027), they are **not required to sit the GAT**.

VCE Results

Students will receive their VCE results in the following ways:

- School reports issued at the end of each semester
- Statement of Results Units 1&2, issued by VCAA
- Statement of Results Units 3&4, issued by VCAA
- Summary of grades obtained, on graded assessments issued by VCAA
- VCE Certificate, issued by VCAA

VCE Outcomes and Assessment Tasks

Satisfactory Completion of Outcomes

- Students must demonstrate achievement of each of the Outcomes, according to the VCAA-approved Study Design for each subject.
- Outcomes are assessed at specific times during the year by student performance on a number of tasks, determined by the teacher. These tasks may also contribute to School-Assessed Coursework (SACs).
- Achievement of an Outcome means:
 - The work meets the required standard
 - The work was submitted on time
 - The work is clearly the student's own
 - There has been no substantive breach of VCAA or school rules.

If a teacher judges that **all** Outcomes have been achieved, the student satisfactorily completes the Unit. A student who is in substantive breach of attendance requirements may be ineligible to be awarded an S. (*Refer to Attendance at School and Classes*)

Non-Satisfactory Completion of Outcomes

(NP Notices and J results)

If a student does not meet the requirements to satisfactorily complete an Outcome, the teacher will send a notice advising that the student has a provisional **N** result. This notice is called an 'NP Notice' and is a formal warning that a student is at risk of not achieving an **S** for the Outcome and thus the overall Unit. Students will be advised what they must do to overturn the provisional **N** result. Students will be provided two opportunities to redeem the outcome. The evidence provided by the student may include class work, homework, or additional tasks or discussions. These notices must be acted upon immediately. The school will delay a decision about satisfactory completion to allow the student to submit further work. In these instances, students are provided an opportunity to achieve a satisfactory outcome, however the original school-based assessment score remains.

If a student is no longer attending a unit but has not officially withdrawn by signing a Student Exit form, they will be awarded a **J** result. For the purposes of achieving a VCE qualification, a **J** result is treated as equivalent to an **N** (Not Satisfactory) result.

Assessment Tasks

- Assessment tasks are completed in class time.
- Students are graded on the initial task and cannot resubmit work to alter the grade. A re-submission may be accepted to obtain an S.
- Students must be present for all scheduled assessment tasks, except in cases of illness (which must be substantiated by a medical certificate) or other exceptional circumstances.

(Refer to Exceptional Circumstances, and Special Provision)

Authentication of Student Work

One straightforward principle underlies the VCAA procedures on authentication. It is that students must submit for assessment only work that is their own. All assistance received by the student in producing the work must be acknowledged and be transparent to the reader.

Any coursework completed outside the classroom must be authenticated as the student's own work. The teacher may consider it appropriate to ask the student to demonstrate his or her understanding of the task at or about the time of submission of the work. The school may decide that it is appropriate to ask the student to perform a supplementary assessment activity to help authenticate work. The student would normally be given at least 24 hours' notice of this.

Student Responsibilities with regards to assessed work

1. Students must attend ALL classes during the preparation of assessed work so that teachers may authenticate all work prepared.
2. Students must complete the work on, or before the specified date.

Attendance at School and Classes

Students are expected to attend school on all scheduled days (including House Carnival days or days when other special programs are provided) and to attend all classes in the subjects for which they are enrolled. All in-school programs, including DELTA times, form part of the overall required attendance.

When a student is in substantive breach of attendance requirements for school and/or classes, (and when special circumstances covered by the awarding of Special Provision do not apply), then the student may be ineligible to be awarded an S for all subjects or in the particular subject.

Attendance at school or class for less than 80% of the scheduled days, programs or classes is regarded as a substantive breach of attendance requirements.

Work Completed Outside Class

While assessment of Unit Outcomes will be completed in class, students will still be expected to complete research and learning activities to assist the development of key skills and knowledge outside class time. VCE students will need to complete additional work and study outside class as part of their regular learning program. Strict authentication rules apply.

Exceptional Circumstances

Any student who, through exceptional circumstances, cannot meet the above requirements may apply to their relevant Head of Year (11, 12, or VM) for Special Provision.

Feedback on Level of Performance

Results on Unit 1&2 studies are school-based and provide a general indication of a student's progress.

In Unit 3&4 studies, an initial indication of level of performance on assessed tasks may be provided, but final grades on school-assessed tasks are only available after a process of statistical moderation, carried out by VCAA.

Students should note that total coursework scores are moderated and may change.

VCAA may examine coursework tasks and work submitted by students. It is the student's responsibility to keep a copy of the work submitted until after the release of final results.

Requirements for Students in VCE VET Programs

VCE VET programs are vocational certificates approved as appropriate for senior secondary school students by VCAA. These programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally portable vocational education and training certificate.

Completion of a VET Certificate

Each VET Certificate comprises a number of modules with each module being made up of several competencies that must be demonstrated. Students are required to demonstrate all required competencies in order to satisfy the requirements of each module. All modules must be completed in order to gain the certificate.

These VET certificates are also structured in such a way that students can gain credit toward their VCE. To gain accreditation of their work toward their VCE course, the required modules must be completed within the time frame set down.

Consequently, to gain both certificates, students must satisfy the requirements of both VCAA and AQF (Australian Qualifications Framework).

Assessment for VET Courses

Highview students, studying the VET Sport Recreation and Aquatics are assessed by their class teacher and receive Highview College reports as well as their final certificates, (under the auspices of the RTO).

Students for VET on-line and any other certificates are enrolled with the appropriate TAFE provider as well as Highview College. Progress is monitored by the provider and feedback provided to the school. In these instances, all reports are issued by the TAFE provider.

In order to gain credit for these certificates students must demonstrate competency and thus they must complete the assessment under teacher supervision. The units of competency must be assessed against a competency standard which is a nationally agreed statement of skills and knowledge required for the effective performance of a particular job.

VET Results

As well as their normal VCE results, for each VET certificate students will also receive a VET Statement of Results showing modules in which the student has demonstrated competency and a VET Certificate, issued by the appropriate TAFE provider.

Special Provisions

Individual students may need special provisions in their learning program to achieve the learning Outcomes, and in assessment tasks, to demonstrate their learning and achievement.

Students who have been granted Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE, or being assessed against the Outcomes for a study. Students are still required to demonstrate and authenticate their achievement and meet the Outcomes of the study design as well as completing School-based Assessments and VCE external assessments.

Special Provision is available to students completing the VCE for classroom learning, School-based Assessment and VCE external assessments.

Specific eligibility requirements apply for each type of Special Provision:

- For classroom learning and School-based Assessment, the school is primarily responsible for determining eligibility and the nature of the provisions granted
- For VCE external assessments, which include all VCE examinations and the General Achievement Test (GAT), the Victorian Curriculum and Assessment Authority (VCAA) is responsible for determining eligibility and for granting approval in the form of Special Examination Arrangements and the Derived Examination Score (DES)

Students may be eligible for Special Provision if, at any time, they are adversely affected in a significant way by:

- an acute or chronic illness (physical or psychological)
- factors relating to personal circumstance
- an impairment or disability, including learning disorders

These circumstances do not include matters or situations of the student's own choosing, such as involvement in social, sporting or school events.

Prolonged absence from school or study is not in itself grounds for Special Provision. However, provisions are available to students experiencing severe hardship that may result in prolonged absence. Students absent from school for prolonged periods must still comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own.

Special Examination Arrangements

Special Examination Arrangements may be approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access a VCE external assessment.

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to access the examination is impaired due to:

- Mental Health Condition
- Health impairment
- Physical disability
- Specific Learning Disorder
- Language Disorder
- Hearing impairment
- Vision impairment

Special Examination Arrangement applications are made to the VCAA through the school. Students should discuss their application with their relevant Head of Year (11, 12, or VM) as soon as possible.

These arrangements may apply to either the internal level 1&2 examinations or to the external level 3&4 examinations. Applications require current supporting medical or other specialist documentation and set deadlines apply.

Derived Examination Score

Students who are ill or affected by other personal circumstances at the time of a VCE exam and whose result is unlikely to be a fair or accurate indication of their learning or achievement may apply for a Derived Exam Score (DES).

Students who believe they have a substantial claim should immediately contact their relevant Head of Year (11, 12, or VM). A set deadline and strict evidence rules apply for a DES application and there is no certainty that a derived score will be granted.

Documentation Required for Special Provision Applications

Applications for Special Provision must be substantiated with appropriate evidence from **a relevant and independent** source. This may include:

- A Medical doctor, psychologist, or physiotherapist
- A Social worker or member of the clergy
- A Police officer, solicitor or funeral director

In cases of short-term illness or absence, a medical certificate from a general practitioner will usually suffice.

Breach of Rules

Any situation in which a breach of rules has occurred will be referred to the relevant Head of Year (11, 12 or VM). The relevant Head of Faculty and the Director of Learning and Innovation will be notified of the breach. The Director of Learning and Innovation will assemble the Academic Panel to investigate the breach.

SAC Assessment and Guidelines

Wednesday SAC sessions

School assemblies are timetabled for 40 minutes on Wednesdays but will not occur every week. In weeks where there are no assemblies, teachers will be able to run School Assessed Coursework assessments (SACs) for their subject at this time, also utilising DELTA time for a 80 minute block. Most SACs will be run during normal class times, but subjects that have multiple classes will especially be encouraged to use this time on non-assembly Wednesdays.

SAC Equity guide

Culturally, a strong notion of equity and justice amongst the student cohort is to be fostered. This will help prevent concerns and complaints, especially if policy procedures are consistently implemented. The following is a suggested guideline for teachers to follow when it comes to rescheduling SACs for individual students after the original SAC has been completed and submitted by the class.

- If possible a SAC should be rescheduled within a week
- All rescheduled SACs should consider a modified or new SAC although it really is up to the discretion of the teacher in consultation with the relevant Head of Faculty. Please discuss with Director of Learning and Innovation if unsure.

Revised SAC Sessions

Revised SAC Sessions will be run in the supervised study sessions and will not impact class time.

A Revised SAC Session will be nominated by the teacher when a VCE student either:

- Does not attend a scheduled SAC (with or without an approved reason)
- Does not achieve a satisfactory outcome in a SAC

Teachers should select the closest session following the original SAC date for the student that is required to complete or resubmit the SAC. The SAC session requires a silent environment typical of exam conditions. The Library should be used where appropriate.

We recognise that some subjects may not always be able to use the 'exam style' conditions of the 'Revised SAC Sessions'. Subjects that include assessment related to practical work, performance, construction or speech, for example, may need to arrange an alternative Revised SAC Session at another time.

Approved Leave

Sometimes, students will miss SACs for legitimate reasons. When a student informs a teacher in advance that they will be absent on the day of a scheduled SAC, the teacher must ask the student to complete a Leave Request form. The form can be collected by students from the Head of Year 12. This form ensures the student justifies the leave request and importantly, if approved, notifies the teacher that the student will be absent during the scheduled SAC. Parents are also required to sign the form. Once approved the form is noted on SEQTA by Head of Year 12.

Students who gain approved leave on a scheduled SAC calendar will also be required to attend the next scheduled Revised SAC Session. This means students are not missing essential lesson time, especially if they have been absent from school for some time. In this instance an NP Notice is not issued. Where a student has 'applied for' and 'been granted approved leave' and completes the SAC in the nominated Revised SAC Session, no penalty will apply.

Academic Panel

The Academic Panel will be assembled following a breach of rules or a failure to complete a SAC to a satisfactory level. It will consist of the Head of Year 12, the relevant Head of Faculty and the Director of Learning and Innovation. Parents will be invited to attend with the student. The SAC concerns are discussed and the panel will decide on the next course of action.

The Academic Panel will be assembled for a student who has:

- Breached VCE assessment requirements in regard to plagiarism, using unapproved sources
- Not satisfactory completion of a second attempt at a SAC
- Failed to attend a Revised SAC Session

In the event of a breach, and after discussion at the Academic Panel, the student will be provided 24 hours to respond to the allegations. After this time, the Director of Learning and Innovation will provide the student with the outcome of the investigation. The maximum penalty for the breach is a zero outcome for the SAC which will result in an unsatisfactory Unit grade. The student may appeal the result through a request to the Principal that is undertaken within 2 days of the unsatisfactory notification.

This Policy provides teachers and students with a consistent process to follow in regards to responding to anomalies in VCE Assessment Tasks.

GLOSSARY OF TERMS

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.

SAC (School Assessed Coursework)

School-based assessment that is reported to VCAA and which assesses the student's level of achievement in Units 3 and 4.

Victorian Curriculum and Assessment Authority (VCAA)

The administrative and regulatory body governing the delivery and assessment of the VCE. VCAA website: www.vcaa.vic.edu.au

Student Declaration

Before undertaking any VCE studies, all students must sign an agreement to abide by the VCAA and school rules and regulations. This forms part of the VCE Student Personal Details form.

VTAC (Victorian Tertiary Admissions Centre)

VTAC administers the joint selection system for undergraduate courses on behalf of Victorian Universities, TAFEs and other providers. It calculates and distributes the ATAR. See www.vtac.edu.au for further information.

Reporting of Results

S (Satisfactory) - An S is awarded for a learning outcome if a student has demonstrated achievement of the outcome as specified in the VCAA study design.

N (Not Satisfactory) - An N is awarded for a learning outcome if the requirements have not been met.

NP (Provisional Not Satisfactory) - The College awards an NP when requirements have not been satisfied and some arrangements need to be made to provide the student the opportunity to complete the requirement.

J (discontinued or withdrawn) - It indicates that a student is no longer attending a unit and has not submitted work for assessment, but did not formally withdraw via a Student Exit

Study Score - VCAA calculates a study score (or relative position) which shows a student's performance in a Unit 3 & 4 study relative to all other students who have undertaken the study.

GAT (General Achievement Test)

Two exams undertaken on the same day by all students studying a 3/4 VCE unit. At the end of the year students receive a confidential statement which provides a numerical score out of 50 for each of three components:

- Written Communication
- Mathematics/Science/Technology
- Humanities/Arts/Social Sciences

ATAR (Australian Tertiary Admission Rank)

ATAR is the selection standard used in the tertiary selection process. It is calculated by VTAC based on a scaling of the VCAA study scores and used by universities and TAFE institutes to select students for courses.

The ATAR is an overall percentile ranking, calculated in steps of 0.05, reflecting the comparative performance of the applicant amongst the relevant age group in a given year. The highest rank is 99.95, the next highest 99.90, etc.

The ATAR belongs to VTAC and to each individual student. Students' ATAR results are protected by the *Australian Privacy Principles (March 2014)* and both the school and VTAC abide by these principles in the handling and publication of ATAR results.

