

**2025 VCE
CURRICULUM
HANDBOOK**

Child Safe Standards

BHI is committed to the health, safety, wellbeing and protection of children and young people. BHI will take all necessary steps to prevent and protect children and young people in our care from safety hazards as well as the risk of physical, sexual, emotional, psychological, and cultural abuse and neglect. This includes ensuring our organisation meets the safeguarding requirements set out in the *Victorian Child Safe Standards*, aligning our organisation to the *National Principles for Child Safe Organisations* and upholding the *United Nations Convention on the Rights of the Child*.

All children and young people engaging with or working at BHI have a right to feel and be safe, respected, valued and protected from harm. Children and young people who participate at BHI will be made aware of and feel confident in their rights and responsibilities.

We have a range of specific policies, procedures, guidelines, and training programs in place that together support all employees, volunteers, and contractors in upholding and contributing to our zero-tolerance towards the risk of harm or abuse.

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VICTORIAN CERTIFICATE OF EDUCATION (VCE)

WHAT IS VCE?

The VCE is designed to be completed over a minimum of two years. Here at the BHI learners can study both full-time or part-time.

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). A VCE program may include general curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

Each VCE study is designed to provide a two-year program. Units at 1 and 2 level are benchmarked to a Year 11 standard. Similarly, Units at 3 and 4 level are benchmarked to a Year 12 standard. In many studies there are multiple options for learners to choose from, such as a choice of mathematics studies and histories. In general, Units 1 and 2 can be completed as single (stand-alone) units while units 3 and 4 in each study are required to be undertaken and completed as a sequence.

Note: The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of your Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 in an English sequence is required.

Types of VCE

There are 2 types of VCE offered at BHI.

1. Youth VCE - usually for students who are under 18 at time of commencement. The minimum requirement is satisfactory completion of 16 units, usually over two years, which must include:
 - three units from the English group, including a Unit 3–4 sequence.
 - at least three other sequences of Unit 3–4 studies, which can include further sequences from the English group.
 - at least 8 units of Unit 1-2 studies, including one from the English group.
2. Adult Returning to Study or Adult VCE. The minimum requirements for satisfactory completion:
 - At least 8 units at the Y12 Unit 3/4 level which must include a 3/4 sequence from one of the English groups.

The **Victorian Tertiary Admissions Centre (VTAC)** advises that satisfactory completion of a scored Unit 3–4 sequence from the English group of studies is required for the calculation of a student's Australian Tertiary Admission Rank (ATAR).

There are no restrictions on students repeating units, but they may obtain credit only once for each unit. Students who repeat a unit are required to repeat the full unit, including all assessments for the outcomes specified for the unit, in the current study design for the year of repetition.

Students may have previous studies counted in the award of the VCE. Students undertaking atypical programs may have their previous studies or experience counted towards the awarding of the VCE. These students are adult students with no Year 12 results, adult students with Year 12 results prior to the VCE, students with credit from interstate and overseas studies, and students with previously attained VET qualifications or credit from a VCAL qualification.

NOTE:

1. Failure to attend class can lead to students receiving an N for a VCE unit. Students will be contacted if absences exceed the maximum level.
2. Students may be withdrawn for continued, unexplained absences or failure to attend classes.
3. VCE Unit 3 & 4 are sequential. Students must achieve an S in Unit 3 to progress into Unit 4.

CRITERION FOR ENROLMENT IN ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Students who are unfamiliar with the English language because they are from non-English-speaking backgrounds or who are deaf or hard of hearing may have access to EAL status. However, eligibility to enrol in EAL is subject to meeting conditions specified by VCAA. All applications must be accompanied by supporting documentation.

Students who are applying to seek EAL status must meet one of the three criteria outlined in the table below.

Criterion no.	Criterion
1	A student: • will not have resided in Australia or another predominantly English-speaking country for a total period of more than seven years before 1 January in the year the student will be undertaking Units 3 and 4 EAL* and • has not been enrolled in schools where English has been the student's major language of instruction for a total period of seven years or less over the period of their education^
2	A student is an Aboriginal or Torres Strait Islander person whose first language is not English
3	A student is deaf or hard of hearing and meets the eligibility requirements

* The period of seven years is to be calculated cumulatively over the student's whole life. The calculation of time spent in Australia is made from the date of last arrival plus any previous periods of time spent in Australia or any predominantly English-speaking country. Time spent out of Australia during school holidays should be included in the accumulation towards the seven years because there would have been no disruption to education during these periods.

^ The student's overseas school reports must be submitted to confirm that the language of instruction was not English during this period.

Special circumstances for EAL status

There are special circumstances that may be considered by the VCAA in determining a student's eligibility for EAL status, including:

- minimal or no primary school education.
- material interruptions to schooling during primary years, particularly if there were changes to the language of instruction.
- material interruptions to schooling after arrival in Australia.

Students who have resided and studied in Singapore or India must have their application reviewed and approved by VCAA.

BIOLOGY UNIT 1 & 2

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

UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTIONS

In this Unit students examine the structure and functioning of prokaryotic and eukaryotic cells, and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Students explore cellular growth, replacement and death. They become familiar with the key events and regulation of the cell cycle and the processes for cell division, including disruptions to the cell cycle and deviant cell behaviour. Students consider the properties of stem cells and their role in differentiation, specialisation and renewal of cells and tissues. Students explore how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals, focusing on regulation of water balance in plants, and temperature, blood glucose and water balance in animals. Students examine how homeostatic mechanisms in animals help maintain their internal environment within a narrow range of tolerance levels and consider malfunctions in homeostatic mechanisms.

Area of study 1: How do cells function?

Area of study 2: How do plant and animal systems function?

Area of Study 3: Practical investigation (completed in Unit 1 OR 2)

UNIT 2: HOW DOES INHERITANCE IMPACT ON DIVERSITY

In this unit students describe the production of gametes in sexual reproduction through the key events in meiosis. They explore the nature of chromosomes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses. Students explain how a characteristic or trait can be influenced by one gene, many genes acting together, and genes interacting with external environmental or epigenetic factors. They apply their genetic knowledge to analyse pedigree charts, determine patterns of inheritance and predict outcomes of genetic crosses. Students will analyse the advantages and disadvantages of asexual and sexual reproduction and investigate the use and application of reproductive cloning technologies. Students explore the biological importance of genetic diversity and the structural, physiological and behavioural adaptations that enable species to survive in an ecosystem.

Students explore the interdependencies between species, including the importance and impact of keystone species and top predators. They consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives to the understanding of the adaptations of, and interdependencies between, species in Australian ecosystems.

Area of study 1: How is inheritance explained?

Area of study 2: How do inherited adaptations impact on diversity?

Area of Study 3: Practical investigation (completed in Unit 1 OR 2)

ASSESSMENT

Achievement of outcomes for both Units 1 and 2 will be measured by performance in a selection of the following tasks:

- Annotations of a practical work folio of activities or investigations
- Bioinformatics exercise or data analysis
- Media response
- Problem solving involving biological concepts, skills and/or issues.
- Reflective learning journal/blog related to selected activities or in response to an issue.

BIOLOGY UNIT 3 & 4

This subject continues the investigation of organisms from Units 1 and 2; students consider the molecules and biochemical processes that are indicators of life, and the factors that influence evolution of the species. Students are required to have a sound vocabulary of key terms and an ability to apply their knowledge to a variety of different situations and an ability to solve problems and look at issues related to the use of technology and biotechnology.

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

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

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

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue.

Area of Study 1: What is the role of nucleic acids and proteins in maintaining life?

Area of Study 2: How are biochemical pathways regulated?

Area of Study 3: Practical investigation (completed in Unit 3 OR 4)

UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?

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

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies.

Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics.

Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Area of Study 1: How do organisms respond to pathogens?

Area of Study 2: How are species related over time? Area of Study 3: Practical investigation (completed in Unit 3 OR 4)

ASSESSMENT LEVELS OF ACHIEVEMENT FOR UNITS 3 AND 4

School Assessed Coursework	Unit 3	20%
	Unit 4	30%
November Examination		50%

School-assessed Coursework includes a number of practical activities and responses to first or second-hand data.

BIOLOGY STUDY DESIGN

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/biology/Pages/Index.aspx>

BUSINESS MANAGEMENT UNIT 1 & 2

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

UNIT 1: PLANNING A BUSINESS

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business 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, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

OUTCOMES

Students should be able to describe a process for creating and developing a business idea and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.

Students should be able to describe the internal business environment and analyse how factors from within it may affect business planning.

Students should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

ASSESSMENT

Achievement of outcomes for both Units 1 and 2 will be measured by performance in a selection of the following tasks:

- Case Study Analysis
- Interview and report of contact with business
- Essay and test
- Business Research, simulation exercise, Survey
- Development of a marketing plan Computer Modelling
- Analytical Exercises

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 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 management practices by applying key knowledge to contemporary business case studies from the past four years.

OUTCOMES

Students should be able to outline the key legal requirements and financial record keeping considerations when establishing a business and explain the importance of establishing effective policies and procedures to achieve compliance with these requirements.

Students should be able to explain how establishing a customer base and a marketing presence supports the achievement of business objectives, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.

Students should be able to discuss the importance of staff to a business, discuss the staffing needs for a business, and evaluate staff management strategies in this area from both an employer and staff perspective.

BUSINESS MANAGEMENT UNIT 3 & 4

UNIT 3: MANAGING A BUSINESS

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives.

Students examine the different types of businesses and their respective objectives and stakeholders.

They investigate strategies to manage both staff and business operations to meet objectives and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

OUTCOMES

Students should be able to analyse the key characteristics of businesses, their stakeholders, management styles and skills, and corporate culture.

Students should be able to explain theories of motivation and apply them to a range of contexts and analyse and evaluate strategies related to the management of employees.

Students should be able to analyse the relationship between business objectives and operations management and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

UNIT 4: TRANSFORMING A BUSINESS

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 effective management and leadership in change management. Using one or more contemporary business case study from the past four years, students evaluate business practice against theory.

OUTCOMES

Students should be able to explain the way business change may come about, analyse why managers may take a proactive or reactive approach to change, use key performance indicators to analyse the performance of a business, explain the driving and restraining forces for change, and evaluate management strategies to position a business for the future.

Students should be able to discuss the importance of effective management strategies and leadership in relation to change, evaluate the effectiveness of a variety of strategies used by managers to implement change, and discuss the effect of change on the stakeholders of a business.

ASSESSMENT LEVELS OF ACHIEVMENT FOR UNITS 3 AND 4

School Assessed Coursework	Unit 3	25%
	Unit 4	25%
VCAA Examination		50%

BUSINESS MANAGEMENT STUDY DESIGN

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/business-management/Pages/Index.aspx>

CHEMISTRY UNIT 1 & 2

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice.

UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

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

OUTCOMES

Students explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures.

Students calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.

Students investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

ASSESSMENT

Achievement of outcomes for both Units 1 and 2 will be measured by performance in a selection of the following tasks:

- Practical activities and reports.
- Analysis and evaluation of first and second-hand data.
- Problem solving involving chemical concepts and issues.
- Production of a scientific poster related to a practical investigation.
- Production of an infographic related to sustainable use of a selected material

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. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

OUTCOMES

Students explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society.

Students calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.

Students draw an evidence-based conclusion from primary data generated from a student adapted or student designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

CHEMISTRY UNIT 3 & 4

The global demand for energy and materials is increasing with world population growth. In Unit 3 students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In Unit 4 students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

UNIT 3: HOW CAN DESIGN AND INNOVATION HELP TO OPTIMISE CHEMICAL PROCESSES?

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials.

OUTCOMES

Students compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society.

Students experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.

UNIT 4: HOW ARE CARBON BASED COMPOUNDS DESIGNED FOR PURPOSE?

Students focus on the structure, naming, properties and reactions of organic compounds, including the chemical reactions associated with the metabolism of food. They explore how synthetic organic compounds can be produced more sustainably for use in society. Students develop practical techniques to investigate organic structures and reactions and their skills in the use of scientific equipment and apparatus. They construct models to explore organic structures, including isomers.

OUTCOMES

Students compare the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society.

Students apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified.

Students undertake a student-designed scientific investigation involving the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds. A report of the investigation is presented as a scientific poster.

ASSESSMENT LEVELS OF ACHIEVMENT FOR UNITS 3 AND 4

School Assessed Coursework	Unit 3	20%
	Unit 4	30%
November Examination		50%

CHEMISTRY STUDY DESIGN

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chemistry/Pages/Index.aspx>

ENGLISH / ENGLISH AS AN ADDITIONAL LANGUAGE

VCE English and English as an Additional Language (EAL) focuses on the how English language is used to create meaning in print and digital texts of varying complexity. Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types, including media texts, for analysis of argument. The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

UNIT 1

Students will be expected to engage progressively with adult texts that reflect more complex concerns. In Outcome 1, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills.

In Outcome 2, students read and engage imaginatively and critically with mentor texts that model effective writing.

OUTCOMES

1. READING AND EXPLORING TEXTS

Students read and explore one set text or extracts from the set text (EAL). They should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in a text.

2. CRAFTING TEXTS

Students demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

ASSESSMENT

Achievement of outcomes for both Units 1 and 2 will be measured by performance in a selection of the following tasks:

- a personal response to a set text.
- two student-created texts such as: short stories, speeches (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog postings) and memoirs.
- a description of writing processes.
- an analytical response to a set text.
- a set of annotated persuasive texts (including visual texts) that identify arguments, vocabulary, text structures and language features.

UNIT 2

In Outcome 1, 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 examine the ways readers understand text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations.

In Outcome 2, students practise analysing persuasive texts using note taking, summaries and short-answer questions, and through formal, analytical writing.

OUTCOMES

1. READING AND EXPLORING TEXTS

Students explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

2. EXPLORING ARGUMENT

Students 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 a point of view text for oral presentation.

ENGLISH / EAL UNIT 3 & 4

UNIT 3

In Outcome 1, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters.

In Outcome 2, students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts.

OUTCOMES

1. READING AND RESPONDING TO TEXTS

English Students:

Analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

EAL Students:

Listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

2. CREATING TEXTS

English Students:

Demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

EAL Students:

Demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to comment on their decisions made through writing processes

UNIT 4

In Outcome 1, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. They consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

In Outcome 2, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue.

OUTCOMES

1. READING AND RESPONDING TO TEXTS

English 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.

EAL Students:

Discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

2. ANALYSING ARGUMENT

English and EAL Students:

Students analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (visual, audio and/or audio visual); and develop and present a point of view.

ASSESSMENT LEVELS OF ACHIEVMENT FOR UNITS 3 AND 4

School Assessed Coursework	Unit 3	25%
	Unit 4	25%
November Examination		50%

ENGLISH / EAL STUDY DESIGN

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/Index.aspx>

GENERAL MATHEMATICS UNIT 1 & 2

General Mathematics Units 1–4 provide for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study. It caters for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

UNIT 1

AREAS OF STUDY

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

OUTCOMES

Students define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Students apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Students apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT

Achievement of outcomes for both Units 1 and 2 will be measured by performance in a selection of the following tasks:

- Assignments Tests
- Solutions to sets of worked questions.
- Summary notes or review notes
- Modelling tasks
- Problem solving tasks.
- Mathematical investigations

UNIT 2

AREAS OF STUDY

Data analysis, probability and statistics
Discrete mathematics - Graphs and networks
Functions, relations and graphs
Space and measurement

OUTCOMES

Students define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Students apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Students apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

GENERAL MATHEMATICS UNIT 3 & 4

UNIT 3

AREAS OF STUDY

Data analysis, probability and statistics
Discrete mathematics - Recursion and financial mathematics & Matrices

OUTCOMES

Define and explain key concepts and apply related mathematical techniques and models as specified in Area of Study 1.

Select and apply the mathematical concepts, models and techniques as specified in Area of Study 1.

Appropriately use technology to develop mathematical ideas, produce results and carry out analyses requiring problem solving modelling or investigate techniques or approaches.

UNIT 4

AREAS OF STUDY

Data analysis, probability and statistics
Discrete mathematics - Recursion and financial mathematics & Matrices

OUTCOMES

Define and explain key concepts and apply related mathematical techniques and models as specified in Area of Study 1.

Select and apply the mathematical concepts, models and techniques as specified in Area of Study 1.

Appropriately use technology to develop mathematical ideas, produce results and carry out analyses requiring problem solving modelling or investigate techniques or approaches.

ASSESSMENT LEVELS OF ACHIEVMENT FOR UNITS 3 AND 4

School Assessed Coursework	Unit 3	24%
	Unit 4	16%
November Examination 1		30%
November Examination 2		30%

GENERAL MATHEMATICS STUDY DESIGN

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/generalmathematics/Pages/Index.aspx>

HEALTH AND HUMAN DEVELOPMENT UNIT 1 & 2

VCE Health and Human Development provides students with a broad understanding of health and wellbeing. 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. Students develop their ability to navigate and analyse health information, to critically recognise and carry out supportive action, and to evaluate healthcare initiatives and interventions.

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

Students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. 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. They investigate 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. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

OUTCOMES

On completion of this unit, the student should be able to explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse sociocultural factors that contribute to variations in the health status of youth. Students interpret data to identify key areas for improving youth health and wellbeing and analyse one youth health area in detail. Students apply nutrition information, food selection models and initiatives to evaluate nutrition information

ASSESSMENT

Achievement of outcomes for both Units 1 and 2 will be measured by performance in a selection of the following tasks:

- Case study analysis
- Data analysis
- Visual or oral presentation
- Test
- Written response

UNIT 2: MANAGING HEALTH AND DEVELOPMENT

Students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. 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. Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

OUTCOMES

On completion of this unit, the student should be able to explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during the prenatal and early childhood stages of the human lifespan and explain health and wellbeing as an intergenerational concept. Students will examine factors affecting access to Australia's health system that contribute to health literacy and promote the health and wellbeing of youth.

HEALTH AND HUMAN DEVELOPMENT UNIT 3 & 4

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health. Students investigate the World Health Organization's (WHO) definition and other interpretations of health and wellbeing. Students examine health (including the concepts of health and wellbeing, and health status) and human development as dynamic concepts that are subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be acted upon by people, communities and governments. Students consider the interaction between these factors and learn that health and human development is complex. Students consider Australian and global contexts as they investigate health outcomes and examine the Australian healthcare system to help evaluate what is being done to address health inequity and inequality.

UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

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 consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models.

OUTCOMES

Students will explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data, and analyse variations in health status. Students will explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies and initiatives.

UNIT 4: GLOBAL HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

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 inequalities including the physical, social and economic conditions in which people live. Students examine changes in health status over time by 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. Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the goals and objectives of the World Health Organization (WHO).

OUTCOMES

Students will analyse similarities and differences in health status and human development globally and analyse the factors that contribute to these differences. Students will analyse the relationships between the SDGs and their role in the promotion of health and human development and evaluate the effectiveness of global aid programs.

ASSESSMENT LEVELS OF ACHIEVEMENT FOR UNITS 3 AND 4

School Assessed Coursework	Unit 3	25%
	Unit 4	25%
November Examinations		50%

HEALTH AND HUMAN DEVELOPMENT STUDY DESIGN

<https://www.vcaa.vic.edu/curriculum/vce/vce-study-designs/health-human-development/Pages/Index.aspx>

HISTORY – ANCIENT HISTORY UNIT 3 & 4

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

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

UNIT 3

Living in an ancient Society:

- What were the social, political and economic features of an ancient society?
- Why were these social, political and economic features significant?
- How did the society develop and change?

People in power, societies in crisis:

- What were the causes of the crisis in the ancient society?
- How did the consequences of the crisis change ancient societies?
- What were the roles, motives and influences of significant individuals in contributing to the crisis?
- What are the different historical interpretations of the crisis?

OUTCOMES

Students should be able analyse the features of an ancient society and evaluate how these features developed, interacted and changed.

Students should be able to evaluate the significance of a crisis in an ancient society and evaluate the role, motives and influence of key individuals involved in the crisis.

UNIT 4

Living in an ancient Society:

- What were the social, political and economic features of an ancient society?
- Why were these social, political and economic features significant?
- How did the society develop and change?

People in power, societies in crisis:

- What were the causes of the crisis in the ancient society?
- How did the consequences of the crisis change ancient societies?
- What were the roles, motives and influences of significant individuals in contributing to the crisis?
- What are the different historical interpretations of the crisis?

OUTCOMES

Students should be able analyse the features of an ancient society and evaluate how these features developed, interacted and changed.

Students should be able to evaluate the significance of a crisis in an ancient society and evaluate the role, motives and

ASSESSMENT LEVELS OF ACHIEVMENT FOR UNITS 3 AND 4

School Assessed Coursework	Unit 3	25%
	Unit 4	25%
November Examination		50%

ANCIENT HISTORY STUDY DESIGN

[https:// www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/Index.aspx](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/Index.aspx)

LEGAL STUDIES UNIT 3 & 4

UNIT 3: RIGHTS AND JUSTICE

In this unit students examine the methods and institutions in the criminal and civil justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

OUTCOMES

1. THE VICTORIAN JUSTICE SYSTEM

Students explain the key principles in the criminal justice system, discuss the ability of sanctions to achieve their purposes and evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case.

2. THE VICTORIAN CIVIL JUSTICE SYSTEM

Students explain the key principles in the civil justice system, discuss the ability of remedies to achieve their purposes and evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute.

UNIT 4: THE PEOPLE, THE LAW AND REFORM

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people through structures that act as a check on parliament in law-making. Students investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

OUTCOMES

1. THE PEOPLE AND THE LAW-MAKERS

Students discuss the ability of parliament and courts to make law and evaluate the means by which the Australian Constitution acts as a check on parliament in law-making.

2. THE PEOPLE AND REFORM

Students explain the reasons for law reform and constitutional reform, discuss the ability of individuals to change the Australian Constitution and influence a change in the law, and evaluate the ability of law reform bodies to influence a change in the law.

ASSESSMENT LEVELS OF ACHIEVEMENT FOR UNITS 3 AND 4

School Assessed Coursework	Unit 3	25%
	Unit 4	25%
November Examination		50%

LEGAL STUDIES STUDY DESIGN

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/legalstudies/Pages/Index.aspx>

MATHEMATICAL METHODS UNIT 1 & 2

Mathematical Methods Units 1–4 provide for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine. It provides an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

UNIT 1

AREAS OF STUDY

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

OUTCOMES

Students define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Students apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Students apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT

Achievement of outcomes for both Units 1 and 2 will be measured by performance in a selection of the following tasks:

- Assignments
- Tests
- Solutions to sets of worked questions.
- Summary notes or review notes

UNIT 2

AREAS OF STUDY

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

OUTCOMES

Students define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Students apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Students apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

MATHEMATICAL METHODS UNIT 3 & 4

UNIT 3

AREAS OF STUDY

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

OUTCOMES

Students define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Students apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Students apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

UNIT 4

AREAS OF STUDY

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

OUTCOMES

Students define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Students apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Students apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

ASSESSMENT LEVELS OF ACHIEVMENT FOR UNITS 3 AND 4

School Assessed Coursework	Unit 3	20%
	Unit 4	20%
November Examination	Exam 1	20%
	Exam 2	40%

MATHEMATICAL METHODS STUDY DESIGN

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/mathematicalmethods/Pages/Index.aspx>

PHYSICS UNIT 3 & 4

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.

OUTCOMES

1: How do Physicists Explain Motion in Two Dimensions?

Students investigate motion and related energy transformations experimentally and analyse motion using Newton's Laws of motion in one and two dimensions.

2: How do Things Move Without Contact?

Students analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.

3: How are Fields Used in Electricity Generation?

Students analyse and evaluate an electricity generation and distribution system.

UNIT 4: HOW HAVE CREATIVE IDEAS AND INVESTIGATION REVOLUTIONISED THINKING IN PHYSICS?

In this unit, students explore the use of wave and particle theories to model the properties of light and matter.

OUTCOMES

1: How has Understanding About the Physical World Changed?

Students analyse and apply models that explain the nature of light and matter and use special relativity to explain observations made when objects are moving at the speed of light.

2: How Is Scientific Inquiry Used to Investigate Fields, Motion or Light?

Students design and conduct a scientific investigation related to field, motion or light and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

ASSESSMENT LEVELS OF ACHIEVEMENT FOR UNITS 3 AND 4

School Assessed Coursework	Unit 3	30%
	Unit 4	20%
November Examination		50%

PHYSICS STUDY DESIGN

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/physics/Pages/Index.aspx>

PSYCHOLOGY UNIT 1 & 2

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act. There are many different approaches to the study of psychology. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered.

UNIT 1: HOW ARE BEHAVIOUR & MENTAL PROCESSES SHAPED?

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

OUTCOMES

Students discuss complexity of psychological development over the life span and evaluate ways of understanding and representing psychological development.

Students analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychological functioning.

Students identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

ASSESSMENT

Achievement of outcomes for both Units 1 and 2 will be measured by performance in a selection of the following tasks:

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

UNIT 2: HOW DO INTERNAL & EXTERNAL FACTORS INFLUENCE BEHAVIOUR & MENTAL PROCESSES?

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

OUTCOMES

Students analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.

Students explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.

Students adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

PSYCHOLOGY UNIT 3 & 4

UNIT 3: HOW DOES EXPERIENCE AFFECT BEHAVIOR & MENTAL PROCESSES?

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

OUTCOMES

Students analyse how the functioning of the human nervous system enables a person to interact with the external world and evaluate the different ways in which stress can affect psychobiological functioning. Students apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

UNIT 4: HOW IS WELLBEING SUPPORTED & MAINTAINED?

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

OUTCOMES

Students analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning. Students discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing. Students design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

ASSESSMENT LEVELS OF ACHIEVMENT FOR UNITS 3 AND 4

School Assessed Coursework: Units 3 & 4	Unit 3	20%
	Unit 4	30%
November Examination		50%

PSYCHOLOGY STUDY DESIGN

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/psychology/Pages/Index.aspx>

SOCIOLOGY UNIT 1 & 2

Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories, or frameworks, to explain and analyse how social action, social processes and social structures work.

UNIT 1: YOUTH AND FAMILY

Students examine how Australians have thought about youth as a social category, and the range of experiences of young people. The concept of a social category refers to a group of people who share at least one similar characteristic, but who do not necessarily interact with each other. These may include cultural factors such as ethnicity, religion, gender roles and coming of age rituals; social factors such as age, class, residential location, gender, sexual orientation, parental relationships, peer pressure and participation in sub-cultures; economic factors such as unemployment, education,

OUTCOMES

Students describe the nature of sociological inquiry and discuss youth as a social category.

Students analyse the institution of family and the developments influencing the experience of family.

UNIT 2: DEVIANCE AND CRIME

Students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule-breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as age and gender.

OUTCOMES

Students analyse a range of sociological theories explaining deviant behaviour and the impact of moral panic on those considered deviant.

Students discuss crime in Australia and evaluate the effectiveness of methods of punishment in the judicial system for shaping human behaviour.

Suitable tasks for assessment in this unit may be selected from the following:

- a case study involving primary research.
- an extended response
- a film analysis
- a media analysis
- a multimedia presentation
- a representation analysis
- research report
- a selection of structured questions requiring short-answer responses.

SOCIOLOGY UNIT 3 & 4

UNIT 3: CULTURE AND ETHNICITY

Students explore expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous cultures, and ethnicity in relation to migrant groups considering Indigenous and non-Indigenous perspectives and responses in their exploration. They also examine how ethnic identities constantly evolve and are shaped through a variety of political, cultural and social forces.

OUTCOMES

Students analyse the impacts of historical suppression and evaluate the increasing public awareness of Australian Indigenous cultures.

Students analyse experiences of ethnicity within Australian society.

UNIT 4: COMMUNITY, SOCIAL MOVEMENTS AND SOCIAL CHANGE

Students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They examine the sociological concept of power and the relationship between social movements and social change.

OUTCOMES

Students analyse the experience of community generally and analyse and evaluate a specific community.

Students analyse the nature and purpose of social movements and evaluate their influence on social change.

ASSESSMENT LEVELS OF ACHIEVMENT FOR UNITS 3 AND 4

School Assessed Coursework: Units 3 & 4	Unit 3	25%
	Unit 4	25%
November Examination		50%

SOCIOLOGY STUDY DESIGN

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/sociology/Pages/Index.aspx>