Senior Certificates Subject Handbook 2016

A Community growing in Faith & Love • Serving Others • Striving to Achieve • Thinking for the Future
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Encouraging students to stay at school, strive for success and find fulfillment in their chosen field of study and work is an important task not only for schools but also for the whole community. Young people who access further education and training beyond secondary school are equipping themselves for participation in a rewarding and purposeful future. When they understand and embrace the view that learning is not just for a particular phase in life but is life long they build their capacity for participation and flexibility in a global community. For young women this is particularly important, as many will choose to be a parent and take time out of the paid workforce. Re-entering the workforce is made easier with an array of skills and an attitude that embraces learning as a constant companion throughout life’s journey.

At Marian College, the core curriculum from Years 7 to 9 equips students for the Senior Years and beyond by consolidating literacy and numeracy skills and developing understandings about the global community and our place within it. These skills are developed within a supportive environment where each girl’s sense of self and spirit are nurtured. In a school of this size, each girl is known to staff and peers. Her successes are built upon. She is secure in the knowledge that her capacity will be stretched but there is always somebody to assist if she requires support.

At Marian College we describe the phase of education from Years 10 to 12 as ‘Pathways’ and it is characterized by a high degree of personalisation. The elective program at Year 10 encourages students to further explore their options and abilities. At Year 10 or 11, some students will decide to undertake a VET unit that will contribute to her ATAR score and give some credit towards TAFE courses. Some will enrol in a VCAL certificate. Others will be encouraged to accelerate their VCE program, in either one or two studies, to optimise their capacity in areas that they are especially talented in. These students may go on to an Enhancement course at University during Year 12 and complete a first year subject of a Bachelor course. Whatever their chosen pathway, options abound for students to create a program that is suited to the need, interests and talents of each individual.

For some students, university is the desired initial pathway to a career, for others it is TAFE or an apprenticeship. Some students may choose to enter the workforce immediately after completing Year 12. Whatever the pathway of choice, we are confident that the learning experiences from Year 7 to 10 will provide students with a firm foundation from which to make positive choices about their future.

The exploration of options and pathways requires thorough research and careful planning which each individual student is strongly recommended to undertake. Each student should reflect on her strengths and interests so that learning programs are selected which are relevant and rewarding to the individual. Programs which ensure a student’s interest is maintained and which are at the same time challenging provide a solid foundation for attaining personal excellence. Every student will be supported in her exploration and research with advice on prerequisites for further education and work.

Our hope is that students continue in their quest to become confident learners, accomplished in a variety of skills. We provide opportunities for them to dream new and exciting futures for the world and the skills to balance studies with a rich family life, part-time work, recreation and committed friendships. In the spirit of the Brigidine Tradition we expect and encourage all students to contribute to the school and the wider community, enhancing their capacity to develop into the best person they can be while contributing to a supportive society that builds the dignity and integrity of each individual.

With every best wish,

Rita Grima  Raymond Pisani
Co-Principal    Co-Principal
**SENIOR YEARS PROGRAMS AT MARIAN COLLEGE**

The Senior Years Programs at Marian College provide the opportunity for students to follow a personalised pathway. The term “pathways” describes the different options that are available to you as you move into the senior years at secondary school and beyond. There are many options available to you at Years 11 and 12 and very often the options you select are influenced by what you would like to do when you finish secondary school. This may mean going on to study at University, a TAFE College or a private provider. It may be taking on a traineeship or apprenticeship or moving into full-time work. The program of study you select at Years 11 & 12 needs to be designed to allow you to achieve the goals you have set for yourself.

Many of you may not yet have decided which “pathway” is the right one for you. In this case you need to select a program of studies that keeps your options open and your pathways flexible. Your teachers will be able to provide you with advice. You also need to be investigating and researching the options available to you. A good start would be to visit the Careers Office to make an appointment with the Careers and Pathways Leader. In the following section you will find some advice about how you can go about your pathways planning and the types of activities the school offers to guide you in this planning.

In Years 11 & 12 at Marian College there are two senior certificates to choose from. These are:

- **VCE** – Victorian Certificate of Education
- **VCAL** – Victorian Certificate of Applied Learning

In addition, a **VET** Certificate (Vocational Education and Training) can be included as part of either VCE or VCAL.

Each of these programs and their requirements are explained in the following sections of this booklet. Take the time to read through each section and note down your questions.

**KEY DATES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Process</th>
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<tbody>
<tr>
<td>Monday 13 July</td>
<td>Senior Certificates Subject Selection Handbook available on College website and Conqet-S</td>
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<tr>
<td>Monday 13 July</td>
<td>Letter mailed out to all current Year 9, 10 and 11 students about the subject selection process and the Pathways Expo</td>
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<tr>
<td>Wednesday 15 July</td>
<td>Applications for Acceleration - VCE and VCE VET Unit 3/4 Studies open for collection</td>
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<tr>
<td>Wednesday 15 July</td>
<td>VCAL Expression of Interest forms available for collection</td>
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<tr>
<td>Wednesday 15 – Friday 17 July</td>
<td><strong>Year 10 Pathways Program</strong> – including presentations, initial mentoring sessions, university visits</td>
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<tr>
<td>Monday 27 July</td>
<td>Marian College Pathways Expo and Parent Information Evening</td>
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<tr>
<td>Wednesday 29 July – Wednesday 12 August</td>
<td><strong>Pastoral Care Periods</strong> focus on subject selection/ mentoring/ interview process.</td>
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<tr>
<td>Monday 3 August</td>
<td>Acceleration applications close</td>
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<tr>
<td>Monday 3 August</td>
<td>Deadline for VCAL Expression of Interest forms</td>
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<tr>
<td>Thursday 6 August</td>
<td>VCAL 2016 Interviews commence</td>
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<tr>
<td>Friday 7 August</td>
<td><strong>Web Preferences Module opens for data entry</strong> for Year 10 into 11 and 11 into 12 2016</td>
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<tr>
<td>Wednesday 12 August</td>
<td>Parent – Teacher – Student Interviews</td>
</tr>
<tr>
<td>Thursday 20 August 9.00 am</td>
<td>Web Preferences Module closes for entry for Years 11 and 12 2016</td>
</tr>
<tr>
<td>Friday 21 August 9.00 am</td>
<td>Deadline for submission of signed printed receipts to collection box outside Learning and Teaching Office.</td>
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SOME ADVICE ABOUT PATHWAYS PLANNING

Remember that planning your pathway requires an active effort from you to do some thinking and reflecting about what you enjoy learning, how and when you learn best and what you are interested in doing and/or studying when you complete secondary school. You need to do your research and ask for assistance.

At Marian College, you will find many activities provided to help you think about your future directions. There are also some things you can do yourself.

IN YEAR 10:
• Read the weekly Careers Newsletter on the Careers Portal on SEQTA Coneqt-S, containing information about universities, TAFEs and private providers of tertiary courses. Make a note of websites and add to your favourites list.
• Participate in the Marian College Year 10 Pathways Program and Pastoral Care Program
• Participate in an individual interview for Year 11 subject selection (as part of the above programs)
• Use the Job Guide to extend your knowledge of possible career options
• Complete a one week work experience placement
• Update your resume
• Attend the Pathways and Subject Expo Evening on 27 July
• Take an optional Melbourne University Summer School Course to prepare for Units 1 & 2

IN YEAR 11:
• Read the weekly Careers Newsletter on the Careers Portal on SEQTA Coneqt-S, containing information about universities, TAFEs and private providers of tertiary courses
• Attend year level assemblies to receive information about VTAC, TAFE and private providers
• Attend Open Days for Universities, TAFEs and private providers
• Attend Career Expos as advertised
• Participate in the Subject Information Sessions in Term 3
• Attend the Pathways and Subject Expo Evening on 27 July
• Take an optional University Summer School Course to prepare for Units 3 & 4

IN YEAR 12:
• Read the weekly Careers Newsletter on the Careers Portal on SEQTA Coneqt-S, containing information about universities, TAFEs and private providers of tertiary courses
• Add websites to your favourites list
• Attend year level assemblies to receive information about VTAC, TAFE and private providers
• Participate in the VTAC Tertiary Information Session (TIS)
• Attend Open Days for Universities, TAFEs and private providers, usually in August
• Attend Career Expos as advertised and check holiday programs offered at various institutions
• Attend an individual interview with the Careers and Pathways Leader in Term 3
• Ask for assistance with your VTAC application form in August if required
• Ask for assistance with your VTAC Change of Preference form in December if required

One final point
It is very important to engage in the broader life of the school and participate in at least one or two of the co-curricular activities offered by the College. It is also vital that you continue to pursue any outside interests you may have. These activities help you to maintain a good balance between your study, personal development and social life. They also enable you to build a comprehensive resume and in some cases contribute to your application for tertiary courses or employment.
VCE AT MARIAN COLLEGE

Studying at Year 11 & 12 to gain your Victorian Certificate of Education (VCE) is one option for your senior studies at Marian College. The requirements to gain your VCE are set by the Victorian Curriculum and Assessment Authority (VCAA) and are outlined further on in this section. A VCE program is made up of semester length units taken over a minimum of two years. Marian College offers a wide range of subjects that you can choose from in putting together your program of studies.

WHAT YOU HAVE TO STUDY
In order to qualify for the Victorian Certificate of Education you must satisfactorily complete a minimum of 16 units which must include:

- 3 units from the English group, including a Unit 3 & 4 sequence
- 3 additional sequences of Units 3 & 4

Please note to gain an ATAR (Australian Tertiary Admissions Rank) you must have successfully completed 4 Unit 3 & 4 sequences, one of which must be English.

An unscored VCE may also be completed, however, this does not provide an ATAR.

The VCE units offered by Marian College for 2016 are detailed further on in this booklet.

IN YEAR 11

- Each Year 11 student must complete 12 units, 6 units each semester.
- Students must satisfactorily complete 9 units over Year 11 to progress into Year 12 (Marian College Student Consolidation and Achievement Policy).
- English Units 1 & 2 or Literature Units 1 & 2 are compulsory.
- At least two of the units you complete must be Religious Education units. Please refer to the Religious Education section of this handbook for a more detailed explanation of the Religious Education requirements in the senior years.
- In most cases, it is recommended that students complete the Unit 1 & 2 sequence of a study, before completing Units 3 & 4. However, in some cases both units are not able to be offered. In these circumstances the unit that provides the best background for the Unit 3 & 4 sequence will be offered.
- Students who have shown particular aptitude in a subject area may elect to study one or two Unit 3 & 4 sequences in Year 11. You can find out more about this in the Individual Programs section of this handbook.
- Students are not to do more than two portfolio subjects (Media, Studio Arts, Food & Technology, Product Design & Technology, Visual Communication and Design) in one year.

IN YEAR 12

- Year 12 students study up to 11 units across the year. These include an English sequence and 4 other sequences of your choice. Students must study a minimum of 5 units a semester, unless they have been approved for a Reduced Academic Load (see Individual Programs).
- At least one of the units you complete must be a Religious Education unit. Please refer to the Religious Education section of this handbook for a more detailed explanation of the Religious Education requirements in the senior years.
- Students who have shown particular aptitude and interest in a subject area may complete a Higher Education VCE study as part of their Year 12 program of studies. You can find out more about this in the Individual Programs section of this handbook.
- Students are not to do more than two portfolio subjects (Media, Studio Arts, Food & Technology, Product Design & Technology, Visual Communication and Design) in one year.
VCAL AT MARIAN COLLEGE

The Victorian Certificate of Applied Learning (VCAL) is an accredited Year 11 & 12 Program designed to provide “hands on” learning for senior students. Students who complete VCAL studies do so with the intention of completing TAFE studies, gaining an apprenticeship or traineeship or directly entering the workforce after they leave school. VCAL students may also enter universities via an alternative pathway.

VCAL provides students with the opportunity to undertake their course requirements at the level that best suits their abilities and needs. Below is a description of each of the three levels at which VCAL is awarded.

A VCAL learning program will be made up of units from four curriculum strands:

FOUNDATION VCAL
At Foundation level, students learn under close supervision with high levels of direction. Knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills, along with preparatory learning about the workplace.

INTERMEDIATE VCAL
At Intermediate level, learning is reasonably autonomous in regard to planning and work activities, but conducted under supervision. Knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills.

SENIOR VCAL
At Senior level, learning is autonomous in regard to planning and work activities. Knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision-making and leadership.

REQUIRED UNITS FOR SATISFACTORY ACHIEVEMENT
A student must satisfactorily complete a minimum of 10 units to be awarded the VCAL. It is possible to complete two VCAL levels in a two year program.

The award level that a student receives is determined by the level of achievement of outcomes in the following strands:

- Literacy – Reading and Writing
- Literacy – Oral Communication
- Personal Development Skills

Students, parents and teachers will discuss the VCAL level that best meets an individual student’s needs on enrolment. A parent, the student and VCAL teachers will meet at subject selection time to individualise the student’s program.

VCAL COURSE DESCRIPTION
The VCAL Program is an integrated program which combines Religious Education and Pastoral Care with the four required VCAL strands. These strands Literacy, Numeracy, Personal Development and Work Related Skills. Outcomes are achieved in conjunction with investigating themes of relevance and interest to students.

Examples of themes that have been explored are:
- Cyber-Safety
- Community
- Managing Personal Finances
- The World of Work
Employability skills are developed through the VET courses, work placements and short courses that are undertaken as part of VCAL. Examples of these work related courses are:

- Food Handler’s Certificate
- Certificate II in Retail
- Scope Ambassador Program
- Barista Course Level One

Please note that satisfactory completion of a VET course is a compulsory requirement for students who wish to complete a VCAL certificate at Intermediate or Senior level.
VET STUDIES AT MARIAN COLLEGE

Vocational Education and Training (VET) in the VCE or VCAL allows students to include vocational studies within their senior secondary certificate.

FEATURES OF VET

- VET is usually a two year program combining general VCE / VCAL studies with accredited vocational education and training.
- It enables students to complete a nationally recognized vocational qualification and the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied learning (VCAL) at the same time.
- VET allows students to go directly into employment or receive credit towards further study.
- Important Industry Specific Skills and workplace skills are learnt through the VET program.

HOW DOES VET WORK?
A VET in Schools program is usually made up of VCE VET units which are delivered by Marian College, a registered training organisation, or another school within the Brimbank Cluster.

STRUCTURED WORKPLACE LEARNING (SWL)
Structured Workplace Learning is an essential component of VET. Students are responsible for both finding a Structured Workplace Learning opportunity and for completing and returning the Structured Workplace Learning agreement form three weeks prior to commencing Structured Workplace Learning. Students undertake work with an employer that enables her to demonstrate her acquired skills and knowledge in an industry setting. During the Structured Workplace Learning, a student will have specific tasks to undertake in order to demonstrate competence. Students will be regularly monitored and may be assessed on the job.

CONTRIBUTION TO THE VCE
VET can be fully incorporated into the VCE.

- VET programs usually have a Unit 1 - 4 structure
- Of the 16 units that make up the VCE, an unlimited number can be VET
- Up to three sequences other than English, can be approved VCE VET Unit 3 & 4 sequences
- VCE VET Programs contribute directly to the ATAR with a Study Score derived from those VET studies with scored assessment. These programs include VET Business, Sports & Recreation and Hospitality (Kitchen Operations). Unscored VCE VET programs may be counted as fifth or sixth studies and the increment will be 10% of the average of the primary four ATAR subject scores.
- For more information you can access the Victorian Curriculum and Assessment Authority (VCAA) website www.vcaa.vic.edu.au.

CONTRIBUTION TO THE VCAL

- VET contributes to the satisfactory completion of the VCAL - Industry Specific Skills
- 100 hours of VET gains one VCAL credit. This usually represents one semester of classes.
VET STUDIES AT MARIAN COLLEGE

ADVANTAGES OF STUDYING VET

VET increases Students’ Learning Potential

- Broadens VCE/ VCAL options
- Develops the student's capacity to make decisions and solve problems
- Helps students to gain confidence and improve communication and interpersonal skills through learning in an adult environment
- Matches student interest and career directions through the provision of strong pathways

VET Gives National Qualifications and Skills

- Upon successful completion of the program, students are awarded a nationally accredited vocational training certificate
- VET qualification articulates directly into further education and training at TAFE. For example, Certificate II in Automotive Technology provides students with a pre-apprenticeship in this industry area
- VET provides access to a range of different technologies related to the workplace

VET Prepares Students for the Workforce

- Expands post-school opportunities
- Provides the opportunity to trial a career and helps students explore possible areas of interest, which promote further study and work choices
- Allows students to develop strong links with industry and local community employers through which students may be offered part time or casual work
- Improves employment prospects
- Helps students gain knowledge of employer's expectations and real working conditions
- Develops student's capacity for co-operation, teamwork and leadership skill development
- Assists the transition from school to work
INDIVIDUAL PROGRAMS

There are many ways that students personalise their program of study in the senior years at Marian College.

ACCELERATED STUDY
For Year 11 students there is an option to elect to study one or two Unit 3 & 4 sequences if your results and application have been exceptional in a Unit 1 & 2 study and/or your Year 10 subjects. You do not need to have studied a Unit 1 & 2 study at Year 10 to apply to apply for one acceleration study.

Students will need to complete an application form for each study and gain approval. The criteria on which your application will be based are listed, in detail, on the application form. Application forms are available from the Teaching and Learning Office.

HIGHER EDUCATION STUDIES
Year 12 students may elect to study a first year university subject if they have completed one or more Unit 3 & 4 sequences with excellent results. These subjects are offered by some universities and are sometimes run by schools in the local area. Information about Higher Education Studies usually becomes available to schools in September. Further information will be made available at that time.

EXTERNAL STUDIES
Some of you may be completing a VET course outside the school through your place of employment. Others may be studying a language or some other VCE subject externally or via distance education. You must notify Marian College of your intention to complete subjects externally. Please ensure the VCE Coordinator is made aware of this and you have noted it on the subject selection form. This may not reduce the standard subject load studied at Marian College: however, this will be considered on a case by case basis.

REDUCED ACADEMIC LOAD
Students who have completed two Unit 3 & 4 studies in Year 11, with Scaled Study Scores of 35+ and who meet a specified set of criteria may submit an application for a Reduced Academic Load. The criteria are listed in detail on the application form.
VCE Subjects

RELIGIOUS EDUCATION
- Religion and Society (Units 1, 2, 3 & 4)
- Texts and Traditions (Units 1, 3 & 4)
- Art: Religious Education (Unit 1)
- Music: Religious Education (Unit 1)

ENGLISH
- English (Units 1, 2, 3 & 4)
- Literature (Units 1, 2, 3 & 4)

THE ARTS

VISUAL ARTS
- Art (Units 1, 2, 3 & 4)
- Media (Units 1, 2, 3 & 4)
- Visual Communication and Design (Units 1, 2, 3 & 4)
- Studio Arts (Units 1, 2, 3 & 4)

PERFORMING ARTS
- Drama (Units 1, 2, 3 & 4)
- Music Performance (Units 1, 2, 3 & 4)
- VCE Dance (Units 1, 2, 3 & 4)

HEALTH AND PHYSICAL EDUCATION
- Health and Human Development (Units 1, 2, 3 & 4)
- Physical Education (Units 1, 2, 3 & 4)

HUMANITIES
- Accounting (Units 1, 2, 3 & 4)
- Business Management (Units 1, 2, 3 & 4)
- Legal Studies (Units 1, 2, 3 & 4)
- History (Units 1 & 2)
- Australian History (Units 3 & 4)
- History: Revolutions (Units 3 & 4)
- Australian and Global Politics (Units 1 & 2)
- Australian Politics (Units 3 & 4)
- Global Politics (Units 3 & 4)

LOTE
- Indonesian (Units 1, 2, 3 & 4)
- Italian (Units 1, 2, 3 & 4)
- Vietnamese (Unit 1, 2, 3 & 4) (Expression of interest only)
VCE Subjects continued

MATHEMATICS
- Foundation Mathematics (Units 1 & 2)
- General Mathematics for Further Mathematics (Units 1 & 2)
- Further Mathematics (Units 3 & 4)
- Mathematical Methods (Units 1, 2, 3 & 4)
- Specialist Mathematics (Units 1 & 2)
- Specialist Mathematics (Units 3 & 4)

SCIENCE
- Biology (Units 1, 2, 3 & 4)
- Chemistry (Units 1, 2, 3 & 4)
- Environmental Science (Units 1 & 2 in 2016, continuing to Units 3 & 4 in 2017)
- Physics (Units 1, 2, 3 & 4)
- Psychology (Units 1, 2, 3 & 4)
- Physical Education (Units 1, 2, 3 & 4 - see HPE)

TECHNOLOGY
- Computing (Units 1 & 2 in 2016, continuing to Units 3 & 4 in 2017)
- Food Technology (Units 1, 2, 3 & 4)
- Product Design & Technology – Textiles (Units 1, 2, 3 & 4)
RELIGIOUS EDUCATION AT MARIAN COLLEGE

Marian College strives to be a place of excellence where girls are educated in the Brigidine tradition. We seek to build an environment that nurtures and strengthens our students as they grow towards fullness in Christ. Religious Education holds an integral place in this overall goal and is central to the College’s broader curriculum. In VCE or VCAL students select particular units from those offered.

All students are expected to undertake a minimum of three (3) units within their VCE and all students are expected to be studying Religious Education across the entire year. Year 11 students must complete two units, one each semester. Year 12 students have the option of undertaking Units 3 & 4 Religion and Society, Units 3 & 4 Texts and Traditions or Unit 2 Religion and Society. Students are reminded of the value of undertaking Units 3 & 4 in terms of gaining a sequential study and a contribution to their ATAR score. If you choose Units 3 & 4 you are committing to study this subject throughout the entire year.

For Year 11 students who wish to undertake a Unit 3 & 4 study, there exists a special application procedure. The Unit 2 study offered to Year 12 students will be conducted for two periods per week over three terms.

In 2016 the following units will be offered to Year 11 students:

- VCE Religion and Society Unit 1
- VCE Texts and Traditions Unit 1
- VCE Art : Religious Education Unit 1*
- VCE Religion and Society Units 3 & 4
- VCE Texts and Traditions Units 3 & 4
- VCE Music: Religious Education Unit 1#

* This subject satisfies the requirements of VCE Art Unit 1. You cannot therefore be enrolled in VCE Art and VCE Art: Religious Education.

# This Unit will give students a VCE unit in Music. You may complete both Unit 1 Music Performance and Unit 1 Music: Religious Education, but you cannot be credited with two units by VCAA.

In 2016 the following units will be offered to Year 12 students

- VCE Religion and Society Unit 2 (over three terms)
- VCE Religion and Society Units 3 & 4
- VCE Texts and Traditions Units 3 & 4
RELIGION AND SOCIETY

Why study Religion and Society?
Religion and Society is designed for students who are interested in the great questions of life. It seeks to develop understanding and promote open inquiry without bias towards one tradition in particular.

Description
Religion and Society examines core beliefs, values and ideas of religious traditions, as these can play an important part in maintaining and shaping culture. Religious beliefs about the nature and the purpose of human life provide an ultimate frame of reference for understanding the world and for guiding daily personal and communal action. The course is designed for all students interested in the great questions of life. It seeks to develop understanding and respect for the beliefs and practices of other religious traditions. Therefore it values and promotes open inquiry without bias towards any one tradition in particular.

Unit 2: Ethics will be offered over three terms to Year 12 students.

Assessment
Unit 1
A variety of tasks will be used as School-Assessed Coursework for Unit 1. These can include class activities, research, interview, oral presentation, multimedia format for reports, flow charts, essays etc. There will also be an Examination at the end of each unit which will contribute to the overall assessment of the unit.

Unit 2
A variety of tasks will be used as School-Assessed Coursework for Unit 2. These can include class activities, debates, research, report in multimedia format, interview, oral presentation, flow charts etc.

Units 3 & 4
The assessment for Units 3 & 4 is determined by VCAA. School-Assessed Coursework will include essays, extended responses, reports, analytical exercises and tests. School-Assessed Coursework will contribute to 50% of overall Study Score, with the End-of-year Examination contributing the other 50%. Students will have access to the Chief Examiner who will give information about the content of the course, techniques for answering questions on the Examination and will suggest study techniques for examination preparation.

Where does Religion and Society lead to?
Religion and Society is a study that enhances students analytical, reasoning and writing skills, which are desired attributes for academic study and the work place. It enhances both self-awareness and a compassionate understanding of others. Therefore it would be valued in areas of employment, which involve working with people.
UNIT 1
Questions addressed in this unit include:
- What is the nature of Religion?
- How do religions contribute to the development of human society?
- What are the patterns of migration for Religious Traditions?
- What does the statistical data tell us about religions in Australia?
- How does a religion contribute to a person’s/ community’s identity?

UNIT 2
Questions addressed in this unit include:
- Ethics and moral decision making; are they the same?
- What are values and how are they expressed in religious traditions?
- What is the Ethical debate surrounding contemporary issues?

UNIT 3
Questions addressed in this unit include:
- What are the core beliefs within the Catholic Christian Tradition and how are they expressed?
- How have religious beliefs developed and how have these beliefs been maintained by religious traditions?
- What is the interplay between religious beliefs and important life experiences?
- How have religious beliefs developed and how have they been expressed over the Church’s history?

UNIT 4
Questions addressed in this unit include:
- How has the Church responded to both internal and external challenges to its authority?
- What challenges does contemporary society confront religious traditions with?
- How do religious traditions respond to these challenges?
TEXTS AND TRADITIONS

Why study Texts and Traditions?
Students who study Texts and Traditions will gain insight into the writings of the Hebrew Scriptures and the New Testament. Anyone who is interested in Literature and/or History will be fascinated by the way writers speak to their audience and address their concerns as well as the problems those ancient people encountered in their daily lives. They will learn about the early communities for whom these writings were written and they will learn to interpret the language and themes found in scripture.

Description
Unit 1
Students are introduced to the Bible and its narratives. They are encouraged to extend their knowledge of Ancient Times and the great number of narrative styles in the scriptures. After exploring miracle stories or prophecy, women in the scriptures etc students then learn how to analyse what they read. Finally students examine artistic interpretations of scripture stories and compare how artists, writers and/or film-makers have interpreted scripture over the ages.

Units 3 & 4
These units require students to study selected passages from Luke’s Gospel. Initially, much of the work covers background knowledge: of the world at the time; and of the people and places involved in the Gospel. Then students start to explore particular chapters in detail. They learn how to interpret the language and study the themes that are of interest to this particular writer. Students are not required to have studied Texts and Traditions Unit 1, but should have a love of literature and possibly history. Texts and Traditions Units 3 & 4 are a fascinating study of one Gospel writer’s understanding of Jesus and his message. Luke’s Gospel is a beautifully crafted piece of writing.

Students who study Texts and Traditions Units 3 & 4 require a NRSV Bible and will have the opportunity to attend revision sessions by the Chief Assessor, other assessors as well as University lecturers close to the End-of-Year Examination. A small fee is charged for these.

Assessment
In Texts and Traditions Unit 1 students’ are required to complete three Outcomes. They explore the styles of writing found in the Bible. They learn how to write an analysis of a passage of scripture and they conduct a comparison of original texts with later artistic interpretations.

In Texts and Traditions Unit 3 students are required to complete three SACs. The first is a test on background material of the Gospel and the people, places, etc of the first century. The second is an essay in which students cover the structure of the Gospel, literary techniques, details about the author and audience, and basic material about the themes which are found in the Gospel. The third SAC is an exegesis, which requires students to show their understanding of a particular passage, exploring themes and the impact of the passage on the original readers.

Unit 4 requires students to complete another exegesis and an essay on a theme, idea or social issue in the foundational text that has been developed at a later stage.

The End-of-Year Examination is worth 50% of the entire year’s work.

Where does Texts and Traditions lead to?
Students who have studied Texts and Traditions are often sought after by universities. The skills of analysis and synthesis are really desired by universities and these are developed thoroughly in this study. Students who have studied Texts and Traditions could opt for a wide variety of courses.
UNIT 1
Students cover background material about life in Ancient Times. They then explore the variety of narrative styles in Scripture: both the Hebrew Scriptures as well as the New Testament. They learn basic skills in analysis of the Scripture narratives and learn to use commentaries and other biblical research tools. Finally they examine artistic interpretations of biblical texts – art works, film and adaptations for childrens’ bible stories.

UNIT 4
Students continue to explore the rest of the set chapters. They then conduct a careful study of one theme emerging from the six chapters. Finally they study the theology of a contemporary issue that has emerged from this Gospel. Term 4 is set aside for revision and preparation for the End-of-Year Examination.

UNIT 3
Students learn about the historical period in which Luke’s Gospel is set. They learn about literary techniques used by the writer as well as details about the writer himself, the place of writing and the community for whom he wrote. They then explore set passages in detail and learn how to interpret the meaning and themes of these chapters.
ART : RELIGIOUS EDUCATION

Why study Art: Religious Education?
This unit gives students who have an interest in art and art appreciation the opportunity to explore their own spirituality and learn technical skills to express that. Students will also investigate and analyse the social context and function of religious art and the interpretation and presentation of social issues and/or themes in art of the past and the present.

Description
This unit focuses on religious artworks and examines how formal qualities such as art elements, materials and techniques communicate meaning. Students examine art works from different societies, cultures and historical periods, and develop their own points of view about the meaning and messages of the religious art studied. In the practical component of the unit students apply the Formal and the Personal Framework to interpret the meaning and messages of religious art and create their own religious art works.

Assessment:
- Art Journal
- Art Works
- A series of Religious themed art working using different processes and techniques
- Examination
- Art work analysis

This Unit will give students a VCE Unit in Art. You cannot be credited with both Unit 1 Art and Unit 1 Art: Religious Education.

UNIT 1
- The focus of this unit is an investigation of the theme "A tradition of Art and Religion". Students explore a wide range of materials and techniques as tools for translating their perceptions and experience of religion and spirituality into visual form.

- The unit examines how religious art has been created for a cultural context and has a social function. Students examine the interpretation and presentation of belief and issues in past and present religious works.
**Why study Music: Religious Education?**
This unit gives students who have an interest in music and music appreciation the opportunity to explore their own spirituality and learn technical skills to express that. Students will also investigate and analyse the social context and function of religious music and the interpretation and presentation of social issues and/or themes in music of the past and the present.

**Description**
This unit focuses on selection and rehearsal of music to be performed in a liturgical and/or reflective setting, and examines how the aspect of music – such as music styles, elements, and performance techniques, communicate meaning. Students examine musical works from different styles and historical periods. In the practical component of the unit students prepare a range of group and/or solo pieces for use in College liturgies/assemblies, supported by technical exercises and sight reading. Students also learn music theory in written and practical forms that is relevant to the pieces they are studying and preparing.

**Assessment:**
- A listening diary
- A performed repertoire of pieces appropriate for liturgy/reflective occasions.
- A performance of technical work (scales, exercises and sight-reading)
- Examination of the concepts and skills in written and aural musicianship, and the Genre Study

This Unit will give students a VCE unit in Music. You may complete both Unit 1 Music Performance and Unit 1 Music: Religious Education, but you cannot be credited with two units by VCAA.

**UNIT 1**
- The focus of this unit is an investigation of the theme “A study of Music and Religion”. Students explore a wide range of styles and techniques as tools for translating their perceptions and experience of religion and spirituality into musical form.

- The unit examines how religious music has been created for a liturgical or reflective context. Students perform, listen, evaluate, and continue developing skills in written oral and aural musicianship
Why study English?
Units 1 & 2 English are an extension of Year 10 English. The subject focuses on developing students’ understanding of how to analyse various texts, exploring given contexts in different genres and text types and developing students’ confidence in presenting to an audience.

Units 3 & 4 English are built from the learning gained in Units 1 & 2. Students read, explore and study texts, develop their writing and oral skills and learn to analyse material from the media. Students’ knowledge of English can also assist them in other subject areas.

Description
Prior to commencing the subject, students read/watch/analyse set texts in order to gain an understanding of the main themes, issues and/or character developments. Students are also encouraged to broaden their knowledge of local and national issues by reading and watching news publications. In Units 1 & 2 students study various texts, one of which is Australian. Throughout the year, students also explore media texts and analyse the language used to persuade different audiences. Units 1 & 2 provide a firm foundation for subsequent studies in English. Students will expand their awareness of the relationship between audience, form and purpose and consolidate their written and verbal skills.

In Unit 3 students study two texts and write responses about them. Students also conduct a study of an issue where a variety of written and visual media texts are analysed and where students are required to write analytically. Students will also complete an oral presentation on either a complex issue or the creation of a perspective on a text. In Unit 4, students complete a study of two more texts as well as completing one or more written responses which draw on ideas and arguments suggested by a chosen context.

Assessment
In both Units 1 & 2 students must address two Areas of Study:
1. Reading and Creating Texts
2. Analysing and Presenting Argument

Students will complete School-Assessed Coursework within the classroom setting and Mid and End-of-Year Examinations.
In both Units 3 & 4 students must address three Areas of Study:
1. Reading and Responding
2. Creating and Presenting
3. Using Language to Persuade

School-based assessment in English for Units 3 & 4 contributes 50% to the final assessment. The other 50% of marks will be gained during the End-of-Year Examination.
- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- End-of-Year Examination: 50%

Where does the subject lead to?
Most tertiary courses require satisfactory achievement in English. The skills acquired through the study of English are important in all work positions.
UNIT 1
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.
- Study of two texts
- Oral presentation
- Persuasive language analysis

UNIT 2
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.
- Study of two texts
- Oral presentation
- Persuasive language analysis

UNIT 3
- Study of two texts
- Presentation of an issue – media analysis and analytical writing.
- Oral presentation

UNIT 4
- Study of two texts
- Various responses to a given context - both written and oral
Why study Literature?
The study of Literature enables us to understand how culture develops over time, and how culture shapes the way we see the world and understand human experience. Literature explores many written forms, and increasingly, is encountering innovations in multi-media formats.

Description
Literature is the study of human experience encapsulated in words. It includes the works from many historical periods and many different cultures. The study of Literature enhances both self-awareness and a compassionate understanding of others. Literature expands and consolidates your expertise in the use of written and oral language. The costs associated with completing Literature include the purchase of 3 texts in Year 12 at around $15 each. Many texts can be bought more cheaply second-hand.

Assessment
Units 1 & 2
A variety of tasks will be used as School-Assessed Coursework for Units 1 & 2. These include essays, reviews, and creative writing. There will also be an Examination at the end of each Unit which will contribute to the overall assessment of the unit.

Units 3 & 4
The assessment of Units 3 & 4 is determined by the VCAA. School-Assessed Coursework will include reviews, essays which examine the views and values present in texts, and an extended creative writing task. School-Assessed Coursework will contribute 50% of the study score and the final End-of-Year Examination the other 50%.

Where does Literature help you to go?
Literature can lead to many courses beyond Year 12. It is very useful for any career that entails working with words or dealing with people. Examples would be law, journalism, teaching, politics, public relations, academic work in general, creative writing and a career in the Arts (e.g. poetry, playwriting, prose writing, arts administration). You are advised to seek more information from universities, TAFE colleges, private providers and/or the Careers Coordinator.
LITERATURE

UNIT 1
- Why do I have the opinions I do?
- How do texts reflect the societies that produced them?
- How do films interpret ideas and experiences?

UNIT 2
- Why do I choose to analyse a text in this way?
- In what ways can I respond to texts from cultures that are earlier than mine?
- Can I demonstrate my own ideas in an extended piece of writing around a given focus?

UNIT 3
- How is meaning created when a text is interpreted for performance?
- What values does a text appear to support, and what viewpoints does it challenge or ignore?
- Has a published review of a text been accurate and fair?

UNIT 4
- Can I write an extended creative piece that is linked to a text we study?
- Can I closely analyse a text in order to support my interpretation of it?
**ART (PHOTOGRAPHY)**

**Why study Art (Photography)?**
The study of Photography allows you to develop innovative thinking and reinterpret the world around you using your photographic eye. Photographic images are a powerful visual language & can change the way we view things.

**Description**
Photography allows you the flexibility to experiment develop & refine folio ideas into a visual form using traditional and digital production methods. Visual analysis of photographic artworks provides opportunities for students to interpret art & develop a critical awareness of the ways artists relate to the values, beliefs & traditions of societies. The costs associated with completing Photography include purchasing an A3 display folder and Visual Diary (A3) and the printing of digital images.

Students should undertake the Year 10 photography elective prior to undertaking Units 1 and 2 and undertake Units 1 & 2 as a sequence before undertaking Units 3 and 4.

**Assessment**

**Units 1 and 2**
Folio
Artworks
Artwork Analysis

**Units 3 and 4**
The assessment for Units 3 and 4 will include School-Assessed Coursework which contributes 10% for each unit to the Study Score, School Assessed Tasks which contributes 50% the End- of-Year Examination which will contribute 30% to the Study Score. Assessment tasks includes the exploration of techniques, processes and media for a folio, artworks and analysis essays.

**Where does Art (Photography) lead to?**
Did you know that photographers receive work from advertising agencies, graphic design studios, retail and fashion houses? Photography can equip you with a Folio of artworks that is required as part of entrance requirements to tertiary courses. It can lead to many courses beyond Year 12. Check your VTAC Guide.
ART (PHOTOGRAPHY)

UNIT 1
- Students present visual creative responses that demonstrate their personal interests and ideas through trialling techniques, materials and processes.
- Students analyse and interpret a variety of artworks using the formal and personal framework.

UNIT 2
- Students develop and refine folio ideas and present a folio of resolved artworks using either traditional or digital photography.
- Students analyse, interpret, compare and contrast art works using the formal and cultural framework.

UNIT 3
- Students respond critically as they interpret the meanings and messages of art works.
- Students develop their own art responses inspired by ideas, concepts and observations. They apply imagination and creativity as they explore and develop their visual language through the experimentation and investigation of materials, techniques, processes and art form/s.

UNIT 4
- Students research, analyse and interpret artworks related to the discussion and debate of art issues.
- Students continue to develop the body of work begun in unit 3 and work towards resolved ideas and concepts leading to at least one finished art work.

STUDENT COMMENTS
In Photography, you get a lot of freedom, as your folio ideas are entirely up to you. Photography is very experimental and very creative as your ideas come across in your photos.
Lisa lavazzo
MEDIA

Why study Media?
Students examine a range of media such as television, newspapers, radio etc. By looking at how these mediums manipulate our opinions and beliefs, students are given greater power to make up their own minds about issues. Students also complete some practical production exercises to better understand the way various media actually work.

Description
Media develops students’ skills in two distinct areas. Firstly, it will develop their theoretical understandings of how media products are created and constructed and how it is done so in order to convey a particular meaning representation. Secondly, it will develop their practical skills in the creation of their own media product. This will include the development of skills in the pre-production, production and post-production stages of their chosen medium. This will further extend their understanding of how media communicates.

There are no pre-requisites for VCE Media. However, students are encouraged to undertake Year 10 Media, before undertaking Unit 1, in order to become familiar with technology. It is strongly recommended that students complete Unit 1 before undertaking a Unit 3 & 4 sequence. The approximate cost of the subject is around $20, which covers memory cards and presentation folios.

Assessment

UNIT 1
Representation and the technologies of representation
• Representation (written analysis)
• Media production (practical work)
• New media (written analysis, research and presentation)

UNIT 2
Media Production and the Media Industry
• Roles and stages in production (written and practical work)
• Media industry production (Research and presentation)
• Australian media organisation (research and written task)

UNIT 3
Narrative and Media Production Design
• Narrative (written analysis)
• Production exercise (practical work)
• Production design plan (production planning)

UNIT 4
Media process, influence and society’s values
• Production (practical work)
• Media influence (written analysis)
• Social values (written analysis)
MEDIA

Units 3 & 4
The assessment for Units 3 & 4 will include School-Assessed Coursework which contributes 18% to the study score, a School Assessed Task (comprising a comprehensively planned and produced media product) which contributes 37% to the final assessment and the End-of-Year Examination which will contribute 45% to the Study Score. Assessment tasks include a Media Production Design Plan and completed Media Production and a variety of short answer questions and analysis essays.

Where does Media lead to?
There are an ever-increasing number of courses being offered that directly relate to VCE Media. These range from film-making courses to journalism; from multi-media to sociology. Career opportunities cover all aspects of the creative industries of radio, television, marketing and promotion, new media, media policy, film, higher education, teaching, magazines, advertising, publishing and multi-media production. VCE Media is at the cutting edge of today’s society and it offers many new and exciting opportunities.
## UNIT 1
### Representation and Technology of Representation

Students will:
- Develop an understanding of the representations between the media, technology and the representation present in media forms.
- Study the relationships between media technologies, audiences and society.
- Develop practical and analytical skills:
  - Including an understanding of how codes and conventions create meaning in media products.
  - The role of selection processes in their construction.
  - The role audiences play in constructing meaning.
  - The creative and cultural impact of new media technologies.

## UNIT 2
### Media Production and the Australian Media Industry

Students will:
- Develop their understanding of the specialist production stages and roles within the collaborative organisation of media production.
- Participate in specific stages of a media production, developing practical skills in their designated role.
- Develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australia media organisations operate.

## UNIT 3
### Narrative and Media Production Design

Students will:
- Discuss how narratives are created and structured in order to engage an audience.
- Demonstrate a variety of media skills which will contribute to the preparation of a media production design plan, including the use of a range of technical equipment, processes and applications.
- Prepare a media production design plan incorporating specifications appropriate for the chosen media product.

## UNIT 4
### Media process, influence and society’s values

Students will:
- Produce a media product for an identified audience from the media production design plan prepared by the student in Unit 3.
- Discuss the ways in which social values shape the content of a media text and analyse how social values are reflected in that text.
- Discuss notions of media influence and analyse issues about the nature and extent of media influence.
VISUAL COMMUNICATION AND DESIGN

Why study Visual Communication and Design?
Visual Communication and Design can inform people’s decisions about where and how they live and what they buy and consume. The visual presentation of information influences people’s choices on what they need or want. The study provides students with the opportunity to develop an informed, a critical and discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management.

Description
Visual Communication is a bridge between an idea and its intended audience. The fields of architecture, engineering, graphic design, industrial design and multimedia design, advertising and marketing, cartography and fashion design use text and/or images to communicate information. The production of visual communications involves the application of a design process in which final presentations are developed in response to needs identified in an initial brief. The design process provides a defined, yet flexible approach, to the development, evaluation and refinement of visual communication solutions.

You learn to:
- Draw manually and electronically using different media and materials.
- Develop a critical perspective of visual communications
- Acquire skills in using design elements and design principles
- Learn how to apply different production systems – photography, freehand drawing, photo shop/illustrator, printmaking etc.

It is recommended that students complete Units 1 & 2 of this subject to study Units 3 & 4 at Year 12
The costs associated with completing Visual Communication Design are approximately $150 for visual communication materials; this cost should only occur once at the beginning of Unit 1. Any additional costs are minimal and are related to excursions, printing and the replacement of materials.

Assessment
Units 1 & 2
Unit 1 focuses on using visual language to communicate messages, ideas and concepts. This involves applying design thinking and drawing skills to make messages, ideas and concepts visible and tangible. Students use a range of observational and visualization drawings to explore their own ideas and concepts.

Unit 2 focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design.

Units 3 & 4
In Unit 3 students produce:
- a folio of work in response to existing visual communications
- an analysis and evaluation of a range of visual communications
- a discussion of the roles and relationships involved in the design and production of visual communications in the context of professional practice.

School-Assessed Coursework will contribute 20% to the Unit 3 study score and 5% to the Unit 4 Study Score. The School-Assessed Task for Unit 4, a folio of work, will contribute 40% to the study score. The level of achievement for Units 3 & 4 is also assessed by an End-of-Year Examination, which will contribute 35% to the Study Score.
VISUAL COMMUNICATION DESIGN

Where does Visual Communication Design lead to?

UNIT 1
Introduction to Visual Communication Design
- Manual and/or digital drawing methods
- Observational freehand drawing methods to show form, proportion and relationships between objects
- Rendering techniques
- One-point and two-point perspective
- Use elements and principles to explore visual ideas
- Produce visual communications using the design process
- Select and apply design elements and principles for visual communications
- Creative drawing for different purposes using a range of drawing methods, media and materials
- Describe how visual communications have been influenced by past and contemporary practices, and by social and cultural practices

UNIT 2
Applications to visual communication design
- Manual and/or digital drawing methods and technical drawing conventions
- Two-dimensional third-angle orthogonal drawing
- Three-dimensional drawing methods
- Freehand drawing
- Rendering
- Manipulate type and images to create visual communications
- Digital/electronic image generation to develop visual communications
- Use the design process to develop and refine visual communication solutions
- Select and use materials, methods, media, design elements, design principles and final presentations
- Consider relevant copyright obligations when using the work of others and use appropriate visual communication terminology

UNIT 3
Design thinking and practice
- Apply the design process to produce a final visual communication presentation that satisfies a specified communication need
- Analyse and evaluate the effectiveness of a range of visual communications
- Discuss the roles and relationships involved in the design and production of visual communications in the context of professional practice

UNIT 4
Design development and presentation
- Complete a design brief (started in Unit 3) describing a client’s communication need
- Prepare developmental work that explores design concepts relevant to the requirements of the brief
- Produce two distinct final visual communication presentations that satisfy the requirements of the brief
Why study Studio Arts?

Studio Arts is an indispensable subject to study as it enables us to develop our ideas in written and visual form, through imagination, creative behaviour, art production and analytical responses. We learn to express ourselves and our feelings in the society we live in. We explore the world around us and learn to respect the different ways others have of thinking, working and presenting themselves. We investigate by taking risks and developing potential solutions to problems. It helps to enhance our reasoning, intuitive thinking and nourish our attitudes of appreciation, positive reinforcement, self worth, success and achievement.

Description

Studio Arts focuses on the individual and creative expression of ideas, issues and feelings through the development of subject matter, signs, symbols and formal design elements to create innovative artworks. Students develop skills in a range of studio forms using materials and techniques to create visual imagery and communicate meaning. Students research, discuss and analyse the traditional and contemporary art practice of artists from different times, locations and cultures. Investigate the roles in the arts industry, debate issues in the arts and undertake methods of presentation for tertiary entrance and employment interviews.

A Studio Arts kit will need to be purchased in order to complete the prescribed work in this area of study; the cost varies, depending on the selection of materials and equipment required. A $10.00 colour printing fee is required for the presentation of images in folios.

It is recommended that all units are completed sequentially including study in Year 10 to continue the development of skills needed in Studio Arts.

Assessment

Unit 1 & 2
A folio that explores the design work and methods in the production of artworks in a range of studio forms such as drawing, painting, photography, sculpture and mixed media. Short and extended written responses, research projects and an examination at the end of each unit.

Unit 3 & 4
A folio of exploration in selected studio forms (33%) the production of a body of artworks (33%), short and extended written responses in an End-of-Year Examination (34%) all contribute to the overall Study Score.

Where does Studio Arts lead to?

As we live in a visual and technological world there are many opportunities available through the study of Studio Arts. Beyond Year 12, there are design and art courses available at all leading Universities and TAFE Institutions, Apprenticeships and Employment Positions as an Artist, Graphic Designer, Graphic Artist, Gallery Exhibition Designer, Art Critic or Historian, Fashion Designer, Photographer, Multi Media Artist, Art and Set Designer or Animator. An artist will always be recognized, simply look around your environment and see the creations of the world, it is art and design. The Arts is a growing industry and there are more career pathways and occupations in this field than in any other. Employers always snap up creative people.
UNIT 1
- Folio exploration, expressing ideas through a design process and developing skills in different Studio Forms such as, drawing, photography, printing, mixed media.
- Analyse the works of artists from different times and cultures and how they express their ideas through visual means.
- Research art movements, historical events and cultural aspects of society that have changed the world we live in.
- Create artworks in various studio forms

UNIT 2
- Folio exploration, expressing ideas through a design process and developing subject matter and skills in a selection of art forms such as painting, photography, sculpture, performance and installation art, technologies (computer, animation and video).
- Analyse the works of traditional and contemporary artists and their working practices.
- Research galleries and exhibition spaces in the arts industry.

UNIT 3
- Prepare an exploration proposal and explore a range of ideas, subject matter and visual imagery using selected studio forms in preparation for future artworks.
- Examine the contemporary working practices of artists and discuss how they have communicated ideas in an historical and cultural context.
- Analyse and discuss the legal obligations and ethical considerations involved in using other artists work in the making of new artworks.

UNIT 4
- Present a cohesive folio of finished art works based on selected potential directions.
- Prepare a written statement that identifies the folio focus and evaluates the extent to which the finished art works reflect potential directions.
- Examine and explain the preparation of artworks in different exhibition spaces and discuss the various roles, processes and methods involved in the exhibition of art works.
Why study Drama?
VCE Drama is valuable for anyone who wants to express important ideas and opinions about their world. You don’t need lots of acting experience to succeed, because during your study you will develop the skills to create entertaining and creative drama that is performed with a great deal of professionalism. VCE Drama will prepare you for further studies in performance, but will also develop your personal confidence and ability to effectively interact with people.

Description
Drama develops students’ skills in two basic areas of the dramatic arts. Firstly, they will develop their ability to create interesting and complex characters in performance. Secondly, they will use these skills to create highly meaningful drama that explores their experiences and culture. Students will examine and make use of various practical and theoretical methods of creating drama, as used by professional theatre practitioners, and will attend professional theatrical performances in order to observe these skills at work.

There are no pre-requisites for VCE Drama. However, students are encouraged to undertake Year 10 Drama before undertaking Units 1 & 2. They are also encouraged to complete Units 1 & 2 before undertaking a 3 & 4 sequence. The approximate cost of the subject is around $70 for texts.

Assessment
Units 1 & 2
- Performance workshops.
- Small group and Solo Performances.
- Analysis of your own and others’ performances.

Units 3 & 4
The assessment for units 3 & 4 will include School-Assessed Coursework which contributes 40% to the study score and includes a major group performance. It will also involve an end of year Solo Performance Examination that contributes 35% to the study score and End-of-Year Examination that will contribute 25% to the Study Score. Assessment tasks include: Group and Solo Performances, reports, analysing your own performances, and an analysis of a professional theatrical performance.

Where does Drama lead to?
Drama leads directly to employment in the Arts, Communication and Entertainment industries. Many tertiary courses are available throughout Australia to prepare young people for specific roles in these industries. Employment opportunities in hundreds of different careers are enhanced through a background in drama. Many occupations, particularly in the tourism and hospitality industries as well as those that involve close contact with the public, actively seek recruits with a drama background.
UNIT 1
Dramatic Storytelling

Creating Performance:
Students will be involved in many different practical workshops to develop their performance skills in order to communicate stories to their audience. These workshops will cover such things as:
- play building
- use of expressive skills
- use of theatrical conventions
- the role of stagecraft
- using character to tell stories.

Analysing Performance:
Students will examine the dramatic works of themselves and others, including attending performances and studying theories of drama.

UNIT 2
Non-naturalistic Australian Drama

Students will:
- Create, present and analyse solo and ensemble performance works, using performance styles and theatrical convention based upon a range of cultural and historical contexts, enhanced by stimulus material from a contemporary or historical Australian context.
- Analyse the processes involved in the development of this work.
- Analyse and evaluate a professional Australian dramatic performance.

UNIT 3
Devised non-naturalistic ensemble performance

Students will:
- Develop and present character(s) within a non-naturalistic ensemble performance.
- Analyse and evaluate the development and realisation of the ensemble performance.
- Analyse and evaluate a professional non-naturalistic performance.

UNIT 4
Non-naturalistic Solo Performance

Students will:
- Develop and present a Solo Performance based upon a prescribed structure.
- Analyse and evaluate the processes involved in the development and realisation of their solo performance.

PLEASE NOTE - Students taking Drama need to be aware of the time commitment involved. Excursions to the theatre will be planned and these may need to take place during the evening. After school rehearsals and/or performances may also be required.
MUSIC PERFORMANCE

Why study Music Performance?
This is the music subject to take if you are ready to focus on developing your musicianship skills (reading and writing music, composition, oral skills, aural skills, analysis skills) and your performance skills (as a group or solo performer). It is challenging but with effort you will achieve a great deal as a musician and performer.

Description
Students explore performance through their own music making and by observing and analysing the music making of other performers. It is recommended that students complete units 1 and 2 of this subject to study it at Year 12 Students learn to develop sound practice routines, and to devise and perform technical work programs. Students also continue their study of music language. The approximate cost of the subject is around $30 for texts.

Assessment
Assessment is school based for Units 1 & 2, and involves the following tasks: performance examinations, score analysis, performance analysis, arranging, written theory test, oral and aural musicianship testing, and written report. Assessment in Units 3 & 4 is partly school-based and partly external. Assessment tasks include composition folio, performance examination, report on factors influencing rehearsal and performance, analytical listening and a musicianship examination. External assessment takes place at the end of Unit 4, and involves a performance examination and a written/aural examination.

Unit 3 School-Assessed Coursework contributes 20% to the study score. Unit 4 School-Assessed Coursework also contributes 10% to the study score. The End-of-Year Examination contributes 20% to the Study Score, and the End-of-Year Performance Examination contributes the remaining 50% of the study core.

Where does Music Performance lead to?
If you are interested in pursuing a career in music performance, arts administration or teaching, this subject will assist you in preparing for entry to a tertiary institution. Further information is available from universities, TAFE colleges, private providers and/or the Careers Coordinator.
MUSIC PERFORMANCE

UNIT 1
- Performances
- Performance Technique
- Musicianship

UNIT 2
- Performances
- Performance Technique
- Musicianship
- Organisation of Sound

UNIT 3
- Performances
- Performance Technique
- Musicianship

UNIT 4
- Performances
- Performance Technique
- Musicianship
VCE DANCE

Why study Dance?
Dance is the language of movement. VCE Dance is designed to extend your understanding and love of Dance through both the practical and theoretical study of composition and performance. It is an opportunity for you to develop and refine your technical dance skills and compositional skills by exploring a vocabulary of movement. These skills can then be used to communicate ideas to an audience through the medium of dance.

Description
Dance is designed to develop an appreciation of dance through an exploration of: the relationship between the body and movement, the elements of movement, the elements of dance design, different approaches to choreography, Dance history, human anatomy and safe dance practice. Movement and choreography are central to the learning process in dance. Dance integrates both the practical and theoretical aspects of the art form within the context of dance making (improvisation & composition).

There are no pre requisites for Units 1, 2 and 3. Students MUST undertake Unit 3 prior to undertaking Unit 4. However, it is recommended that students should have recent dance/movement experience prior to the commencement of VCE Dance. This may be in the Year 10 Dance unit or in dance lessons outside of school.

Assessment
Units 1 & 2
School-Assessed Coursework will cover the areas of: Principles of Choreography, Technique (solo), Composition (Solo), Learnt Group Dance, Applied Anatomy, Dance History, Dance Analysis. Assessment will be in the form of both written and practical tasks.

Units 3 & 4
School-Assessed Coursework (SACs) will be drawn from the areas of: Principles of Choreography, Technique (solo), Composition (Solo), Learnt Group Dance, Applied Anatomy, Dance History, Dance Analysis. Assessment will be in the form of both written and practical tasks.
School-Assessed Coursework in Units 3 & 4, contributes 25% to the study score. The End-of-Year External Written Examination contributes 25% to the study score. The End-of-Year Performance Examination contributes the remaining 50% of the Study Score.

Where does Dance lead to?
If you are interested in pursuing a career in Dance, Dance Administration, Arts Administration, Theatre, Choreography or teaching, then VCE Dance will assist you to prepare for entry into a tertiary institution or into an entry level position in the Arts Industry. Studies in VCE Dance can also lead into the careers in the rapidly growing Health or Fitness Industries.
UNIT 1
VCE Dance

- This unit enables students to explore the potential of the body as an instrument of expression. Students learn to apply knowledge of the safe use and care of the body in the development of their physical skills and body actions.

UNIT 2
VCE Dance

- This unit allows students to expand their dance vocabulary by exploring different ways of executing movement to produce contrasting qualities. Students apply their understanding of the expressive capacity of different movement qualities to the learning, composition and performance of dance works.

UNIT 3 & 4
VCE Dance

- In these units students develop and refine compositional skills by exploring ways in which the intention of the dance maker can be expressed through the arrangement of movement within a structure and through the use of spatial organization and group structures.
HEALTH AND HUMAN DEVELOPMENT

Why study Health and Human Development?
This study provides an opportunity for students to investigate health and human development across the lifespan. Students will develop the knowledge, attitudes, values and skills that determine their own health and development, and the health of their local and global communities. The study also promotes the understanding that many factors determine one’s health, especially from a socio-ecological perspective and considers the social, mental / emotional perspectives of health. Health and Human Development is a theory based subject.

Description
This study looks at Health as a dynamic quality that is influenced by a complex interrelationship between individuals and their physical, social, economic and political environments. Human Development is a lifelong process that begins at conception and focuses on the ability of individuals to reach their full potential.

By understanding development and the factors influencing it, students are better equipped to critically evaluate policies and programs designed to promote health and development as well as understand choices that are consistent with better health outcomes. This study is also based on the premise that health and development must be promoted at individual, community, national and international levels to truly maximise developmental potential.

The costs associated with completing Health and Human Development include the purchase of a text book (approximately $60), and up to $30 per year to contribute to the cost of excursions. To study Health and Human Development at Year 12, it is recommended that you complete Units 1 & 2; however, it is not a pre-requisite.

Assessment
The assessment for Units 1 & 2 could take the form of a written report, test, structured questions, data analysis, case study analysis, multimedia presentation, oral presentation or a written response.

The assessment for Unit 3 & 4 is determined by VCAA. In this subject there are three School-Assessed Coursework pieces per semester. The three assessment items could be any of the following: written report, case study analysis; data analysis; test, written response utilising a variety of formats. Each unit will contribute 25% of the overall mark with the End-of-Year Examination contributing 50% to the Study Score.

Where does Health and Human Development lead to?
Health and Human Development can lead to many courses of study beyond Year 12 such as TAFE, university, traineeships etc. It is often a recommended subject for Science degrees and diplomas as well as health related courses. Some Examples include: Nursing, Child care, Fitness Instructing, Personal Training, Physiotherapy, Teaching, Social Work, Osteopathy, Occupational Therapy and many more. Additional information can be found in the VTAC guide.
**UNIT 1**  
Introducing Facets of Health and Individual Human Development
- Dimensions of health
- Characteristics of development: social, physical, emotional and intellectual
- Principles of development
- Social, emotional and intellectual changes that occur while establishing personal identity
- Environmental and community issues that affect Australian youths
- Impact of food habits and physical activity on youths

**UNIT 2**  
Individual Human Development and Health Issues
- The role of families, community agencies and preventative health programs in optimising the health and development of all young Australians.
- The role of families, community agencies and preventative health programs in optimising the health and development of Australian adults.
- The Australian health care system and its role in promoting the health of all Australians.

**UNIT 3**  
Australia’s Health
- Health status of Australians
- Determinants of health
- Promoting healthy eating and understanding nutritional status
- Promoting health in Australia
- National health priority areas

**UNIT 4**  
Global Health and Human Development
- Understanding Development
- Development and Health – a lifespan approach
- An International perspective on health and development
- Promoting global health and development

“Unit 3 and 4 Health and Human Development has been intriguing and interesting as we have explored and progressed through our study areas of development, nutrition and healthy eating. We have thoroughly enjoyed these units and have developed many valuable skills and learnt many things we didn’t already know.”
Why study Physical Education?
This study design is relevant to students with a wide range of expectations, particularly those who wish to pursue further formal study at tertiary level, in health science or sports science. The study prepares students for such fields as biomechanics, coaching science, human movement, nursing or physiotherapy, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits.

Description
Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. Physical Education focuses on the complex interrelationship that psychological, biomechanical, physiological and sociological factors have on motor learning and ultimately sporting outcomes.

This study involves performance and theoretical understanding with practical application. It provides the means by which theory and practice are integrated. Participation in physical activity and development of performance skills provide opportunities for students to reflect on factors that affect performance. Students are required to participate extensively in all practical and theoretical components of the course.

Assessment
Unit 1 & 2
The assessment for Unit 1 & 2 could take the form of a written report, test, case study analysis or oral presentation.

Unit 3 & 4
The assessment for Unit 3 & 4 is determined by VCAA. In Physical Education the student’s level of achievement will be determined by School-Assessed Coursework and an End-of-Year Examination. Percentage contributions to the Study Score in Physical Education are as follows:
- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- End-of-Year Examination: 50%

Where does Physical Education lead to?
Physical Education can lead to many courses of study beyond Year 12 such as TAFE, university, traineeships. Some examples include: Fitness Instructing, Personal Training, Physiotherapy, Sports Science Teaching and many more. Additional information can be found in the VTAC guide.
UNIT 1
Bodies in Motion
- How the body works to produce movement.
- Analysis of motion and biomechanical principles to improve and refine movement.
- Injury prevention and rehabilitation.
  OR
  Technological advancements from a biomechanical perspective.

UNIT 2
Sports Coaching and Physically Active Lifestyles
- A range of coaching practices and their contribution to effective coaching.
- Coaching methods, techniques strategies and practices used to develop and improve motor skill execution.
- Physically active lifestyles and the role physical activity has on the health and wellbeing.
- Decision making and tactics in sport
  OR
  The promotion of physical activity in a variety of settings.

UNIT 3
Physiological and participatory perspectives of physical activity
- Physiological responses to physical activity.
- Analysis of individual and population of sedentary behaviour in relation to the National Physical Activity Guidelines.

UNIT 4
Enhancing physical performance
- How each individual adapts both physically (training responses) and mentally (psychological aspects), to a training program.
- Training program planning and implementation, including appropriate recovery regimes.
- Performance enhancement and recovery practices.
- Ethical considerations of both legal and illegal practices including substance abuse.
Why study Accounting?
Accounting is a very practical subject that focuses on the skills needed in managing the cash and finances of a small business. The skills developed through completion of VCE Accounting are invaluable as they can be applied to personal circumstances, such as preparing tax returns and managing personal finances and investment.

Description
Accounting involves the recording and reporting of the financial data of a business, in order to enable effective decisions to be made by those who have a stake or interest in that business. VCE Accounting is concerned with the daily operations of single-owner (sole proprietor) businesses, and involves:
- The collection of data that identify transactions (such as receipts and invoices)
- Recording the data
- Preparing accounting reports
- Analysing and interpreting those reports

The costs associated with completing Accounting include the purchase of a textbook and workbook ($90). You will also need to bring a calculator to every lesson. There are no prerequisites for entry to Unit 1, 2 & 3. However, to study Accounting at Year 12 it is highly recommended that you complete Accounting Units 1 & 2. Students must undertake unit 3 prior to undertaking unit 4.

Assessment
Units 1 & 2
In Unit 1, assessment will be largely based on manual exercises and tests. The content covered in Unit 2 is assessed through manual exercises, exercises using Information and Communications Technology (ICT) and tests. There will also be an examination at the end of each unit which will contribute to the overall assessment of the unit.

Units 3 & 4
The assessment for Units 3 & 4 is determined by the VCAA. School-Assessed Coursework will include manual exercises, structured questions and tests. School-Assessed Coursework will contribute 25% for each unit. The End-of-Year Examination contributes 50% to the Study Score.

Where does Accounting lead to?
Accounting can lead to many avenues of study beyond Year 12, including Commerce, Business, Actuarial Studies, Banking and Finance, Business Administration, Information Systems, Financial Planning and Financial Management. VCE Accounting also provides useful skills for setting up and running small businesses. For more information on what courses are available access the VTAC guide and contact universities, TAFE colleges, private providers and the Careers Coordinator.
ACCOUNTING

UNIT 1
Establishing and Operating a Service Business
- Reasons for starting a small business
- Using cash books
- Preparing Bank Reconciliation Statements
- Preparing basic Accounting reports
- Making effective decisions involving price setting, taxation, cash budgets, investment strategies and sources of finance

UNIT 2
Accounting for a Trading Business
- Preparing classified accounting reports
- Recording credit transactions
- Recording and reporting for stock
- Recording and reporting depreciation and prepaid expenses
- Analysing and interpreting business performance using financial and non-financial tools

UNIT 3
Recording and Reporting for a Trading Business
- Double-entry system of accounting – using ledgers to record accounts
- Accounting principles and qualitative characteristics
- Recording and reporting cash and credit transactions
- Recording and reporting the GST
- Recording and reporting Balance Day Adjustments and Closing Entries

UNIT 4
Control and Analysis of Business Performance
- Valuation of stock
- Recording and reporting bad debts, returns, prepaid revenue and accrued revenue
- Recording and reporting the GST
- Preparing budgeted reports both manually and using ICT
- Evaluation of business performance using financial and non financial tools

“Unit 1 & 2 was a great introduction to starting and running a small business”.
Chantel Green

“Accounting Unit 3 has been a challenging, yet rewarding subject. I would recommend it to anyone who is interested in the financial side of running a business”.
Semran Mustafa

Unit 3
As a year 11 studying Accounting Units 3 & 4 it has been quite a challenge to take on the workload and dedication this subject requires. Although with the guidance and assistance of such a helpful teacher, Accounting has been a very rewarding subject. I would recommend it to anyone interested in financial business.

Taylar Farrugia
Why study Business Management?
Business Management involves looking at theories on how small, medium and large scale organisations are effectively managed, and applying these to real life scenarios. In completing this subject, you will develop business knowledge and skills, enhance your confidence, and learn how to participate effectively and become socially responsible and ethical members of the business community.

Description
Business Management is the study of how people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Each unit examines different management theories and tests them through the examination of real business scenarios. Business Management enables an understanding of the challenges, complexity and rewards that come from the management of organisations and provides insight into the operations of businesses of all sizes.

The cost associated with completing Business Management includes the purchase of an e-book for Units 1 & 2 and 3 & 4 at approximately $60 each. There are no prerequisites for entry to Unit 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Units 1 & 2
A variety of tasks will be used as School-Assessed Coursework for Units 1 & 2. There are three assessment tasks. These tasks will include a case study, test, and analytical exercises. There is a semester examination for each unit.

Units 3 & 4
The assessment for Units 3 & 4 will be based on a variety of tasks. School-Assessed Coursework will include case study analyses, essays, tests, analytical exercises and media analyses. School-Assessed Coursework will contribute 25% for each unit and there will be an End-of-Year Examination contributing 50% to the Study Score.

Where does Business Management lead to?
Business Management can lead to many courses of study in the business area beyond Year 12, including Commerce, Management, International Trade, Administration, Marketing, Business Communication, Human Resource Management and Public Relations. Furthermore, this study offers a number of opportunities to deliver key competencies and employability skills. For more information you can contact universities, TAFE colleges, private providers and the Careers Coordinator. Also the VTAC guide is very helpful for more information.
UNIT 1
Small Business Management
Did you know that small business make up the vast majority of all businesses in the Australian economy?
Unit 1 focuses on:
• The operations of a small business and it’s likelihood of success
• Explaining and applying a set of business concepts to a range of businesses.
• Applying decision-making and planning skills and evaluating the successful management of a small business.
• Explaining and applying the day to day activities associated with the operation of a small business.

UNIT 2
Communication and Management
Communication is an important aspect of everyday life, but in the business world it could mean success or failure.
Unit 2 focuses on:
• The importance of effective communication in achieving business management objectives.
• Communication, both internally and externally to businesses, with special attention to the functions of marketing and public relations.

UNIT 3
Corporate Management
Large organisations play an important role in Australia by creating employment, wealth and income.
Unit 3 focuses on:
• Large scale organisations in context – characteristics, different types, stakeholders.
• Internal environments of large scale organisations – management structure, corporate culture, key management roles, management styles and skills
• Operations management.

UNIT 4
Managing People and Change
Modern managers need to be able to effectively manage human resources and change.
Unit 4 focuses on:
• Human resource management – factors involved in managing human resources, the employment cycle, employee relations.
• The management of change – concept of organisational change, tactics for effective change management, change issues such as social responsibility, business ethics, globalisation and technological development.
Why study Legal Studies?

Studying Legal Studies will enable students to develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. Students will investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures. Students are encouraged to question these systems and develop informed judgments about their effectiveness, as well as consider reforms to the law and the legal system. As almost every aspect of our lives is governed by rules and regulations, this will be an empowering study that will better equip students to become engaged members of our community.

Description

Legal Studies provides students with the ability to examine the processes of law-making, dispute resolution and the administration of justice in Australia. Students will develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

Legal Studies also focuses on the development of skills. Students develop an ability to identify, collect and process information from a range of sources and engage in its interpretation and analysis. Skills for independent inquiry, critical thinking and legal reasoning to solve legal problems are also fostered. Students are required to apply legal reasoning and decision-making to contemporary cases and issues. They engage in analysis and evaluation of existing legal processes and form opinions about the operation of the legal system.

Assessment

Units 1 & 2

A variety of tasks will be designed as School-Assessed Coursework for Units 1 & 2. These can include mock court trials or role plays, folios and reports, tests, annotated visual displays and structured assignments.

Units 3 & 4

The assessment for Units 3 & 4 is determined by VCAA. School-Assessed Coursework will include a combination of a folio of analytical exercises, essay, structured questions, short answer tests, and a written report of research. School-Assessed Coursework will contribute 25% for each unit and there will be a final End-of-Year Examination worth 50%.

Where does Legal Studies lead to?

Legal Studies can lead to a variety of courses beyond Year 12. Completing Legal Studies will prepare you for many businesses and commerce related degrees as well as those courses leading to careers within the legal profession. At some tertiary institutions it can be a pre-requisite study for some courses. Check the VTAC guide for more details.

The significance of the legal system in our everyday lives and its effect is something that is not easily able to grasp. Completing Legal Studies as a VCE subject deepens and expands our knowledge and ability to understand the workings of a contemporary Australian society and its legal system. Students are able to gain insight into the role of law and the bodies that shape our society and its operations. We are also able to evaluate and critique the effectiveness of our legal system. The content in Legal Studies enables us to understand the plethora of laws that play a crucial role in all aspects of our lives and the relationship between each other.

Jenny Phung (2015 Legal Student)
UNIT 1
Criminal law in action
• Introduction to law-making through Parliament and Subordinate authorities.
• What is the difference between legal and non-legal rules?
• What makes an effective law?
• What is the difference between criminal and civil law?
• An understanding of criminal liability.
• Types of crimes and related defences.
• Rights and responsibilities within the criminal investigation process.
• Sanctions and their effectiveness
• Impact of criminal acts on individuals and society
• Explore the court hierarchy and reasons for it
• Features of the adversary system.
• Role of court personnel in a criminal case.
• Role of legal aid.
• Role of Jury in a criminal trial.

UNIT 2
Issues in civil law
• What is civil law and how does it protect the rights of the individual?
• What are torts and related defences?
• What is contract law and related defences?
• The role of a formal role hierarchy in resolving civil disputes.
• Explore the role of alternative methods of dispute resolution: negotiating, mediation, conciliation and arbitration.
• Civil remedies and their purposes
• Difficulties faced by individuals when attempting to resolve civil disputes.
• Investigation of a specific area of civil law
• Investigation of an Australian case that illustrates rights issues and the empowerment of people.

UNIT 3
Law-making
• What are the principles of the Australian parliamentary system?
• Identify the legislative progress of a bill through parliament.
• Identify why laws need to change and the role played by the Victorian Law Reform Commission
• Outline the operation of the Australian Constitution, including the division of power and the restrictions imposed.
• Explain the significance of the High Court on influencing the balance of power between State and Federal Parliaments.
• Provide a comparison between Australia and one other country as to the protection of democratic and human rights.
• Explain the role of courts in the law making process.
• Identify the strengths and weaknesses of this type of law making.
• Describe the relationship between the courts and Parliament in law making.

UNIT 4
Resolution and justice
• Explain the role and function of both Federal and State courts.
• Explain the role of alternative dispute resolution and VCAT.
• Identify the elements of an effective legal system.
• Describe the various criminal and civil procedures used in the resolution of disputes.
• Identify the major features of the adversary and inquisitorial systems of trial.
• The role of the jury system.
• Overview of three sanctions and their specific purpose
• Type of remedies available, including damages and injunctions
• Explain recent changes to the legal system to enhance its effective operation.
HISTORY

Why study History?
History is the exploration of the past, the telling of other peoples’ stories. It is a subject that moves beyond the facts of what has happened in years gone by to an investigation of why these things happened, who caused them and how did they change the world. It is about trying to make sense of the past.

Description
A history student should, above everything else, want to know about the past – how people lived, the big events of time gone by, the impact past lives have on the world today. This interest is vital. A history student should also ask a lot of questions, be willing to read a wide range of texts, be able to discuss what they understand about a topic so they can further that understanding and be confident in their ability to make connections between events, to link one key idea with a responding action.

It is highly recommended that students wanting to study Units 3 & 4 History complete Units 1 & 2. This will allow students time to develop a range of skills that will support their work in Units 3 & 4 including annotation, comprehension and essay writing skills.

Assessment

Unit 1 Assessment Tasks
   Task One – Source Analysis
   Task Two – Short Answer Test

Unit 2 Assessment Task
   Task One – Source Analysis
   Task Two – Short Answer Test
   Task Three – Essay

Where does History lead to?
Studying History can lead to a whole range of courses and careers including archaeology, anthropology, history, sociology and politics. It can help in all professions that require you to understand the complexities of people and their actions including teaching, nursing, counselling, management and business.

In addition to these pathways History also offers students the opportunity to develop a wide range of skills that can be applied to all areas of life – understanding complex information, making meaning from disconnected events and ideas, figuring out problems with limited information, interpreting evidence to form an argument. These skills will allow students to develop confidence in their ability to think as well as coming to a better understanding of their own view of the world.
UNIT 1
Twentieth Century
History 1918 - 1939
In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

- **Ideology and conflict**
  Students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. They consider the aims, achievements and limitations of the League of Nations.

- **Social and cultural change**
  Students focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period in one or more of the following contexts: Italy, Germany, Japan, USSR and/or USA.

UNIT 2
Twentieth Century
History 1945 - 2000
In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

- **Competing ideologies**
  In this area of study students focus on causes and consequences of the Cold War, the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict.

- **Challenge and change**
  In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

- **Satisfactory completion of Unit 2** is recommended for all students considering studying History 3 & 4.
Why study Australian History?
The study of history helps develop a logical mind; it is essential to argue cogently and rely on evidence and imperative to consider many opinions and viewpoints before arriving at a reasoned conclusion. It also encourages the growth of generic skills such as research (locating, codifying and editing information) and presenting reports in informative or argumentative format (which are valued in many occupations and fields of study).

By studying Australian History, students will gain a deeper understanding of their own country. They will come to appreciate how today’s Australia has been forged into its contemporary form. They will be able to explain what we mean by an Australian identity, what are its values and why do we hold them dear? The events, the individuals, the movements, the hopes, dreams and fears of the Australian people that have made and changed history will become clear.

Description
The sequential double unit is divided into four time-period based areas of study:-
- The reshaping of Port Phillip District/Victoria 1834-1860 (Unit 3)
- Making a People and a Nation 1890 – 1920 (Unit 3)
- Crises that tested the Nation 1929 – 1945 (Unit 4)
- Voices of Change 1965 – 2000 (Unit 4)

Assessment
School based assessment in History for Units 3 & 4 contributes 50% to the final assessment. The End-of-Year Examination contributes the other 50%.

- Unit 3 School-Assessed Coursework – 25%
- Unit 4 School-Assessed Coursework – 25%
- End-of-Year Examination – 50%

Where does Australian History lead to?
The skills developed in these units will be invaluable in many areas of study and employment. The legal profession, journalism and law enforcement agencies place great store in the study of history. A number of occupations use the knowledge and skills from the unit directly; teachers, researchers, librarians, archaeologists and many more.
UNIT 3
In this unit students explore the transformation of the Port Phillip District (later Victoria) from the 1830s through to the end of the tumultuous gold rush decade in 1860. They consider the dramatic changes introduced as the British colonisers swiftly established themselves, taking possession of the land and then its newly discovered mineral riches. Students examine transformations in the way of life of the Aboriginal peoples. They explore the type of society Australians attempted to create in the early years of the newly federated nation. Students evaluate the effect that Australian involvement in World War One had on the country's egalitarian and socially progressive aspirations.

The Reshaping of Port Phillip District/Victoria 1834-1860
- How did Aboriginal and British arrivals' understanding of land management and land ownership differ in the Port Phillip District/Victoria?
- What were the demographic and political consequences of the gold rushes?
- What were the responses of and outcomes for Aboriginal people following the arrival of the pastoral and gold rush colonists?

Making a People and a Nation 1890 – 1920
- What visions drove the formation of the Australian nation?
- What measures were introduced between Federation and 1914 to implement this vision?
- How did participation in World War One affect Australians' visions for the new nation?

UNIT 4
In this unit students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century.

After World War One the process of nation building was renewed. The economic crisis of the 1930s followed by another world war redirected the nation's priorities for a time as it struggled to regain economic stability and defeat its military enemies. The experience of both the Depression and World War Two gave rise to renewed thinking by Australians about how to achieve the type of society envisaged at the time of Federation.

Crisis that Tested the Nation 1929 – 1945
- How did Australia become involved in external crises between 1929 and 1945?
- What social, economic and political consequences did these crises have on the nation?
- How did crisis affect the cohesion of the nation?

Students focus on one of the crises faced by the nation: The Great Depression 1929–1939 or World War Two 1939 –1945.

Voices of Change 1965 – 2000
- What changes were sought in Australian society 1965–2000 and why?
- What debates were generated about change?
- To what extent was significant change achieved?

Students explore social, economic and political changes in the latter part of the twentieth century that collectively challenged and/or overturned much of Australia's earlier carefully constructed social and economic fabric. Students examine two changes drawn from: Australia's involvement in the Vietnam War, Aboriginal land rights, equality for women, new patterns of immigration and/or a global economy.
Why study the History of Revolutions?
The study of history brings the past into the present and gives you the context to events shaping the world today. Knowing about history gives you a way of seeing things, asking questions rather than simply accepting that this is how it is, being aware that things have changed and that they can change, or be changed, again. It means learning the kinds of questions to ask and where to look for answers; how to find and assess evidence, how to recognise interpretations of what happened and to weigh them against one another; how to communicate what you find out, clearly and accurately, in written and in spoken form.

The study of Revolutions is both interesting and exciting. Revolutions in history have been reconsidered and debated by historians. The study of a revolution considers different perspectives and the reasons why different groups have made different judgements of the history of the revolution.

Description
Two revolutions are studied; one for Unit 3 and one for Unit 4. The Revolutions studied are the Russian and the French.

Both units are structured in the same way:

Area of Study 1: Causes of Revolution
Area of Study 2: Consequences of Revolution

Assessment
School based assessment in History for Units 3 & 4 contributes 50% to the final assessment. The End-of-Year Examination contributes the other 50%.

- Unit 3 School-Assessed Coursework – 25%
- Unit 4 School-Assessed Coursework – 25%
- End-of-Year Examination – 50%

Where does a Study of History lead to?
History offers you the opportunity to gain a wide range of skills attractive to employers in the twenty-first century. You learn the key skills of research, writing, analysis and presentation, plus written and verbal communication skills necessary for success in a wide range of occupations in business, industry, government, education and the law.
Area of Study 1

- What were the significant causes of revolution?
- How did the actions of popular movements and particular individuals contribute to triggering a revolution?
- To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

Students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions.

Revolutionary ideologies that emerged in opposition to the existing and dominant order, such as Leninism in Russia. These ideologies were utilised by individuals and movements to justify revolutionary action and change.

- In the French Revolutions, the degree to which the influence of enlightenment thinking was instrumental in promoting change in the French Society.
- In Russia, the extent Marxist ideas challenged autocracy is considered

Revolutions can be caused by the motivations and the intended and unintended actions of individuals who shape and influence the course of revolution.

Individuals that had a significant impact on the course of revolution including:

- Louis XVI and Emmanuel Joseph Sieyès in France,
- Tsar Nicholas II and Lenin in Russia

Area of Study 2:

- How did the consequences of revolution shape the new order?
- How did the new regime consolidate its power?
- How did the revolution affect the experiences of those who lived through it?
- To what extent was society changed and revolutionary ideas achieved?

Students analyse the consequences of the revolution and evaluate the extent to which it brought change to society. The significant challenges that confronted the new regime after the initial outbreak of revolution are examined.

Students evaluate the success of the new regime’s responses to these challenges and the extent to which the consequences of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline.

Students evaluate historical interpretations about the success of the revolution, the new regime’s consolidation of power, their compromise of revolutionary ideology and the degree of change brought to the society.
Why study Australian and Global Politics?

Students study Australian and Global Politics in order to develop a better understanding of the world in which they live - switch on the news and politics is frequently the main focus. But VCE Global Politics is not just about politicians. It is also about bigger issues like the power, world trade, globalisation, human rights and global conflicts. In VCE Global Politics Studies students consider questions such as:

‘Why are some countries poorer than others?’
‘What are the reasons behind terrorist attacks?’
‘Does the United Nations work?’
‘What are the International Monetary Fund and the World Trade Organisation and what do they do? Do they help or hinder developing nations?’
‘What does China want?’
‘Are human rights universal?’
‘Why did 9/11 happen?’

Global Politics allows students to develop a sound understanding of current affairs as well as increasing their historical and economic knowledge.

Description
Students do not need to have completed Units 1 & 2 before commencing Units 3 & 4, as the subject matter is not strictly sequential. Good reading, writing and analytical skills are important to be able to satisfy outcomes in this subject, as well as a general interest in finding out more about current affairs and what factors make the world the way it is today.

Assessment
Unit 1
- Essay, issue analysis, research assignment
Unit 2
- Structured report, oral presentation, and essay.
Unit 3 and 4
- Unit 3 school assessed course work – 25%
- Unit 4 school assessed course work – 25%
- End of Year Examination – 50%

Where does Australian and Global Politics lead to?
Students who have an interest in how societies are structured will benefit from completing Global Politics. Global Politics will benefit any student who is interested in a career that requires a knowledge of politics e.g. journalism, law, teaching, business, economics, history, and of course, those interested in working in a career for government departments or becoming a political representative themselves.
In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them.

- What is politics?
- What do the terms conservatism, communism, socialism, and fundamentalism mean?
- In what ways do individuals and groups gain and exercise political power? What are the most significant features of the way politics is practised in Australia? What opportunities exist for younger Australians to participate in the Australian political system?
- What are the differences between various types of governments – democracies, theocracies, dictatorships, monarchies and republics?
- What types of leadership styles do politicians employ? - dictatorial, populist, pragmatic, consultative, charismatic.

This unit focuses on the contemporary international community. They explore the many ways our lives have been affected by increased connectedness of the world through the process of globalization.

- What is globalization?
- Are we global citizens?
- Is there an international community?
- How effective is the international community in managing cooperation, conflict and instability?
- What challenges do key global actors such as the United Nations and NGOs, face in resolving issues such as war, conflict, environmental challenges and people movement?
UNIT 3
Global Actors
Power in Asia Pacific

- What is globalisation?
- What do the United Nations, International Monetary Fund, World Trade Organization and International Criminal Court do?
- Are their actions effective?
- Why doesn’t the world act and stop the violence in Syria?
- How free is global trade?
- How could the World Trade Organization reduce poverty in African and Asia? Why doesn’t it?
- Are the governments of the Western world responsible for third world poverty?
- How do American ideals – such as the Washington Consensus – influence the rest of the world?
- Are states still the most powerful global actors?
- What is sovereignty?
- Is sovereignty important?
- How do transnational corporations such as Wal-Mart and Shell affect human rights and the environment?
- How is oil giant Shell responsible for murder?
- Which is more powerful – Wal-Mart or the United States?
- How does the rise of China affect all of us?
- What is the issue with China and Tibet?
- Why are there 80,000 riots a year in China?
- Why is social harmony an important goal of the Chinese Communist Party?
- Why does China have 20 cities, built to house millions, which are uninhabited?
- Why is China engaging with disputes in the South China Seas with Vietnam, Japan and the Philippines?

UNIT 4
Ethical Issues
Global Challenges

- What are ethics?
- What are human rights?
- Are human rights universal? Do all cultures agree on the same shared values?
- What human rights are protected under international human rights law?
- What responsibility does the global community have to protect human rights?
- Why is torture a subject of debate, particularly in the US?
- Why did President George Bush have to cancel a visit to Switzerland to avoid being arrested?
- Is banning the burqa protecting human rights or abusing them?
- What is development?
- What actions against poverty has the UN taken? Have these been successful?
- What are the causes of conflict in the post WWII world?
- Can war ever be ‘just’?
- What factors have contributed to the rise of international terrorism? E.g. groups such as Al Qaeda.
- What are the effects of international terrorism?
- How successful have various terrorist groups been in the pursuit of their goals?
LOTE (INDONESIAN)

Why study LOTE (Indonesian)?
Language learning makes the world much smaller; when linked with the new information highway the world becomes one giant classroom providing:
- the chance to experience another culture
- the chance to communicate with people from other countries
- the chance to travel
- the chance to pursue a wide range of career options
- a greater understanding of how languages work, especially English
- the added bonus of a Study Score adjustment for Language studies.

Description
The study of Indonesian incorporates three prescribed themes of The Individual, Indonesian Speaking Communities & the Changing World. These will be integrated into a number of learning experiences, including conversations, interviews, films, pop songs, poetry, cooking, excursions, as well as set written, oral and aural tasks.

The costs associated with studying Indonesian include the purchase of a dictionary and set text that will be used throughout Units 1 – 4. Students will participate in a number of excursions – allow approximately $15 per year.

To study Indonesian at Units 1, 2, 3 or 4 it is essential that you have successfully completed the previous unit/s.

Assessment
Unit 1 & 2
There are a variety of written, oral and aural assessment tasks, as part of the School-Assessed Coursework. These include interviews, role plays, viewing and analysing films, reading articles and researching on the internet. There will also be an Examination at the end of each semester.

Unit 3 & 4
The assessment is determined by VCAA. School-Assessed Coursework at Unit 3 and Unit 4 will contribute 25% respectively to the final assessment. The oral Examination will contribute 12.5% and the final written Examination will contribute 37.5%.

Where does LOTE (Indonesian) lead to?
Languages open up many different career options as well as contribute to personal development. Many employers actually advertise for applicants with a second language. Career options include: trade, hospitality, retail & tourism. Large corporations value employees with a second language and offer inducements such as further study & travel promotion. Students should seek more information from universities, TAFE colleges, private providers and/or the Careers Coordinator.
### UNIT 1
You will explore issues related to the Individual and Indonesian speaking Communities including sports & hobbies, Indonesian films, pop songs and poetry through the following topics:
- Personal World
- Lifestyle: Teenage Life
- Lifestyle: Country vs. City Life

### UNIT 2
You will explore issues related to Indonesian speaking communities including modern & traditional art, the media, music, religious & community celebrations and social issues through the following topics:
- Visiting Indonesia
- Customs & Traditions
- Stories from the past

### UNIT 3
You will look at areas such as Student Exchange Programs, Tertiary Options, Applications for Work & Interviews, and the many ways that the two countries interact, through the following topics:
- Education and Aspirations: Careers
- Environmental Issues - Lingkungan

### UNIT 4
You will look at Indonesian Speaking Communities and the Changing World through the following topics:
- Social Issues – Street Kids
- Customs & Traditions: Kartini
LOTE (ITALIAN)

Why study LOTE (Italian)?
Language learning makes the world much smaller. When linked with the new information highway, the world becomes one giant classroom providing:
- the chance to experience another culture
- the chance to communicate with people from other countries
- the chance to travel
- the chance to pursue a wide range of career options
- a greater understanding of how languages work, especially English
- the added bonus of a Study Score adjustment for Language studies.

Description
The study of Italian incorporates three prescribed themes of The Individual, Italian Speaking Communities and the Changing World. These are integrated into a number of learning experiences, including conversations, interviews, films, pop songs, poetry, cooking, excursions, as well as set written, oral and aural tasks and use of online computer programs.

The costs associated with studying Italian include the purchase of a set text, Nuovo Esplora Progetto 1, plus the retention of the dictionary and verb book from Year 10. As well, students will participate in a number of excursions.

To study Italian at Units 1, 2, 3 or 4, it is essential that you have successfully completed the previous units

Assessment
Units 1 & 2
There are a variety of written, oral and aural assessment tasks, as part of the School-Assessed Coursework. These include interviews, role plays, viewing and analysing films, reading articles and researching on the internet. Also included is an Examination at the end of each semester.

Units 3 & 4
The assessment is determined by VCAA. School-Assessed Coursework at Unit 3 and Unit 4 will contribute 25% respectively to the final assessment. The End of Year Oral Examination will contribute 12.5% and the Written Examination will contribute 37.5%.

Where does LOTE (Italian) lead to?
Languages open up many different career options as well as personal development. Many employers actually advertise for applicants with a second language. Career options include: trade, hospitality, retail, tourism. Large corporations value employees with a second language and offer inducements such as further study, travel promotion. Students should seek more information from universities, TAFE colleges, private providers and/or the Careers Coordinator.
### LOTE (ITALIAN)

#### UNIT 1
You will explore issues related to the Individual and Italian Speaking Communities including sports & hobbies, Italian films, pop songs, fashion through the following topics:
- Family & Relationships
- Personal Identity
- Italian Passions
- World of Work

#### UNIT 2
You will explore issues related to Italian Speaking Communities through the following topics:
- Pastime – Cinema
- Tourism
- Health – La Salute
- Tourism
- Trade & Commerce

#### UNIT 3
You will continue to explore issues within the themes of Individual, Italian Speaking Communities and the Changing World. Topics will be determined to fit within VCAA requirements.

#### UNIT 4
Unit 4 includes a ‘detailed study’ of a particular topic. This prepares the student for part of the final Oral Examination. The remaining topics continue to focus on the ‘Changing World’.

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### Student comment

*Studying Italian has been one of my greatest choices in regards to my VCE studies. Not only is it amazing and beautiful to study, it has actually aided me in many of my other subjects, such as English, where I have been able to link knowledge of topics such as grammar and current events learnt in Italian to those skills being learnt in English; there are many girls in my year level, in fact, who now regret not continuing with the language. Studying Italian also allowed me to travel to Italy for three weeks, which is honestly the best thing I have ever done in my life. My knowledge of the language improved, as well as my cultural knowledge; it really was amazing to be able to travel to a foreign country, speak the language and be understood by the locals: Italian is most definitely a subject I recommend studying.*

*Gemma Tuddenham – Unit 1 Italian*
Why study LOTE (Vietnamese)? *(Expression of Interest only)*

Language learning makes the world much smaller; when linked with the new information highway the world becomes one giant classroom providing:

- the chance to experience another culture
- the chance to communicate with people from other countries the chance to travel
- the chance to pursue a wide range of career options
- a greater understanding of how languages work, especially English
- the added bonus of an increment ATAR score

Description

The study of Vietnamese develops the student’s ability to understand and use a language which is spoken by over 76 million people living in Vietnam. It is also the home language of about two million people living in other countries such as France, the United States, Canada and Australia.

As well as giving students direct access to a culture which is rich in history, literature and the arts, the ability to communicate in Vietnamese, in conjunction with other skills, may broaden students’ vocational options in areas such as trade, the arts, education, social welfare, interpreting and translating.

Assessment

Unit 1 & 2

There are a variety of written, oral and aural assessment tasks, as part of the School-Assessed Coursework. These include interviews, role plays, viewing and analysing films, reading articles and researching on the internet. There will also be an Examination at the end of each semester.

Unit 3 & 4

The assessment is determined by VCAA. School-Assessed Coursework at Unit 3 and Unit 4 will contribute 25% respectively to the final assessment. The oral Examination will contribute 12.5% and the final written Examination will contribute 37.5%.

Where does it lead?

This study is designed to enable students to:

- use Vietnamese to communicate with others
- understand and appreciate the cultural contexts in which Vietnamese is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Vietnamese and English, and/or other languages;
- apply Vietnamese to work, further study, training or leisure.
Units 1–4: Common areas of study

The areas of study for Vietnamese comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics.

**THEMES, TOPICS AND SUB-TOPICS**

There are three prescribed themes:

- The Individual
- The Vietnamese-speaking Communities
- The Changing World

These themes have a number of prescribed topics and suggested sub-topics. As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic.
GENERAL MATHEMATICS

Why study General Mathematics?
The study of General Mathematics enables students to process and analyse information and to apply rules to solve a range of problems. It allows students to think in logical and analytical ways and to set work out neatly. General Mathematics is a good choice for students who want to study Mathematics in Year 11 but aren’t interested in Mathematical Methods. Studying General Mathematics enables them to undertake Further Mathematics Units 3 & 4, if they choose to continue with Mathematics in Year 12.
In the long term, Mathematics can lead to careers in finance and business, computing and gaming, telecommunications, defence, health and science, to name just a few.

Description of the subject
General Mathematics includes core topic in the area of Statistics (one and two variables), and modules on Networks, Functions and Graphs, Linear Programming, Matrices and Business Mathematics. Emphasis is given to the application of technology and the interpretation of results.

The approximate cost of the subject text is $70. All students undertaking General Mathematics need to have a CAS (computer algebra system) calculator. These are used extensively throughout the course and are allowed to be used in Examinations in Units 1 & 2. The recommended calculator for purchase is the Texas Instruments Ti-Nspire CAS, which is also used in Mathematical Methods and should be retained from Year 10. The price is approx. $210.

Assessment
Assessment of Units 1 & 2 involves a series of topic tests to confirm students’ understanding of skills practice and standard applications. Students will also undertake problem solving and modelling exercises, and complete investigative projects to determine satisfactory completion of prescribed outcomes. Students are allowed to use calculators and a bound reference book for all assessment tasks.
Assessment tasks, class activities and other set tasks are used to determine satisfactory completion of the unit.

Where does General Mathematics lead to?
Students who study General Mathematics can choose to study Further Mathematics Units 3 & 4. Students who do not intend to study a Unit 3 & 4 Mathematics are recommended to study Units 1 & 2 Mathematics as many employers like to see that their potential employees have a minimum standard of mathematics skill. Also, some university courses require a Year 12 sequence or two units of VCE Mathematics, e.g. Primary Teaching courses. Please check the VTAC Guide or see the Careers Coordinator or your Mathematics teachers for advice.
UNIT 1
Statistics: Univariate Data includes:
- Types of data, tables and graphs
- Mean, median, mode
- Range, quartiles, standard deviation
- Statistics Bivariate Data Includes:
- Scatter plots
- Correlation
Linear regression
- Graphs and Relations:
- Simplifying, expanding and solving linear equations
- Transposition and substitution
- Simultaneous equations
- Graphing linear equations
- Equations of straight lines
- Parallel and perpendicular lines
Linear Programming includes:
- Graphing in equations
- Maximum and minimum points
- Using intersections of half planes
- Variables, constraints
- Linear programming solutions

UNIT 2
Business Mathematics Include:
- Arithmetic Techniques
- Making Money
- Taxation
- Investing and Borrowing
- Profit and Loss and Inflation
- Break-even analysis
- Hire-Purchase
- Depreciation
Simultaneous Equators
Discrete Mathematics:
Matrices
- Matrix Algebra
- Problem Solving using matrices
- Number patterns and recursion
Sequences
- Arithmetic sequences
- Geometric sequences
**FOUNDATION MATHEMATICS**

**Why study VCE Foundation Mathematics?**
Foundation Mathematics provides an opportunity to experience success in Mathematics for students who are not considering a career in a profession requiring high levels of Mathematical expertise. This is a course which will prepare students for real life situations where an understanding of basic number is important.

**Description**
In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1 and 2 of Foundation Mathematics are ‘Space, shape and design’, ‘Patterns and number’, ‘Data’ and ‘Measurement’. All four areas of study are to be completed over the two units.

**Assessment**
Assessment of Units 1 & 2 involves a series of topic tests to confirm students' understanding of skills practice and standard applications. Students will also undertake problem solving and modelling exercises, and complete investigative projects to determine satisfactory completion of prescribed outcomes.

**Where does VCE Foundation Mathematics lead to?**
Students completing these units are prepared for the reality of living as aware and successful members of our society. They will have some degree of familiarity with situations they are likely to encourage after they finish school.

**Important Information**
Students choosing VCE Foundation Mathematics will not be able to proceed to VCE General Mathematics or VCE Mathematics Methods so it is important that they check with the Careers Coordinator before making this choice. They may proceed to VCAL Numeracy.
UNIT 1

Space, shape and design
In this area of study students cover the geometric properties of lines and curves, and shapes and objects, and their graphical and diagrammatic representations with attention to scale and drawing conventions used in domestic, societal, industrial and commercial plans, maps and diagrams.

Patterns and number
In this area of study students cover estimation, the use and application of different forms of numbers and calculations, and the representation of patterns and generalisations in number including formulas and other algebraic expressions in everyday contexts.

UNIT 2

Patterns and number
In this area of study students cover estimation, the use and application of different forms of numbers and calculations, and the representation of patterns and generalisations in number including formulas and other algebraic expressions in everyday contexts.

Measurement
In this area of study students cover the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy.
Why study Specialist Mathematics Units 1 and 2?
Specialist Mathematics 1 & 2 should be chosen along with Mathematical Methods to give the students a thorough preparation for Specialist Mathematics 3 & 4, or to help them decide whether or not to choose Specialist Mathematics. It would also be beneficial for all students intending to choose Mathematics Methods 3 & 4 and Further Mathematics 3 & 4 in Year 12.

Description
Specialist Mathematics Units 1 and 2 course supplements both the Mathematics Methods and General Mathematics for Further courses. This study must be taken together with Mathematics Methods 1 and 2.
The main focus for the course is algebraic skills and techniques, along with problem solving strategies. Students should have strong basic algebraic and analytical skills. The topics covered will prepare students if they choose to do Mathematics Methods 3 & 4 in combination with either Further Mathematics or Specialist Mathematics, or if they choose only Mathematical Methods 3 & 4.

All students undertaking Specialist Mathematics Units 1 and 2 need to have a CAS (computer algebra system) calculator. These are used extensively throughout the course and are allowed to be used in Examinations in Units 3 & 4. The recommended calculator for purchase is the Texas Instruments TI- Nspire, which is also used in Mathematical Methods and should be retained from Year 10. The price is approx. $210. The approximate cost of the subject text is $70.

Assessment
Assessment in Units 1 & 2 is entirely school based and consists of Unit Examinations, tests and investigative projects. In all assessment tasks, students are required to satisfy prescribed outcomes. Assessment tasks, class activities and other set tasks are used to determine satisfactory completion of the unit.

Where does Specialist Mathematics Unit 1 and 2 lead to?
Specialist Mathematics Unit 1 and 2 is recommended for students wanting to study Mathematics Methods 3 & 4 with Specialist Mathematics 3 & 4 and/or Further Mathematics 3 & 4. It must be taken in addition to Mathematics Methods 1 & 2.

In the long term, Mathematics can lead to careers in finance and business, computing and gaming, telecommunications, defence, engineering and technology, health and science, to name just a few.
## SPECIALIST MATHEMATICS UNIT 1 AND 2

### UNIT 1

- Number System and recursion
- Geometry, Measurement and:
  - Geometry in the plane and proof
  - Vectors in the plane
- Graphs of Linear and non-linear relations
  - Locus

### UNIT 2

- Complex numbers
- Kinematics and Dynamics
- Statistics
- Co-ordinate Geometry
- Graphs and non-linear relations
  - Kinematics
  - Reciprocal functions statistics
  - Simulation and sampling distribution
- Geometry Measurement and Trigonometry
  - Transformations, trigonometry and matrices
FURTHER MATHEMATICS

Why study Further Mathematics?
Further Mathematics is a good choice for a student wanting to pursue studies in the arts, business and humanities areas. It satisfies some university prerequisite requirements and works well in combination with Accounting, Economics or Psychology. Students who are proficient at Mathematics may like to broaden their skills and capitalise on their strengths by doing both Further Mathematics and Mathematical Methods.

Description
Further Mathematics includes four topics with a wide range of applications in the wider world. Students will further develop the skills and understanding they have gained from General Mathematics in the fields of statistics, graphing and linear modelling, business-related mathematics and matrices, applying these to a variety of real life situations. Emphasis is given to the application of technology and the interpretation of results. It is highly recommended that students complete Units 1 & 2 of General Mathematics or Mathematical Methods before studying Further Mathematics at Year 12. The approximate cost of the subject text is $65 and students will need a TI-Nspire CAS Calculator, which should be retained from Year 11.

Assessment
Assessment is mandated by the VCAA and made up of written Examinations and School-Assessed Coursework.

There are two End-of-Year Examinations (Examination 1 - multiple choice; Examination 2 - extended answer questions) each worth 34% and covering all four modules.

School-assessed coursework is school set and consists of four tasks, one in each module, assessed in class throughout the year. These include an extended application task on statistics and shorter analysis tasks for the other three modules. Students are required to satisfactorily complete prescribed outcomes for each assessment task.

Where does Further Mathematics lead to?
Many university courses require a Unit 3 & 4 Mathematics sequence as a prerequisite. In addition, the statistics element of Further Mathematics is beneficial for studies such as Psychology, and the statistics and business-related mathematics modules give a foundation of skills for many business courses. Students are encouraged to seek advice on mathematical prerequisites from universities, TAFE colleges, private providers and/or the Careers Coordinator.
UNIT 3
Graphs and Relations includes:
• Linear graphing
• Break even analysis
• Linear programming
• Non-linear graphs
Data Analysis:
• Representing Data
• Data Analysis
• Modeling linear associations
Recursion and Financial Modeling
• Depreciation
• Loans and Investments
• Annuities

UNIT 4
Matrices Includes:
• Matrix, addition and subtraction
• Using Matrices to solve simultaneous Equations
• Transition Matrices
Why study Mathematical Methods?
Mathematical Methods is a good choice for the student who enjoys Mathematics and is confident in all strands of Mathematics, especially in the area of algebra and graphs drawn on the Cartesian Plane.
Many tertiary institutions list Mathematics Methods as a prerequisite study for certain specific courses.

Description
The main emphasis in Mathematical Methods is the study of functions and their graphs, coordinate geometry and analytical algebra and calculus, and a substantial part of the course is devoted to probability. Students will be expected to have strong algebraic skills as well as the ability to apply these skills to complex problem solving situations. It is recommended that students must achieve at least a C+ average in Mathematics before considering doing Mathematics Methods.

Appropriate choice and application of technology is one of the outcomes of this study. As such, knowledge and competence in using calculators is required. All students undertaking Mathematics Methods need to have a CAS (computer algebra system) calculator. These are used extensively throughout the course and are allowed to be used in Examinations in Units 3 & 4. The prescribed calculator for purchase is the Texas Instruments TI-Nspire, which is also used in General Mathematics and should be retained from Year 10. The price is approx. $210. The approximate cost of the subject texts is $65.

Assessment
Assessment is mandated by the VCAA and made up of written Examinations and School-Assessed Coursework in Units 3 & 4.

There are two externally set End-of-Year Examinations, each covering all areas of studies.
Examination 1: 22%, Short Answer, 1 hour, calculator free/notes free;
Examination 2: 44%, Multiple Choice/Analysis Questions, 2 hours, access to notes and calculator.

School-assessed coursework: 34%, 5 tasks including tests and written projects where students are required to demonstrate satisfactory completion of prescribed outcomes.

Assessment in Unit 1 & 2 is entirely school based and consists of unit Examinations, tests and investigative projects. The Examinations will be structured similarly to those of Units 3 & 4.

School assessed coursework and other set tasks are used to determine satisfactory completion of the units.

For Units 3 and 4, students must obtain a satisfactory result for both units to receive a study score for the course.

Where does Mathematical Methods lead to?
Units 1 & 2 are a prerequisite for Mathematical Methods 3 & 4, while Units 3 & 4 are a requirement for Specialist Mathematics 3 & 4. Students from Methods 1 & 2 can also continue to Further Mathematics 3 & 4.
Mathematical Methods is traditionally a prerequisite for science-based courses such as Engineering (although this does vary for different tertiary institutions) as well as some other courses, such as Business/Commerce.
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Why study Specialist Mathematics?
Specialist Mathematics 3 & 4 is a preferred subject for many tertiary courses including engineering, surveying, architecture and other courses requiring the highest level of Mathematics in the VCE. Specialist Mathematics is studied in conjunction with Mathematical Methods 3 & 4. Students who study Specialist Mathematics are expected to have well advanced algebraic skills and very high competence in all areas of mathematics.

Description
Areas of study include coordinate geometry, algebra, differential and integral calculus, vectors in two and three dimensions, kinematics, complex numbers, and circular functions and their inverses.

In 2016, the recommended calculator is the Texas Instruments TI- Nspire, which should be retained from Year 11. The price is approximately $210. The approximate cost of the subject texts is $65.

Entrance Requirements
Students intending to do Specialist Mathematics should have completed both Mathematical Methods 1 & 2 and General Mathematics Advanced. They should also have either completed or be concurrently enrolled in Mathematics Methods 3 & 4. It is highly recommended that students should study Physics (3 & 4) while studying this subject for better understanding.

Assessment
Assessment is mandated by the VCAA and made up of the End-of-year Examination and School-Assessed Coursework in Units 3 & 4.

There are two externally set Examinations at the end of the year, each covering all areas of studies. Examination 1: 22%, Short Answer, 1 hour, calculator free/notes free; Examination 2: 44%, Multiple Choice/Analysis Questions, 2 hours, access to notes and calculator.

School-assessed coursework: 36%, 5 tasks including (2 Analysis Tasks, 1 Application Task) tests and written projects where students are required to satisfy prescribed outcomes. Students must maintain satisfactory results for both units to receive a Study Score for the course.

Where does the subject lead to?
Specialist Mathematics leads to a variety of engineering courses – civil, mechanical, chemical, and aeronautical and other courses including medical radiation, mathematics and science teaching courses, and courses in robotics, and photonics.
UNIT 3
Unit 3 covers complex numbers, vectors, trigonometry, differential and integral calculus, trigonometry, and coordinate geometry

UNIT 4
Unit 4 covers more integral calculus, kinematics, differential equations, vector calculus and mechanics. Statistics and Probability is also covered
**Why study Biology?**
The study of Biology is the study of all living organisms, and the environments in which they live. It is relevant to all students as it allows them the opportunity to gain an understanding of themselves and where they fit into the scheme of all living things which at the same time giving them an understanding of the modern advances in technology that have aided their survival.

**Description**
Biology provides students with the opportunity to gain a greater understanding of how they function as a living organism and fit into the environment around them. It includes looking at similarities, differences and the interactions between organisms and between organisms and their environment. It also allows the investigation of continuity of life, diversity and change. An extensive study of modern biotechnology is also involved with the need for students to develop their own opinions and thoughts on such matters as genetic engineering and medical research.

It would be recommended that a student intending to study Biology Units 3 & 4 do at least one of or both Units 1 & 2. (If completing one unit, Unit 1 is preferred.)

The cost associated with completing Biology includes the purchase of e-textbook (approximately $76), a Biozone Manual ($40).

**Assessment**

**Units 1 & 2**
A variety of tasks will be used as Assessment Tasks for Units 1 & 2. These include practical activities, PowerPoint presentation, annotated posters, data analysis, research investigations, fieldwork, tests, etc. An Examination will take place at the end of each unit which will provide valuable experience and preparation for Units 3 & 4.

**Units 3 & 4**
The assessment of Units 3 & 4 is determined by VCAA. School-Assessed Coursework will include tests, practical activities, oral presentations and research investigations. School-Assessed Coursework contributes 20% for each unit and there will be an End-of-Year Examination contributing 60% to the Study Score.

**Where does Biology lead to?**
Biology can lead to many courses beyond Year 12 in both the scientific and medical area of research. It would assist students when entering Science degrees and diplomas as well as medical, health related and technology courses such as Nursing.

All students are advised to check the VTAC guide for information regarding the prerequisites for courses that they may wish to pursue.
UNIT 1
How do living things stay alive?
• Investigate and explain how cellular structures and systems function to sustain life.
• Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.
• Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

UNIT 2
How is continuity of life maintained?
• Compare asexual and sexual reproduction, explain how changes in the cell cycle may impact on cell or tissue function and identify the role of stem cells in cell growth, differentiation and medical therapies.
• Apply an understanding of genetics to patterns of inheritance, genetic crosses, pedigrees, and identify the implications of genetic screening.
• Investigate and communicate an issue in genetics and/or reproductive science.

UNIT 3
Signatures of Life
• Molecules of Life
  Analyse and evaluate evidence from practical investigations related to biochemical processes.
• Detecting and responding
  Describe and explain coordination and regulation of an organism’s immune responses to antigens and provide immunity.

UNIT 4
Continuity and Change
• Heredity
  Analyse evidence for the molecular basis of heredity, and patterns of inheritance.
• Change over time
  Analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes.
Why study Chemistry?
The study of chemistry enables us to understand the chemical processes that have led to new drugs, synthetic materials, biotechnology, microelectronics, new forms of food preservation, fuels, transportation and communication systems. Chemical processes are important in improving human health, preventing environmental problems and rehabilitating degraded environments. Chemistry in the future will play a role in answering some of the unexplained phenomena such as the language of the brain and the evolution of climate.

Description
Chemistry is the study of the application of chemical knowledge to technology and society. It includes understanding the processes behind the recycling of polyethenes, the structure and reactions of detergents and the special significance of water as a solvent. It also includes the evaluation of the environmental impact of human activity on the biosphere. The investigation of quality control is also introduced, including a range of analytical techniques. The relationship between the production and the use of energy in non-living and living systems is also analysed. Furthermore, a variety of analytical techniques are used to analyse products in the laboratory, such as volumetric analyses using acid-base techniques, redox titrations and gravimetric techniques. Organic chemical pathways are also investigated. Molecular models and laboratory investigations are made to observe the properties and reactions of different homologous series and functional groups. The role of organic chemicals are studied in the development of medicines.

It is recommended that Units 1 & 2 be completed in sequence, before commencing Units 3 & 4.

The costs associated with completing Chemistry include the purchase of textbooks (approximately $75) for each year.

Assessment
Units 1 & 2
A variety of tasks will be used as Assessment Tasks for Units 1 & 2. These can include practical activities and reports, concept maps, modelling, short answer responses, multimedia presentations oral presentations and tests. There will also be an Examination at the end of each unit.

Units 3 & 4
The assessment of Units 3 & 4 is determined by VCAA. School-Assessed Coursework will be selected from practical activities, reports, posters, oral presentations, instrumental analysis and tests. School-Assessed Coursework will contribute 20% for each unit and there will be an End-of-Year Examination contributing 60% to the Study Score.

Where does Chemistry lead to?
Chemistry can lead to many courses of study beyond Year 12. It is often recommended for many Science degrees and diplomas as well as medical, health-related, engineering and technology courses. At some tertiary institutions it can be a pre-requisite study for some courses. Check the VTAC guide for more details and technology courses. Some fields of endeavour include agriculture, art, biochemistry, dietics, engineering, environmental studies, food, forensic science, forestry, horticulture, law, medicine, oceanography, pharmacy, sports science, teaching and winemaking.
UNIT 1
How can the diversity of materials be explained?
• Relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.
• Investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.
• Investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

UNIT 2
What makes water such a unique chemical?
• Relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.
• Measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.
• Design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.

UNIT 3
Chemical Pathways
• Evaluate the suitability of techniques and instruments used in chemical analysis.
• Identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

UNIT 4
Chemistry at Work
• Analyse the factors that affect the extent and rate of chemical reactions and apply this analysis to evaluate the optimum conditions used in the industrial production of the selected chemicals.
• Analyse the chemical and energy transformations occurring in chemical reactions.
Why study Physics?
Physics is the study of physical phenomena in our world. It ranges from the structure of the atom to evolution of the universe. The unit involves extensive and regular experimental work, data capture and computer analysis to enable students to model the physical world mathematically. Physics is a prerequisite for several university courses including; physics, engineering, architecture, optometry and radiography.

Description
Students studying Physics 1 & 2 should also take Mathematical Methods 1 & 2. It is recommended that they have studied Year 10 Advanced Science and Year 10 Mathematics for Methods.

It is highly recommended that students studying Physics 3 & 4 have studied Physics 1 & 2 and Mathematical Methods 1 & 2. It is also recommended that they also study Mathematical Methods 3 & 4. In addition, Specialist Mathematics 3 & 4 and Chemistry 3 & 4 are often advantageous when studying Physics. Specialist Mathematics 3 & 4 partners very well with Physics 3 & 4.

Assessment
Units 1 & 2
A variety of tasks will be used as Assessment tasks for Units 1 & 2. These include practical work, tests, presentations etc. An Examination will take place at the end of the unit which will provide valuable experience for Units 3 & 4.

Units 3 & 4
Assessment is determined by VCAA. School assessed classwork will include practical work, tests, analysis etc. School-Assessment Coursework contribute 16% for unit 3 and 24% for unit 4 and an End-of-Year Examination contributing 60% for the final Study Score.

Where does Physics lead to?
Physics is used in many career areas ranging from chemotherapy to movie stunt Coordinators. Physics and Engineering graduates often go on to careers in economic modelling, environmental consulting, medical radiation and imaging, teaching and computer programming. All students are advised to check the VTAC guide for information regarding the pre-requisite for the course they may wish to pursue.
UNIT 1
What ideas explain the physical world?

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

UNIT 2
What do experiments reveal about the physical world?

- Investigate, analyse and mathematically model the motion of particles and bodies.
- Options: How is radiation used to maintain human health? Use nuclear physics concepts to describe and analyse applications of electromagnetic radiation and particle radiation in medical diagnosis and treatment.
- Design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

UNIT 3

- Motion in one and two dimensions
  Investigate motion and related energy transformations experimentally, and use the Newtonian model in one and two dimensions to analyse motion in the context of transport and related aspects of safety, and motion in space.
- Electronics and photonics
  Investigate, describe, compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems.

UNIT 4

- Electric power
  Investigate and explain the operation of electric motors, generators and alternators, and the generation, transmission, distribution and use of electric power.
- Interactions of light and matter
  Use wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms.
- Detailed studies: Materials and their use in structures
  Analyse and explain the properties of construction materials, and evaluate the effects of forces and loads on structures and materials.
Why study Psychology?
Psychology is the study of the nature and development of mind and behaviour in both humans and animals, including the biological structures and processes that underpin and sustain both. Students can develop an understanding of themselves and their relationships with others and their society through the study of Psychology.

Description
It is recommended that students complete Units 1 & 2 of this subject to study it at Year 12. The study aims to engage students in the study of human behaviour from biological, cognitive, emotional and social perspectives. Students are introduced to a variety of thinking and research approaches used in Psychology and gain a broad perspective of the study as a Science. Students apply the principles of scientific research to investigations of Psychology. They propose and investigate hypotheses, collect and analyse data and draw conclusions, taking account of limitations and recommendations. They relate inferences to current models and theories, and recognise the contribution to Psychology of earlier models and theories. Students incorporate ethical principles in their research and identify and analyse research methods and their ethical implications.

Assessment
Units 1 & 2
A variety of tasks will be used as Assessment Tasks for Units 1 & 2. These include essays, an Annotated Folio of practical School-Assessed Coursework, tests, summary of research findings and multimedia presentations. An Examination will take place at the end of each unit which will provide valuable experience and preparation for Units 3 & 4.

Units 3 & 4
The Assessment of Units 3 & 4 is determined by the VCAA. School-Assessed Coursework will include essays, Annotated Posters, tests and research investigations. School-Assessed Coursework contribute 20% for each unit and there will be an End-of-Year Examination contributing 60% to the Study Score.

Where does Psychology lead to?
Psychology can lead to many courses of study beyond Year 12 and it is usually undertaken as a subject in a variety of courses such as marketing, arts, science and teaching. There are many areas in which psychologists can work, but most specialise in one or two areas. Some fields that psychologists work in are: Forensic science, counselling, health, sports, educational and clinical practice. All students are advised to check the VTAC guide for information regarding the pre-requisites for the course they may wish to pursue.
UNIT 1
- Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
- Identify the varying influences of nature and nurture on a person’s psychological development, and explain different factors that may lead to typical or atypical psychological development.
- Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

UNIT 2
- Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
- Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
- Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data

UNIT 3
The focus in this unit is on the study of the relationship between the brain and consciousness through examination on the basis of awareness, behaviour, cognition, and memory.

The three main Areas of Study are:
- Mind, brain and body
- Memory
- Research Methods

UNIT 4
The focus in this unit is on the interrelationship between learning the brain and its response to experiences and behaviour.

The three main Areas of Study are:
- Learning
- Mental Health
- Research Methods
Why study Computing?
The rapid pace of development in information and communications technology (ICT) is having a major influence on virtually all aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken, but it also creates new opportunities in work, study, recreation, and in relationships. The study of Computing may provide pathways to further studies in IT or IT-related subjects. It may also prepare students for careers in ICT-based areas or for a vast range of careers that require efficient and effective use of ICT.

Description
VCE computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of context, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including, people, processes, data and digital systems (hardware, software, networks) and how their interrelationships affect the types and quality of digital solutions.

Assessment
Unit 1 - Computing
In this unit, students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. Types of software used include web authorizing, visual thinking tools and graphic design solutions. There is a theory examination at the end of this unit.

Unit 2 - Computing
In this unit, students focus on data and how the applications of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students will use data management software and use object-orientated programming software. There is a theory examination at the end of this unit.

Unit 3 – Informatics
In this unit, students focus on data information and information systems. Students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. There are two SACs in Unit 3 which will contribute 25% to the study score. Students will use a relational database management system and an appropriate tool for documenting plans.

Unit 4 - Informatics
In this unit, students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. There is two SACS for this unit and it contributes 25% to the Study Score.

Examination – Units 3 & 4
The End-of-Year Examination is on all outcomes and key knowledge from both Units 3 and 4. The Examination will contribute 50% toward the student’s Study Score.

Where does Computing lead to?
Gaining computing knowledge and skills supports students in all aspects of life. Whether students go on to study Information Technology related courses or a completely unrelated course, ICT skills are almost always assumed in our modern society.
### UNIT 1
- Data and information.
- Problem Solving Methodology.
- Use of a range of software types including word processing, spreadsheets and web authoring.
- Uses and effects of Information Technology.
- Network functions.
- Graphic solutions

### UNIT 2
- Data and information.
- Programming techniques.
- Data visualization.
- Use of a range of software types including spreadsheets, scripting, object orientated programming and data bases.

### UNIT 3
- Use of graphic manipulation and web authoring software.
- Understanding of organisations, goals and objectives.
- Characteristics of data and information.
- Capabilities and limitations of hardware and software.
- Components of Information Systems.
- A relational database management system

### UNIT 4
- User documentation.
- Networked Information Systems.
- Organisations and information needs.
- Online communities.
- Project planning software.
Why study Environmental Science?
VCE Environmental Science enables students to explore the challenges that past and current human interactions with the environment present for the future by considering how Earth’s atmosphere, biosphere, hydrosphere and lithosphere function as interrelated systems.

In undertaking this study, students examine how environmental actions affect, and are affected by, ethical, social and political frameworks. In VCE Environmental Science students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary issues related to environmental science, and communicate their views from an informed position.

Description
In VCE Environmental Science, Earth is understood as a set of four interdependent systems: the atmosphere, biosphere, hydrosphere and lithosphere. The study explores how the relationships between these systems produce environmental change over a variety of time scales. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change; they explore the conceptual, behavioural, ethical and technological responses to these changes.

Students examine data related to environmental monitoring over various time scales, case studies, research, models, frameworks and theories to understand how knowledge in environmental science has evolved and continues to evolve in response to new evidence and discoveries.

It is recommended that Units 1 & 2 be completed in sequence, before commencing Units 3 & 4. The costs associated with completing Chemistry include the purchase of textbooks (approximately $75 (TBC) for each year.

Assessment
Unit 1 & 2
A variety of tasks will be used as Assessment Tasks for Units 1 & 2. These can include practical activities and reports and logbook, a model of energy concepts, short answer responses, media investigation, journal/blog and tests. Practical work and assessment practical work is a central component of learning and assessment. There will also be an Examination at the end of each unit.

Unit 3 & 4
The assessment of Units 3 & 4 is determined by VCAA. The Examination will be completed under the following conditions: Duration: 2 hours.

School-Assessed Coursework will be selected from practical activities, reports, posters, oral presentations, instrumental analysis and tests.

School Assessed Coursework will contribute 20% for Unit 3 and 30% for Unit 4, and there will be an End-of-Year Examination contributing 50% to the study score.
Where does Environmental Science lead to?
VCE Environmental Science provides for continuing study pathways within the field and leads to a range of careers. Diverse areas of employment range from design, including landscape or building architecture, agriculture (which is an emerging field, with strong employment opportunities), engineering and urban planning, environmental consultancy and advocacy, which may involve employment in air, water and/or soil quality monitoring and control, construction, mining and property management, teaching, business and water quality engineering. Environmental scientists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, geology and oceanography.

All students are advised to check the VTAC guide for information regarding the pre-requisite for the course they may wish to pursue.
UNIT 1
How are Earth’s systems connected?

- To compare the processes and timeframes for obtaining the key inputs required for life on Earth, describe strategies for the minimisation of waste product outputs, and explain how Earth’s four systems interact to sustain life.
- To be able to describe the flow of matter and energy, nutrient exchange and environmental changes in ecosystems across Earth’s four systems over different time scales.
- In this area of study students design and conduct a practical investigation into the monitoring of ecosystems or their components and/or change in ecosystems.

UNIT 2
How can pollution be managed?

- To be able to compare a selected pollutant that results in bioaccumulation with an air- or water-borne pollutant, with reference to their sources, characteristics and dispersal, explain how they can be measured and monitored, and describe treatment options.
- To be able to compare the sources, nature, transport mechanism, effects and treatment of three selected pollutants, with reference to their actions in the atmosphere, biosphere, hydrosphere and lithosphere.
- To be able to investigate and communicate a substantiated response to an issue involving the management of a selected pollutant of local interest.

UNIT 3
How can biodiversity and development be sustained?

- To be able to explain the importance of Earth’s biodiversity, analyse the threats to biodiversity, and evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species.
- To explain the principles of sustainability and environmental management and analyse and evaluate a selected environmental science case study.

UNIT 4
How can the impacts of human energy use be reduced?

- To compare the advantages and disadvantages of a range of energy sources, evaluate the sustainability of their use, and explain the impacts of their use on society and the environment.
- To investigate the astronomical, solar, and Earth systems and human-based factors that have altered important relationships between the energy, water and nutrient cycles, resulting in the enhanced greenhouse effect and climate change. They compare natural and enhanced greenhouse effects and their significance for sustaining ecological integrity.
- On completion of this unit the student should be able to design and undertake a practical investigation related to biodiversity or energy use from an environmental management perspective, and present methodologies, findings and conclusions in a scientific poster.
FOOD AND TECHNOLOGY

Why study Food and Technology?
The study of Food and Technology focuses on food properties and technological developments in the food industry. Furthermore, students can gain useful information about planning considerations and evaluating developed skills in outcomes. In addition, it looks at food preparation, processing and food production controls. Food safety and hygiene looks at product development, modified food products and food production controls.

Description
Food and Technology focuses on the properties and uses of food. Unit 1 & 2 is about food safety and hygiene along with technological developments of new food products. Unit 3 & 4 focuses on food preparation and processing techniques and the associated technology. It also explores food packaging, packaging systems and marketing.

The costs associated with completing Food and Technology include the purchase of a text book for Unit 1 & 2 and a text book for Unit 3 & 4 (approximately $90 each). An additional cost of approximately $25 will contribute to the final production assessment for Unit 3 & 4. There will also be an Examination at the end of each unit which will contribute to the overall assessment of the unit.

Assessment
Units 1 - 4
A variety of tasks will be used as School-Assessed Coursework for units 1 & 2. These include coursework from the prescribed text book, production assessments and tests.

The assessment for Unit 3 & 4 is determined by VCAA. School Assessment Coursework will include practical productions and written Examinations.

School-Assessed Coursework for Units 3 & 4 is as follows:
- Unit 3 School-Assessed Coursework – 18%
- Unit 4 School-Assessed Coursework– 12%
- Unit 3 & 4 School Assessed Task - 40%
- End-of-Year Examination – 30%

Where does the subject lead to?
Food and Technology can lead to many career paths such as Hospitality, Food Technology, Product Development and Teaching. Additionally it will teach you valuable life skills which can be used every day. Students are encouraged to seek more information from universities, TAFE colleges, private providers and/or the Careers Coordinator for further career options.
UNIT 1
- This unit explores the physical and chemical properties of food.
- The way properties influence food preparations.
- The importance of food safety and hygiene.

UNIT 2
- This unit explores the importance of planning in food preparation.
- The impact of technological developments on all phases of food production.

UNIT 3
- This unit explores food preparation and processing techniques.
- It looks at Australian food safety regulations.
- Students develop a design brief to be completed in Unit 4.

UNIT 4
- Students work independently to complete the design plan they established in Unit 3.
- This unit looks at product development and emerging food trends.
PRODUCT, DESIGN AND TECHNOLOGY (TEXTILES)

Why study Product, Design and Technology (Textiles)?
Design and Technology is all about Fashion Design. These units of study focus on how products are designed and created. The evolution of a completed product is examined from the initial idea to finally selling it at a retail level. The implications of design are also reviewed and we assess the environmental responsibilities of the designer, and the influences of marketing psychology on a product’s success. The study engages students in technological tasks that call on the student’s knowledge and understanding of materials and production processes to design, and make products suitable for their intended purpose. Through these units, students will develop knowledge and practise particular skills in which they investigate, design, produce and evaluate products and their applications.

Description
In VCE Product Design and Technology students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation.

Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions. Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants.

Where does Product, Design and Technology lead to?
VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior and exhibition design, engineering, and fashion, furniture, jewellery, textile and ceramic design at both professional and vocational levels. Moreover, VCE product Design and Technology can inform sustainable behaviours and develop technical skills to represent multiple solutions to everyday life situations. It contributes to creating confident and unique problem solvers and project managers well equipped to deal with the multi-disciplinary nature of modern work places. There are no pre-requisites for entry to units 1, 2 and 3. Students must undertake unit 3 prior to undertaking unit 4.

Assessment
Units 1&2
Satisfactory achievement of outcomes 1, 2 & 3 are necessary to complete each unit.

Units 3 &4
School-Assessed Coursework for unit 3 will contribute to 12% towards the study score
School-Assessed Coursework for unit 4 will contribute to 8 % towards the study score
School-Assessed Task (folio development, product and evaluation report) for Unit 3 &4 will contribute to 50% of the Study Score.
An End-of-Year Examination will contribute to 30%.
UNIT 1
Product Re-design and Sustainability
- The Product Design Process
- Unsustainable Products
- Analysing and re-designing a product
- Knowledge of materials
- Evaluation and comparison
- Intellectual property

UNIT 2
Collaborative Design
- Collaboration and the product design process
- Researching a style or movement
- Working as a team
- Presenting your work
- Creative and critical thinking
- Knowledge of materials

UNIT 3
Applying the Product Design Process
- Designer, client and end-user in product development
- Product development in industry

UNIT 4
Product Development and Evaluation
- How we choose products
- Defining product attributes
- Prioritising product attributes
- Developing criteria and comparing products
- How products are assessed
VET Subjects

The following VET subjects are offered as part of the usual Marian College timetable schedule:

- VCE VET Business Normal timetabled class
- VCE VET Hospitality Normal timetabled class
- VCE VET Sport & Recreation Normal timetabled class

The following VET subject is offered outside of the usual Marian College timetable schedule:

- Hair Year 1 Tuesday 1:30pm-6:00pm
- Hair Year 2 Thursday 1:30pm-6:00pm

The following VET subject is offered off-site (VU St Albans) and outside of the usual Marian College timetable schedule:

- Allied Health Year 1 Tuesday 1:30pm-5:30pm
- Allied Health Year 2 Thursday 1:30pm-5:30pm

VCAL students may study other VET subjects either at a TAFE College or a regional secondary college which is a member of the Brimbank VETiS Cluster. As a member of the cluster Marian College undertakes the arrangements for students to participate in external VET studies through another school.

Examples of external VET studies which have been undertaken by Marian College students in are:

- Certificate II Furnishing Studies
- Certificate II Dance
- Certificate II Applied Fashion and Design
- Certificate II in Information Digital Media & Technology
- Certificate II Laboratory Services
- Certificate II Community Services

Please note there is a course fee associated with VET subjects. These range from approximately $200 - $600, depending on the course of study. Please see the VET Coordinator for more information.

Structured Work Placement (SWL)

VCE VET Students are required to complete 40 hours – 80 hours (subject specific) of Structured Workplace Learning in each year of the course as many of the competency modules in the Certificate are linked to work in a relevant industry setting.

Dates for SWL in 2016:

- Year 10 Students - During the designated Year 10 Work Experience week or the term two holidays (27 June - 1 July OR 4 - 8 July 2016)
- VCE students - During the Term 2 holidays (27 June - 1 July OR 4 - 8 July 2016)
- VCAL students have additional flexibility in regards to the timing of their work placement.
Why study VCE VET Business?
The study of VET Business enables Students to develop skills and acquire an understanding of the work office administration workers do and the types of industry in which they are employed. It aims to provide knowledge and skills to achieve competencies which will enhance employment prospects within the clerical-administrative workforce, so that you can make a more informed choice of your career path.

Description
VCE VET Business provides students with the knowledge and skills to work effectively in a business or office environment. Depending on the electives chosen, Units 1 & 2 include occupational health and safety, communicating in the workplace, organising work activities, producing word processed documents, using business technology and creating and using spread sheets.

Units 3 & 4 from Program 2 support scored assessment and incorporate units such as maintaining financial and business records, organising work priorities, organising workplace information, promoting innovation and design and producing business documents.

Students must participate in a one-week work placement in each year of the course since many of the competency modules in the Certificate are linked to work in a relevant industry setting. Work placement occurs during the Work Experience week for year 10 students and the July holidays for Senior School students. VCAL students have additional flexibility in regards to the timing of their work placement.

Students who successfully complete the Units 1 to 4 sequence of this course will gain a nationally recognised qualification as well as units contributing to their VCE or VCAL program.

Assessment
Units 1 & 2
A variety of tasks will be used to determine a student’s competency within the modules of this certificate

Units 3 & 4
The assessment of Units 3 & 4 is determined by VCAA. A study score is available for this program. The study score is calculated using assessments of each student’s level of performance based on evidence from coursework and an End-of-Year Examination.

Where does Business lead to?
Certificate II in Business provides a pathway into training and employment in business and related industries. Potential occupations may include administration or clerical assistant, data entry operator, office junior or receptionist. Roles for experienced professionals in this industry may include personal assistant, medical secretary, legal clerk or information desk manager.
**UNITS 1 & 2**

Students will be required to demonstrate their competencies in a variety of basic office tasks. In units 1 & 2 you will learn to:

- Contribute to health and safety of self and others
- Deliver a service to customers
- Process and maintain workplace information
- Communicate in the workplace
- Produce simple word processed documents
- Organise and complete daily work activities
- Work effectively with others
- Use business technology
- Participate in environmentally sustainable work practices
- Communicate electronically

**UNITS 3 & 4**

In Units 3 & 4 students will continue to enhance their skills in a variety of areas. The focus is on:

- Design and produce business documents
- Organising and developing personal work priorities
- Organising workplace information
- Deliver and monitor a service to customers
- Recommend products and services
Why study VCE VET Hospitality?
The study of hospitality enables students to develop skills and acquire an understanding of the work hospitality workers do and the diversity of employment options that are available within the industry. It aims to provide knowledge and skills to achieve competencies which will enhance employment prospects within the hospitality workforce, so that students can make a more informed choice regarding career pathways.

Description
Certificate II in Hospitality (Kitchen Operations) provides students with the skills and knowledge to be competent in a range of kitchen functions and activities to work in various hospitality enterprises where food is prepared and served, including restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias and coffee shops. Compulsory units of competence in Units 1 & 2 include health, safety and security procedures, workplace hygiene, working with colleagues and customers, using basic methods of cookery, receiving and storing kitchen supplies and presenting food. Units 3 & 4 cover areas such as preparing, cooking and serving food for service, preparing appetisers and salads, stocks, sauces, soups, and desserts.

Assessment
Units 1 & 2
A variety of tasks and assessment methods will be used to determine a student's competency within the modules of these units. Students will produce food in the industrial kitchen for the school canteen

Units 3 & 4
The assessment of Units 3 & 4 is determined by VCAA. A study score is available for this program. The study score is calculated using assessments of each student’s level of performance based on evidence from coursework and the End-of-Year Examination.

Structured Work Placement
Students must participate in a one-week work placement in year one of the course since many of the competency modules in the Certificate are linked to work in a relevant industry setting. Work placement occurs during the Work Experience week for year 10 students and the July holidays for Senior School students. VCAL students have additional flexibility in regards to the timing of their work placement. The work placement component of year two is covered by participating adequately in restaurant services offered by the College.

Students who successfully complete the Units 1 to 4 sequence of this course will gain a nationally recognised qualification as well as units contributing to their VCE or VCAL program.

Where does Hospitality lead to?
Career opportunities: With additional training and experience, future employment opportunities may include chef, pastry chef, caterer, breakfast cook, short order cook and a fast food cook.

Further information/useful links:
UNITS 1 & 2
Students will be required to demonstrate their competencies in a variety of basic tasks. In Units 1 & 2 you will learn to:
- Work effectively with others
- Prepare simple dishes
- Source and use information on the hospitality industry
- Use hygienic practices in food safety
- Maintain the quality of perishable items
- Participate in safe work practices
- Use food preparation equipment
- Produce dishes using basic methods of cookery
- Clean kitchen premises and equipment

UNITS 3 & 4
In Units 3 & 4 students will continue to enhance their skills in a variety of areas. The focus is on:
- Use cookery skills effectively
- Produce appetisers and salads
- Produce stocks, sauces and soups
- Produce vegetables, fruit, eggs and farinaceous dishes
- Purchase goods
CERTIFICATE II and III in HAIRDRESSING

Why study Hairdressing?
The study of hairdressing enables us to develop skills and acquire an understanding of the work that hairdressers do and the employment options that are available within the industry. It aims to provide knowledge and skills to achieve competencies which will enhance employment prospects within the hairdressing workforce, so that you can make a more informed choice of your career path.

Description
Students studying VET Hairdressing will be undertaking Certificate II in Hairdressing in Year 1 and may elect to continue into Year 2 to attain Certificate III in Hairdressing.

Students who successfully complete Year 1 & 2 of this course will gain a nationally recognised qualification as well as units contributing to their VCAL program. Students may eligible for credit towards their VCE through Block Credit Recognition. Credit is awarded in the VCE on the basis of achieving units of competency. Credit is determined by the AQF level and the nominal hours of the units of competency.

Assessment
Year 1/2
A variety of tasks will be used to determine a student’s competency within the modules of this certificate

Structured Work Placement
Students must participate in a one-week work placement in each year of the course since many of the competency modules in the Certificate are linked to work in a relevant industry setting. Work placement occurs during the Work Experience week for Year 10 students and the July holidays for Senior School students. VCAL students have additional flexibility in regards to the timing of their work placement.

Timetabling
To encourage a realistic experience, this VET course will run from 1:30 pm to 6:00pm on one afternoon a week. This will create study periods within the student's timetable.

Where does Hairdressing lead to?
Hairdressing is categorised as a skills shortage area. Completing Unit 4 of this program opens the pathway to further study at TAFE. This course offers students the opportunity to examine work options which may be either career-long or short-term. The global demand for skilled hairdressers offers employment that allows for travel around Australia and internationally. The flexibility of hours that hairdressing work requires can be used to support further study. The comparatively low start-up costs can promote self-employment.
CERTIFICATE II and III in HAIRDRESSING

UNITS 1 & 2
Students will be required to demonstrate their competencies in a variety of basic tasks. In units 1 & 2 you will learn to:
- Participate in environmentally sustainable work practices
- Perform shampoo and basin services
- Greet and prepare clients for salon services
- Dry hair to shape
- Maintain and organise tools, equipment and work areas
- Apply salon safety procedures
- Communicate in the workplace
- Work effectively in a retail environment
- Perform head, neck and shoulder massage
- Apply hair braiding techniques
- Merchandise products
- Recommend hair, beauty and cosmetic products and services
- Sell products and services

UNITS 3 & 4
In Units 3 & 4 students will continue to enhance their skills in a variety of areas. The focus is on:
- Design Haircut Structures
- Apply one length or solid haircut structures
- Apply graduated haircut structures
- Apply layered haircut structures
- Apply over-comb techniques
- Colour and lighten hair
- Design and perform full and partial highlighting techniques
**Why study Allied Health Assistance?**

The study of VET Allied Health Assistance enables students to develop skills and acquire an understanding of the work undertaken in health care settings. It aims to provide knowledge and skills to achieve competencies which will enhance employment prospects within the Allied Health industry.

**Transport**

To enrol in this subject, students must have their own means of travelling to VU St Albans. Public transport is not a viable option due to the 1.30 pm class start time).

**Description**

VET Allied Health Assistance as a subject is run at Victoria University (St Albans Campus). This allows the use of extensive health-specific equipment and facilities in addition to strengthening the pathway to further study at VU. This course is appropriate for a student with medium to high levels of literacy with self-sufficient learning skills as it involves a high level of written work to be completed independently. Students must also comply with specific jewellery and uniform requirements.

This course provides students with the knowledge and skills to effectively provide assistance in the Allied Health field. Year 1 topics include first aid, communication in the health workplace, infection control, and underpinning nursing skills, such as how to help with patient movement. You will begin to develop the skills you need as an allied health assistant and the importance of occupational health and safety.

Students who successfully complete Years 1 & 2 of this course will gain a nationally recognised qualification, four VCE units, incorporating a 10% ATAR increment, or Industry Specific Skills (ISS) outcomes to their VCAL program.

**Assessment**

**Year 1/2**

A variety of tasks will be used to determine a student’s competency within the modules of this certificate.

**Structured Work Placement**

In Allied Health, students are mandated to complete in 80 hours of SWL in each year of the course as many of the competency modules in the Certificate are linked to work in a relevant industry setting. Whilst on work placement you may work alongside practitioners such as physiotherapists, speech pathologists, occupational therapists and become familiar with working in a busy public hospital, aged care facility, allied health service or private practice.

**Timetabling**

This VET course will run on Tuesday (Year 1) and Thursday (Year 2) afternoons from 1:30 pm to 6:00 pm at the St Albans Campus of Victoria University. This will create study periods within the student’s timetable.
CERTIFICATE III ALLIED HEALTH ASSISTANCE

Where does Allied Health Assistance lead to?

A Certificate III in Allied Health Assistance can lead to work as an allied health assistant or you can go on to further study at TAFE and university. You may also be able to get a traineeship and may assist in leading to a specialized career path in a number of areas including nursing, physiotherapy, occupational therapy or aged care.
Year 1
Students will be required to demonstrate competency in a variety of basic tasks.
In Year one students will learn to:
- Work effectively with others
- Communicate and work effectively in health
- Comply with infection control policies and procedures
- Participate in OHS processes
- Use business equipment and resources
- Contribute to effective workplace relationships
- Maintain high standards of client service
- Transport clients
- Apply first aid (Level 2 First Aid)
- Prepare and maintain beds
- Follow safe manual handling practices
- Respond effectively to challenging and difficult behaviour
- Assist with client movement
- Apply the principles of confidentiality, privacy and security within a medical environment
- Interpret and apply medical terminology appropriately

Year 2
In Year 2 students will continue to enhance their skills in a variety of areas.
The focus is on:
- Apply the principles of confidentiality, privacy and security within a medical environment
- Interpret and apply medical terminology appropriately
- Assist with an allied health program
- Recognise healthy body systems in a health care context
- Organise workplace information
- Support the Care of clients
- Work effectively with Aboriginal and/or Torres Strait Islander people
- Work effectively with culturally diverse clients and co-workers
Why study Sport and Recreation?
The study of Sport and Recreation provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in many areas of both the sport and outdoor recreation industry. Leadership, organisational and specialist activity skills will be developed through theory and practical sessions such as personal training sessions and the Marian College swimming carnival. Students play pivotal roles in the organisation of school sporting carnivals such as the annual swimming and athletics carnival and individual sporting teams and personal training sessions. As part of the elective unit associated with this course, students will devise and implement a range of outdoor recreational activities which may include surfing, rock climbing, snowboarding and bike riding focusing on the administrative, logistical and health and safety procedures and policies relevant to each activity.

Description
Certificate III in Sport and Recreation includes first-aid, occupational health and safety policies and procedures and knowledge of the sport and recreation industry. The chosen elective unit includes, Plan and Organise Outdoor Recreation Activities, & a focus on the logistical and management procedures related to the organisation of outdoor recreation activities.

Assessment
Units 1 and 2
A variety of tasks and assessment methods will be used to determine a student's competency within the modules of these units.

Units 3 and 4
The assessment of units 3 and 4 is determined by VCAA. A study score is available for this program. The study score is calculated using assessments of each student's level of performance based on evidence from coursework and an examination.

Structured Workplace Learning
Students must participate in 5 days of work placement in each year of the course since many of the competency modules in the Certificate are linked to work in a relevant industry setting. Work placement occurs during the Work Experience week for year 10 students and the June/July holidays for Senior School students. VCAL students have additional flexibility in regards to the timing of their work placement.

Students who successfully complete the Units 1 to 4 sequence of this course will gain a nationally recognised qualification as well as units contributing to their VCE or VCAL program.

Timetabling
Sport and Recreation runs during the standard timetable.

Where does Sport and Recreation lead to?
The Certificate III in Sport and Recreation can provide pathways into the sport and outdoor recreation industry. Occupations include assisting with the conduct of recreational activities, events and promotions, facility maintenance, operations and other associated tasks. Facilities include leisure centres, aquatic centres, gymnasiuims and sporting arenas.

Further information/useful links:
S30510 CERTIFICATE III IN SPORTS & RECREATION

UNITS 1&2
Students will be required to demonstrate their competencies in a variety of tasks. In Units 1 and 2 you will learn to:
- Organise personal work priorities and development.
- Follow work health and safety procedures.
- Develop and extend critical and creative thinking skills.
- Provide customer service.
- Respond to emergency situations.
- Apply first aid.
- Use social media tools for collaboration and engagement
- Plan and organise outdoor recreation activities.

UNITS 3&4
Students will be required to demonstrate their competencies in a variety of physical tasks. In Units 3 and 4 you will learn to:
- Conduct basic warmups.
- Follow work health and safety procedures.
- Undertake risk management.
- Plan sport and recreation sessions.
- Facilitate groups.
- Manage conflict.
- Provide public education on the use of resources
- Officiate games or competitions
VCAL LEVELS and STRANDS
VCAL provides flexible entry and exit points for a range of senior student abilities and interests and offers clear progression for skills, knowledge and attitudinal development.
VCAL is accredited at three award levels:
- Foundation
- Intermediate
- Senior

VCAL has four strands of study:
- Literacy (reading, writing and oral communication)
- Numeracy
- Personal Development Skills
- Work Related Skills

In addition, most students will complete a Vocational and Educational Course (VET) as part of their certificate.

Please note that satisfactory completion of a VET course is a compulsory requirement for students who wish to complete a VCAL certificate at Intermediate or Senior level.

SATISFACTORY COMPLETION OF VCAL
- Students must satisfactorily complete 10 units in order to achieve a VCAL.
- The certificate is awarded at the level completed in Literacy and Personal Development Skills.
- Satisfactory completion of units in the strands of Literacy and Personal Development Skills is required to be awarded for any VCAL.
- Successfully completed VET and VCE units will contribute to the total number of units a student achieves towards their VCAL.
- Students who complete VCAL in Years 11 and 12 may be eligible to receive a VCAL certificate at two award levels e.g. Foundation in Year 11 and Intermediate or Senior in Year 12.
- VET units are a compulsory requirement for completion of VCAL certificates at Intermediate and Senior levels.

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<thead>
<tr>
<th>Sample Foundation VCAL Program – 10 Units – Year 11</th>
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<tr>
<td>Foundation Literacy – Reading and Writing</td>
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<td>Foundation Literacy – Oral Communication</td>
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<td>Foundation Numeracy</td>
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<td>Foundation Personal Development Skills – Units 1 &amp; 2</td>
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<td>Foundation Work Related Skills – Units 1 &amp; 2</td>
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<tr>
<td>Year 1 VCE VET course of choice</td>
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<tr>
<td>VCE Religion and Society - Unit 1</td>
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<tr>
<th>Sample Intermediate VCAL Program – 10 Units – Year 12</th>
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<tr>
<td>Intermediate Literacy – Reading and Writing</td>
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<td>Intermediate Literacy – Oral Communication</td>
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<tr>
<td>Intermediate Numeracy</td>
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<tr>
<td>Intermediate Personal Development Skills – Unit 1 &amp; 2</td>
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<td>Intermediate Work Related Skills – Units 1 &amp; 2</td>
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<tr>
<td>Year 2 VCE VET course of choice or traineeship</td>
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<tr>
<td>VCE Religion and Society Unit 2</td>
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Sample Senior VCAL Program

Eligible students may complete Senior VCAL in Year 12. Senior VCAL requires the successful completion of 10 units. Students wishing to do Senior VCAL must apply for entry to this course and meet a set of specified criteria. Application forms are available from the VCAL Coordinators.

On acceptance to the Senior VCAL Program, an individual program will be negotiated in order to meet the 10 unit requirement.

Pre-requisites for entry to Senior VCAL:
(1) successful completion of a Year 1 VET course in Year 11
(2) successful completion of all enrolled VCAL, VET and VCE subjects in Year 11
(3) demonstration of the ability to be an independent and self-directed learner who is prepared and able to spend at least one day a week in the workforce as either a work placement student or as a trainee

Work Placement: Year 11 - 10 days of Work Experience or Structured Work Placement is required to be completed over the course of the year.

Work Placement: Year 12 students are expected to complete one day a week, in a placement, for the duration of their Year 12 studies.

Non-completion of certificate in Year 11
If a student does not complete all units successfully in Yr 11 VCAL, opportunity to complete the Foundation certificate as well as some Intermediate level units may be negotiated for Year 12.

VCAL UNITS
A VCAL unit contains accredited learning outcomes that are generic by nature and enable content to be developed and/or planned at the local level to suit the individual needs of students. Locally developed non- accredited curriculum and activities or structured workplace learning programs can be included as the subject content that allows the achievement of learning outcomes in a VCAL unit.

The assessment of the VCAL unit learning outcomes may be in the context of programs that include community-based, school-based, work-based and sports-based projects and activities. More information is available from the VCAA website at www.vcaa.vic.edu.au

LITERACY

Literacy Skills purpose statement– VCAA

The purpose of literacy curriculum selected for this strand is to enable the development of skills, knowledge and attitudes in literacy that allow progression in the main social contexts of family, employment, further learning and citizenship.

Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate.

Literacy includes reading, writing and oral communication skills.
NUMERACY
Numeracy Skills purpose statement – VCAA
Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields. Curriculum selected in this strand should develop skills to facilitate the practical application of mathematics at home, work and in the community.

WORK RELATED SKILLS
Work Related Skills purpose statement – VCAA
The purpose of the Work Related Skills Strand is to develop employability skills, knowledge and attitudes valued within the community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from a range of pathways.

PERSONAL DEVELOPMENT SKILLS
Personal Development Skills purpose statement – VCAA
The purpose of the Personal Development Skills Strand is to develop knowledge, skills and attributes that lead towards the development of self, social responsibility, building community, civic and civil responsibility through volunteering and working for the benefit of others, improved self-confidence and self-esteem, valuing civic participation in a democratic society.
The development of knowledge, skills and attributes in this strand underpins the development of skills in the three other VCAL curriculum strands.

INDUSTRY SPECIFIC SKILLS
Industry Specific Skills purpose statement – VCAA
The purpose of the Industry Specific Skills Strand is to enable the development of skills, knowledge and attitudes related to one or more vocational contexts in preparation for progression to further learning or employment. The learning program should focus on vocational contexts.