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INTRODUCTION

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 one 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
Co-Principal

Raymond Pisani
Co-Principal
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>Tuesday 21 June</td>
<td>Year 10 Pathways Program – including presentations, initial mentoring sessions, university visits,</td>
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<tr>
<td>Tuesday 12 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 13 July</td>
<td>Senior Certificates Subject Selection Handbook available on College website and SEQTA</td>
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<tr>
<td>Wednesday 13 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 13 July</td>
<td>VCAL Expression of Interest forms available for collection</td>
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<tr>
<td>18 – 22 July</td>
<td>Year 10 Work Experience</td>
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<tr>
<td>Monday 25 July</td>
<td>Marian College Pathways Expo and Parent Information Evening</td>
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<tr>
<td>Monday 1 August</td>
<td>Acceleration applications close</td>
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<tr>
<td>Monday 1 August</td>
<td>Deadline for VCAL Expression of Interest forms</td>
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<tr>
<td>Thursday 4 August</td>
<td>VCAL 2017 Interviews commence</td>
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<tr>
<td>Friday 5 August</td>
<td>Web Preferences Module opens for data entry for Year 10 into 11 and 11 into 12 2017</td>
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<td></td>
<td>Pastoral Care Periods focus on subject selection mentoring</td>
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<tr>
<td>Wednesday 11 August</td>
<td>Parent – Teacher – Student Interviews</td>
</tr>
<tr>
<td>Thursday 18 August</td>
<td>Web Preferences Module closes for entry for Years 11 and 12 2017</td>
</tr>
<tr>
<td>Friday 19 August</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

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 and resources 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 Learn, 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 25 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 Learn, 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 25 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 Learn, 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

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 four Unit 3 & 4 sequences, one of which must be English.

An unscored VCE may be available, upon application for year 12 students. It is important to note that this does not provide an ATAR.

The VCE units offered by Marian College for 2017 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

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 VCAL 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.

- 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, Sport & 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.
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 students may be completing a VET course outside the school through their place of employment. Others may be studying a language or some other VCE subject externally or via distance education. Students must notify Marian College of their intention to complete subjects externally. Please ensure the VCE Coordinator is made aware of this and it is 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. Some Students may also be approved, based on special circumstances.
VCE SUBJECTS

RELIGIOUS EDUCATION
Religion and Society (Units 1, 2, 3 & 4)
Texts and Traditions (Units 1, 2, 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
Media (Units 1, 2, 3 & 4)
Visual Communication and Design (Units 1, 2, 3 & 4)
Studio Arts (Units 1, 2, 3 & 4)

THE ARTS - 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)
History: Revolutions (Units 3 & 4)
Geography (Units 1 & 2) in 2017 continuing to Units 3 & 4 in 2018
Australian and Global Politics (Units 1 & 2)
Global Politics (Units 3 & 4)

LOTE
Indonesian (Units 1, 2, 3 & 4)
Vietnamese (Unit 1 & 2), Units 3 & 4 in 2018
Italian (Units 1, 2, 3 & 4)

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

SCIENCE
Biology (Units 1, 2, 3 & 4)
Chemistry (Units 1, 2, 3 & 4)
Environmental Science (Units & 2 in 2017, continuing to Units 3 & 4 in 2018)
Physics (Units 1, 2, 3 & 4)
Psychology (Units 1, 2, 3 & 4)

TECHNOLOGY
Computing (Units 1 & 2 in 2017, continuing to Units 3 & 4 in 2018)
Food Technology (Units 1, 2, 3 & 4)
Product Design & Technology – Textiles (Units 1, 2, 3 & 4)
RELIGIOUS EDUCATION AT MARIAN COLLEGE

Marian College is a Kildare ministries college 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 2017 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

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RELCION 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
In VCE Religion and Society, students undertake a general study of religion and its interaction with society in the past and the present. They study specific religious traditions or denominations in societies where multiple worldviews coexist and consider individual experiences of members as they engage with their religion. This study respects and encourages an open and objective inquiry, without partiality towards any one religion.

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 VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs. The student’s level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and/or School-assessed Tasks (SATs) as specified in the VCE study designs, and external assessment. The VCAA will report the student’s level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Percentage contributions to the study score in VCE Religion and Society are as follows:
- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

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 workplace. 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 – The Role of Religion in Society
A range of examples are studied throughout the unit. For all areas of study, students explore detailed examples from more than one religion. These may be from one or more than one of the groups below. In addition, for Areas of Study 1 and 2 further shorter illustrative examples should be selected for study from across all the groups below.

- Spiritually and religious ideas in Prehistory (associated with, for example, Lascaux, Gobekli Tepe, Stonehenge, Jericho)
- Religions of ancient civilisations (for example, Sumerian, Mesopotamian, Babylonian, Egyptian, Canaanite, Roman, Greek)
- Asian religions (for example, Buddhism, Hinduism, Sikhism, Jainism, Taoism, Confucianism, Shintoism)
- Abrahamic religions (for example, Judaism, Christianity and Islam).

### Unit 2 – Religion & Ethics
Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories. In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

### Unit 3 – The Search for Meaning
In this unit students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within one or more than one religious tradition or denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion. Religious tradition/s or denomination/s are to be selected from one or more than one of the following religious traditions: Buddhism, Christianity, Hinduism, Islam, Judaism.

### Unit 4 – Religion, Challenge & Change
This unit focuses on the interaction over time of religious traditions and the societies of which they are a part. For a large part of human history religion has been a truth narrative, offering a means for finding answers to the big questions of life. Students explore challenge for religious traditions generally over time and then undertake a study of challenge and change for one or more than one religious tradition or denomination. Religious tradition/s or denomination/s are to be selected from one or more than one of the following: Buddhism, Christianity, Hinduism, Islam, Judaism.
TEXT 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
In this unit students examine the place of texts and their literary forms within a religious tradition. Story-telling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. Students explore the importance of texts at the source of a tradition and how their meaning for the earlier and continuing tradition might be found and described.
The process of searching for and giving expression to the meaning of text is called exegesis. This unit introduces students to basic methods of exegesis to bring about a deeper awareness of how texts came about, and the meaning of texts to the religious tradition. This unit also explores how texts have been used by people both within and beyond the religious tradition to bring meaning to issues or ideas in a new cultural setting. This unit requires the study of texts in a variety of literary forms. The texts may come from one religious tradition or from a range of religious traditions.

UNIT 3 & 4
The texts of a particular religious tradition are foundational in that they recount, for example, specific events, narratives, laws, prophetic pronouncements and teachings that describe the beginnings and initial development of a religious tradition. In this unit students explore the society and culture from which the tradition being studied was formed. They seek an understanding of the historical background that lent shape and content to the texts themselves.
Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text. As a means to gaining an understanding of the content and message of a text, students become familiar with the nature of exegetical methods being used today by scholars in the religious tradition of their particular text. The first exegetical method students are introduced to in Units 3 and 4 is called sociocultural criticism. The premise this is based on is that an understanding of the original social, cultural, religious, political and historical experience or situation at the time of the formation of the text can lead to a more accurate understanding of the original intention of the text. The second exegetical method used in Units 3 and 4 is literary criticism which seeks to classify texts according to form, considers their structure and literary forms and techniques, and attempts to establish authorship, date, and audience.
The traditions approved for study in Units 3 and 4 are Christianity, Islam and Judaism.

ASSESSMENT
UNITS 1
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

UNITS 3 AND 4
The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in the VCE study designs. The student’s level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and/or School-assessed Tasks (SATs) as specified in the VCE study designs, and external assessment.

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 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.

### 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.
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 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
- 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.
MUSIC: RELIGIOUS EDUCATION

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 compare 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 and compare 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 both creatively and analytically. 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

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 creating texts
2. Analysing argument
3. Reading and comparing texts

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

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

UNIT 4
- Study of two texts
- Oral presentation
**LITERATURE**

**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. There are two assessment tasks for each unit. 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. There are two assessment tasks for each unit. School-Assessed Coursework will include essays, text analyses 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 LEAD TO?**
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.

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<thead>
<tr>
<th><strong>UNIT 1 - APPROACHES TO LITERATURE</strong></th>
<th><strong>UNIT 3 – FORM AND TRANSFORMATION</strong></th>
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<tr>
<td>• Why do I have the opinions I do?</td>
<td>• How is meaning created when a text is interpreted for performance?</td>
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<td>• How do texts reflect the societies that produced them?</td>
<td>• What values does a text appear to support, and what viewpoints does it challenge or ignore?</td>
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<td>• How do films interpret ideas and experiences?</td>
<td>• Has a published review of a text been accurate and fair?</td>
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<th><strong>UNIT 2 – CONTEXT AND CONNECTIONS</strong></th>
<th><strong>UNIT 4 – INTERPRETING TEXTS</strong></th>
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<tr>
<td>• Why do I choose to analyse a text in this way?</td>
<td>• Can I write an extended creative piece that is linked to a text we study?</td>
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<tr>
<td>• In what ways can I respond to texts from cultures that are earlier than mine?</td>
<td>• Can I closely analyse a text in order to support my interpretation of it?</td>
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<td>• Can I demonstrate my own ideas in an extended piece of writing around a given focus?</td>
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MEDI

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 that affect their lives. 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. 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. Students will require an SD card and a presentation folio in order to undertake this course.

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)

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 filmmaking 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:**
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 creative and cultural impact of new media technologies.

### UNIT 2
**MEDIA PRODUCTION AND THE AUSTRALIAN MEDIA INDUSTRY STUDENTS WILL:**
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:**
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:**
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, 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
UNIT 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 visualisation 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.
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
STUDIO ARTS

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.
**DRAMA**

**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 three 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. Finally, students will develop the skills to evaluate their own and others’ work, in order to refine and extend their performances. 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 real 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, and 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 mini-solo performance based upon a simple stimulus provided by the teacher
• Develop and present a Solo Performance based upon a prescribed structure provided by the VCAA
• 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.
UNIT 1

PERFORMANCE
• Students prepare, present and critically evaluate Performances of solo and ensemble works. Ideally students should be taking lessons with a singing or instrumental teacher.

PERFORMANCE TECHNIQUE
• Students investigate what are the foundations of a Good performance. This includes identifying influences On their performances, and information regarding Genres and styles. They design and evaluate rehearsals, building in time for scales, exercises (general and specific to pieces being prepared for Performance) and sight-reading. They learn to balance Time allocation between different pieces in their Repertoire.

MUSIC LANGUAGE
• Students recap their music language from Years 7-10 and learn new skills in writing, reading, hearing, transcribing and imitating music.

UNIT 2

PERFORMANCE
• Students prepare, present and critically evaluate Performances of solo and ensemble works. Ideally students should be taking lessons with a singing or instrumental teacher. Students considering taking Units 3 & 4 should start to look at pieces from relevant prescribed list.

PERFORMANCE TECHNIQUE
• Students investigate what are the foundations of a Good performance. This includes identifying influences On their performances, and information regarding Genres and styles. They design and evaluate rehearsals, building in time for scales, exercises (general and specific to pieces being prepared for Performance) and sight-reading. They learn to balance time allocation between different pieces in their Repertoire.

MUSIC LANGUAGE
• Students consolidate skills learned in Unit 1, adding Some new skills and focusing on aural work. Students Apply understanding of the elements of music gained in Unit 1 to analyse music works with particular reference To musical intent.

ORGANISATION OF SOUND
• Students learn to write/compose a melody in relation To a harmonic progression. They perform this on a Keyboard, recording and notating their work using Appropriate software.

UNIT 3

PERFORMANCE
• Students research, prepare and present performances of solo OR ensemble works, taking some or all of their works from the relevant prescribed list and ensuring that each instrument’s criteria are met. Ideally students should be taking lessons with a singing or instrumental teacher.

PERFORMANCE TECHNIQUE
• Students prepare a presentation of the scales learned In Music Language, as well as exercises aimed at Increasing their skill on their chosen instrument. They Present a scale and exercise relevant to each work in their program. They also demonstrate their skills in EITHER sight-reading OR improvisation.

MUSIC LANGUAGE
• Students recap music language skills from Units 1 & 2, Adding further skills and focusing on aural and oral Skills.

UNIT 4

PERFORMANCE
• Students finalise their performances in preparation for Their final performance examination. This includes a Number of performance runs through to different Audiences.

PERFORMANCE TECHNIQUE
• Students prepare a presentation of the scales learned In Music Language, as well as exercises aimed at Increasing their skill on their chosen instrument. They Present a scale and exercise relevant to each work in their program. They also demonstrate their skills in EITHER sight-reading OR improvisation.

MUSIC LANGUAGE
• Students prepare for the final examination, focusing on Aural and transcribing skills.
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
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
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
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 and 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 focus 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.
### HEALTH AND HUMAN DEVELOPMENT

**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 area's

**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

**STUDENT COMMENT:**

“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.”
PHYSICAL EDUCATION

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
VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise. Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

ASSESSMENT
UNIT 1 & 2
The VCAA study design has been revised and will be introduced for the 2017 school year. Assessment for Unit 1 & 2 could take the form of a written report, test, case study analysis or oral presentation.

UNIT 3 & 4
The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs. The student’s level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and/or School-assessed Tasks (SATs) as specified in the VCE study designs, and external assessment. The VCAA will report the student’s level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study.

Percentage contributions to the study score in VCE Physical Education are as follows:
• Unit 3 School-assessed Coursework: 25 per cent
• Unit 4 School-assessed Coursework: 25 per cent
• End-of-year examination: 50 per cent.

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

They also recommend and implement strategies to minimise the risk of illness or injury to each system.

UNIT 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.

UNIT 2
PHYSICAL ACTIVITY, SPORT & SOCIETY
This unit develops students’ understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts.

Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.
ACCOUNTING

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.
## 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

## STUDENT COMMENTS:

“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, 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?
The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager etc. Further study can lead to specialization in areas such as marketing, public relations and event management.
UNIT 1
PLANNING A BUSINESS
Did you know that small businesses make up the vast majority of all businesses in the Australian economy?
Unit 1 focuses on:
• Planning a business
• Marketing a business
• 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
ESTABLISHING A BUSINESS
Communication is an important aspect of everyday life, but in the business world it could mean success or failure.
Unit 2 focuses on:
• Legal requirements and financial considerations
• Communication, both internally and externally to businesses, with special attention to the functions of marketing and public relations.

UNIT 3
MANAGING A BUSINESS
Large organisations play an important role in Australia by creating employment, wealth and income.
Unit 3 focuses on:
• Human resource management – factors involved in managing human resources, the employment cycle, employee relations.
• Internal environments of large scale organisations – management structure, corporate culture, key management roles, management styles and skills.
• Operations management.

UNIT 4
TRANSFORMING A BUSINESS
Modern managers need to be able to effectively manage human resources and change.
Unit 4 focuses on:
• 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.
• Evaluate the effectiveness of a variety of strategies used by managers to implement change.
LEGAL STUDIES

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.

STUDENT COMMENT:

Studying legal studies has helped us to not only understand the democratic system but also assisted us with our comprehension and development of English skills. The legal system is a present occurrence in our everyday lives and legal studies has benefited us in being able to grasp various concepts and apply it to multiple circumstances. We thoroughly enjoyed this subject and encourage those interested in law or who has an appreciation for our political system to choose this subject.

Personally, as year 11’s completing the subject as an acceleration we feel the work load is more spaced out and we are able to solely focus on our upcoming work pieces. This study has also prepared us for Year 12.

Hobbs and Phuong Lisa Pham – Year 11 VCE Clare
## 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.
HISTORY REVOLUTIONS

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.
### UNIT 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 of 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

### UNIT 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.
GEOGRAPHY

WHY STUDY GEOGRAPHY?
VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth’s surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these. In VCE Geography students develop a range of skills, many of which employ spatial and digital technologies. Investigative skills develop students’ ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys, fieldwork, and the collection of data and information from relevant secondary sources. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images. These skills encourage students to critically evaluate information for its validity and reliability. Presentation and communication skills enable students to communicate their knowledge and understanding in a coherent, creative and effective manner, with the use of appropriate geographic terminology.

DESCRIPTION
The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected? Students explore these questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

ASSESSMENT

UNIT 1 AND 2
All assessments at Units 1 and 2 are school-based. For these units students are required to demonstrate two outcomes for each unit. As a set these outcomes encompass the areas of study in the units. Suitable tasks for assessment in these units are:

- fieldwork report of approximately 1500–2000 words
- and at least one of:
  - structured questions
  - case study
  - report
  - folio of exercises.

UNIT 3 AND 4
The assessment for Units 3 & 4 is determined by the VCAA. School-Assessed Coursework will include a fieldwork report, structured questions and an analysis of geographic data. School-Assessed Coursework will contribute 25% for each unit. The End-of-Year Examination contributes 50% to the Study Score.

WHERE DOES GEOGRAPHY LEAD TO?
There are a broad range of careers open to a geography graduate. You could do anything from working in the war room of a royal navy vessel, to working with the environment agency, running housing schemes, or working almost anywhere in the public sector.
With further qualifications or training, you could also teach geography, do urban design or town planning, or become a chartered surveyor. Other options include:

- geological assistant
- development analyst
- country or rural planner
- environmental consultant
- cartographer
- recycling manager
- weather analyst
- GIS analyst
- park ranger
- travel agent
- soil conservationist
- landscape architect
- water/land manager
- tourism

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hazards and disasters</td>
<td>Changing the land</td>
</tr>
<tr>
<td>UNIT 2</td>
<td>UNIT 4</td>
</tr>
<tr>
<td>Tourism</td>
<td>Human population – trends and issues</td>
</tr>
</tbody>
</table>
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 & 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.
## AUSTRALIAN AND GLOBAL POLITICS

### UNIT 1
**THE NATIONAL CITIZEN**
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? E.g. dictatorial, populist, pragmatic, consultative, charismatic.

### UNIT 2
**THE GLOBAL CITIZEN**
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?
<table>
<thead>
<tr>
<th>UNIT 3</th>
<th>GLOBAL ACTORS POWER IN ASIA PACIFIC</th>
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</thead>
<tbody>
<tr>
<td>What is globalisation?</td>
<td></td>
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<tr>
<td>What do the United Nations, International Monetary Fund, World Trade Organization and International Criminal Court do?</td>
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<td>Are their actions effective?</td>
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<tr>
<td>Why doesn’t the world act and stop the violence in Syria?</td>
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<tr>
<td>How free is global trade?</td>
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<tr>
<td>How could the World Trade Organization reduce poverty in African and Asia? Why doesn’t it?</td>
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<tr>
<td>Are the governments of the Western world responsible for third world poverty?</td>
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<tr>
<td>How do American ideals – such as the Washington Consensus – influence the rest of the world?</td>
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<tr>
<td>Are states still the most powerful global actors?</td>
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<tr>
<td>What is sovereignty?</td>
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<tr>
<td>Is sovereignty important?</td>
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<tr>
<td>How do transnational corporations such as Wal-Mart and Shell affected human rights and the environment?</td>
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<tr>
<td>How is oil giant Shell responsible for murder?</td>
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<tr>
<td>Which is more powerful – Wal-Mart or the United States?</td>
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<tr>
<td>How does the rise of China affect all of us?</td>
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<tr>
<td>What is the issue with China and Tibet?</td>
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<tr>
<td>Why are there 80,000 riots a year in China?</td>
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<td>Why is social harmony an important goal of the Chinese Communist Party?</td>
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<tr>
<td>Why does China have 20 cities, built to house millions, which are uninhabited?</td>
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<tr>
<td>Why is China engaging with disputes in the South China Seas with Vietnam, Japan and the Philippines?</td>
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<tr>
<th>UNIT 4</th>
<th>ETHICAL ISSUES GLOBAL CHALLENGES</th>
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<tbody>
<tr>
<td>What are ethics?</td>
<td></td>
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<td>What are human rights?</td>
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<td>Are human rights universal? Do all cultures agree on the same shared values?</td>
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<tr>
<td>What human rights are protected under international human rights law?</td>
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<tr>
<td>What responsibility does the global community have to protect human rights?</td>
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<tr>
<td>Why is torture a subject of debate, particularly in the US?</td>
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<tr>
<td>Why did President George Bush have to cancel a visit to Switzerland to avoid being arrested?</td>
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<tr>
<td>Is banning the burqua protecting human rights or abusing them?</td>
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<tr>
<td>What is development?</td>
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<tr>
<td>What actions against poverty has the UN taken? Have these been successful?</td>
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<tr>
<td>What are the causes of conflict in the post WWII world?</td>
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<tr>
<td>Can war ever be ‘just’?</td>
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<tr>
<td>What factors have contributed to the rise of international terrorism? E.g. groups such as Al Qaeda.</td>
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<tr>
<td>What are the effects of international terrorism?</td>
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<tr>
<td>How successful have various terrorist groups been in the pursuit of their goals?</td>
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</tbody>
</table>
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.
### LOTE: INDONESIAN

#### 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: Remaja
- Lifestyle: Kehidupan desa dan kota

#### 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:
- Education & Aspiration:
- Customs & Traditions – Agama Pertukaran Pelajar
- Stories from the past – Kartini

#### 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
- Visiting Indonesia : Perjalanan
- Social Issue: Pengaruh Barat

#### UNIT 4
You will look at Indonesian Speaking Communities and the Changing World through the following topics:
- Social Issues – Kensenjangan Sosial
- Environmental : Lingkungan
LOTE: VIETNAMESE

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.
LOTE: VIETNAMESE

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.
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, Esplora Senior 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.
### 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
- School Life

### UNIT 2
You will explore issues related to Italian Speaking Communities through the following topics:
- Pastimes – Cinema
- Tourism
- Italian History
- Festivals

### UNIT 3
You will continue to explore issues within the themes of Individual, Italian Speaking Communities and the Changing World. Through the following topics:
- Text study of an Italian Novel
- Health
- The Environment

### 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’ and include:
- Technology
- Recent Migration into Australia
Throughout Units 3 and 4, students undertake preparation for the end of year oral and written exams.

### 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*
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 topics in the area of Statistics and Business Mathematics, modules on, Functions and Graphs, Linear Programming and Matrices. 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.
# GENERAL MATHEMATICS

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 2</th>
</tr>
</thead>
</table>
| **Statistics: Univariate Data includes:**  
• Types of data, tables and graphs  
• Mean, median, mode  
• Range, quartiles, standard deviation |
| **Business Mathematics Include:**  
• Arithmetic Techniques  
• Making Money  
• Taxation  
• Investing and Borrowing  
• Profit and Loss and Inflation  
• Break-even analysis  
• Hire-Purchase  
• Depreciation |
| **Statistics Bivariate Data Includes:**  
• Scatter plots  
• Correlation |
| **Simultaneous Equators Discrete Mathematics:**  
• Matrices  
• Problem Solving using matrices  
• Number patterns and recursion |
| **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 |
| **Sequences**  
• Arithmetic sequences  
• Geometric sequences |
| **Linear Programming includes:**  
• Graphing in equations  
• Maximum and minimum points  
• Using intersections of half planes  
• Variables, constraints  
• Linear programming solutions |

WHY STUDY ADVANCED GENERAL MATHEMATICS?
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: UNITS 1 & 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
SPECIALIST MATHEMATICS

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 Specialist Mathematics Unit 1 and 2. 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: 34%, 3 tasks including 1 Application Task, 1 Modeling Task and 1 Problem Solving task 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 SPECIALIST MATHEMATICS 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
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 $85 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.

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UNIT 3
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
Graphs and Relations includes:
• Linear graphing
• Break even analysis
• Linear programming
• Non-linear graphs
MATHEMATICAL METHODS

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 $80.

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%, 3 tasks including (analysis and written tasks) application tasks 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 application/analysis tasks. 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.
# MATHEMATICAL METHODS

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BIOLOGY

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 would 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 $79 – Book and e-book), 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, Student designed experiments power point 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. Unit 3 school assessed coursework contributes 16% towards the study score and Unit 4 school assessed coursework contributes 24%. End of year examination contributes 60%.

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
HOW DO CELLS MAINTAIN LIFE?
• Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.
• Apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired and explain how malfunctions of the immune system cause disease.

UNIT 4
HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?
• Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
• Describe how tools and techniques can be used to Manipulate DNA, explain how biological knowledge is applied.

OUTCOME 1
• Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.

OUTCOME 2
• Describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.

OUTCOME 2
• Design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.
ENVIRONMENTAL SCIENCE

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 will also 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 Environmental Science includes 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 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.
- 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.
CHEMISTRY

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.

It is highly recommended that students complete Year 10 Extension Pysics/Chemistry before enrolling in VCE Chemistry of Physics.

It is also recommended that students gain a B+ average across, all subjects in Year 10 Science to study VCE chemistry and Physics.

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, scientific poster, concept maps, modeling, 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, scientific poster, instrumental analysis and tests. School-Assessed Coursework will contribute 16% for Unit 3, and 24% for Unit 4. 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 endeavor 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?**

Explain how evidence is used to develop or refine chemical ideas and knowledge.

- 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
**AREA OF STUDY 1**
**WHAT ARE THE OPTIONS FOR ENERGY PRODUCTION?**

**OUTCOME 1**

On completion of this unit the student should be able to compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.

### UNIT 4
**AREA OF STUDY 1**
**OUTCOME 1**

On completion of this unit the student should be able to compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for synthesis of organic molecules.

**AREA OF STUDY 2**
**WHAT IS THE CHEMISTRY OF FOOD?**

**OUTCOME 2**

On completion of this unit the student should be able to distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.

**AREA OF STUDY 3**
**PRACTICAL INVESTIGATION**

A student-designed or adapted practical investigation related to energy and/or food is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Unit 3 and/or Unit 4. The investigation requires the student to identify an aim, develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical requirements. The student then undertakes an experiment that involves the collection of primary qualitative and/or quantitative data, analyses and evaluates the data, identifies limitations of data and methods, links experimental results to science ideas, reaches a conclusion in response to the question and suggests further investigations which may be undertaken. Findings are communicated in a scientific poster format according to the template on page 11. A practical logbook must be maintained by the student for record, authentication and assessment purposes.

**OUTCOME 3**

On the completion of this unit the student should be able to design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.
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 21% for unit 3 and 19% 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
**HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?**
**AREA OF STUDY 1**
- **HOW DO THINGS MOVE WITHOUT CONTACT?**
  - In this area study students examine the similarities and differences between three fields: Gravitational, Electric and Magnetic.

**AREA OF STUDY 2**
- **HOW ARE FIELDS USED TO MOVE ELECTRICAL ENERGY?**
  - The production, distribution and use of electricity has had a major impact on human lifestyles. In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes.

**AREA OF STUDY 3**
- **HOW FAST CAN THINGS GO?**
  - In this area of study students use Newton’s laws of Motion, circular motion and projectile motion. Newton’s laws of motion give important insights into a range of motion both on Earth and beyond.

### UNIT 4
**HOW CAN TWO CONTRADICTION MODELS EXPLAIN BOTH LIGHT AND MATTER?**
**AREA OF STUDY 1**
- **HOW CAN WAVES EXPLAIN THE BEHAVIOUR OF LIGHT?**
  - In this area of study students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarization.

**AREA OF STUDY 2**
- **HOW ARE LIGHT AND MATTER SIMILAR?**
  - In this area of study students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world-light and matter.

**AREA OF STUDY 3**
- **PRACTICAL INVESTIGATION**
  - A student-designed practical investigation related to Waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4.
WHY STUDY PSYCHOLOGY?
Psychology is the study of the nature and development of the brain and behavior in both humans and animals, including the biological structures and processors that sustain both. Students can develop an understanding of social groups, society groups, society and themselves 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 a 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 unit 3–16%, unit 4– 4% 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, counseling, 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.
- 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
**HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?**
**AREA OF STUDY 1**
**HOW DOES THE NERVOUS SYSTEM ENABLE PSYCHOLOGICAL FUNCTIONING?**
**OUTCOME 1**
On completion of this unit the student should be able to explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.

**AREA OF STUDY 2**
**HOW DO PEOPLE LEARN AND REMEMBER?**
On completion of this unit the student should be able to apply biological and psychological explanation for how new information can be learnt and stored in memory, and provide biological psychological and social explanations of a person’s inability to remember information.

### UNIT 4
**HOW IS WELLBEING DEVELOPED AND MAINTAINED?**
**AREA OF STUDY 1**
**HOW DO LEVELS OF CONSCIOUSNESS AFFECT MENTAL PROCESSES AND BEHAVIOUR?**
**OUTCOME 1**
On completion of this unit the student should be able to explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate of the effects of sleep disruption on a person’s functioning.

**AREA OF STUDY 2**
**WHAT INFLUENCES MENTAL WELLBEING?**
**OUTCOME 2**
On completion of this unit the student should be able to explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.
COMPUTING

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 - COMPUTING
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 - COMPUTING
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.
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<td>• Problem Solving Methodology.</td>
<td>• Understanding of organisations, goals and objectives.</td>
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<tr>
<td>• Use of a range of software types including word processing, spreadsheets and web authoring.</td>
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<td>• Data Visualisation</td>
<td>• Organisations and information needs.</td>
</tr>
<tr>
<td>• Use of a range of software types including spreadsheets, scripting, object orientated programming and data base</td>
<td>• Online communities</td>
</tr>
<tr>
<td></td>
<td>• project planning software</td>
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</table>
FOOD TECHNOLOGY

WHY STUDY FOOD TECHNOLOGY?
VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.

DESCRIPTION
VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills.

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

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

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 (appropriately $90 each). An additional cost of approximately $25 will contribute to the final production assessment for Unit 3 & 4. To study Food and Technology Units 3 & 4 it is recommended that you complete Food and Technology production, production work and short written reports. There will also be an Examination at the end of each unit which will contribute to the overall assessment of the unit.

ASSESSMENT
UNIT 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 are as follows:
• Unit 3 School-Assessed Coursework – 30%
• Unit 4 School-Assessed Coursework – 30%
• End-of-Year Examination – 40%

WHERE DOES THE SUBJECT LEAD TO?
This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality. 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 focuses on food from historical and cultural perspectives.
- The origins and roles of food through time and across the world.
- Explores Australian indigenous food prior to European settlement and how food patterns have changed.

## UNIT 2
- In this unit students investigate food systems in contemporary Australia.
- There is a focus on commercial food production industries.
- It also looks at food production in small-scale domestic settings.

## UNIT 3
- This unit investigates the many roles and everyday influences of food.
- Explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies.
- Focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environment.

## UNIT 4
- In this unit students examine debates about global and Australian food system.
- There is a focus on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.
- It also focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices.
PRODUCTION, DESIGN AND TECHNOLOGY (TEXTILES)

WHY STUDY PRODUCT, DESIGN AND TECHNOLOGY (TEXTILES)?
Product Design and Technology is all about developing effective design practice. 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 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%.
# PRODUCTION, DESIGN AND TECHNOLOGY (TEXTILES)

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>PRODUCT RE-DESIGN AND SUSTAINABILITY</th>
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<tbody>
<tr>
<td></td>
<td>The Product Design Process</td>
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<td>Unsustainable Products</td>
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<td></td>
<td>Analysing and re-designing a product</td>
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<td>Knowledge of materials</td>
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<td>Evaluation and comparison</td>
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<td>Intellectual property</td>
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<table>
<thead>
<tr>
<th>UNIT 2</th>
<th>COLLABORATIVE DESIGN</th>
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<tbody>
<tr>
<td></td>
<td>Collaboration and the product design process</td>
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<td>Researching a style or movement</td>
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<td>Working as a team</td>
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<td>Presenting your work</td>
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<td></td>
<td>Creative and critical thinking</td>
</tr>
<tr>
<td></td>
<td>Knowledge of materials</td>
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<table>
<thead>
<tr>
<th>UNIT 3</th>
<th>APPLYING THE PRODUCT DESIGN PROCESS</th>
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<tbody>
<tr>
<td></td>
<td>Designer, client and end-user in product development</td>
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<td>Product development in industry</td>
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<table>
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<tr>
<th>UNIT 4</th>
<th>PRODUCT DEVELOPMENT AND EVALUATION</th>
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<tbody>
<tr>
<td></td>
<td>How we choose products</td>
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<td></td>
<td>Defining product attributes</td>
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<td>Prioritising product attributes</td>
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<td>Developing criteria and comparing products</td>
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<td>How products are assessed</td>
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</table>
VET SUBJECTS (VOCATIONAL EDUCATION TRAINING)

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

<table>
<thead>
<tr>
<th>VCE VET Business</th>
<th>Normal timetabled class</th>
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</thead>
<tbody>
<tr>
<td>VCE VET Hospitality (Year 1)</td>
<td>Normal timetabled class</td>
</tr>
<tr>
<td>VCE VET Sport &amp; Recreation</td>
<td>Normal timetabled class</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Hair Year 1</th>
<th>Tuesday</th>
<th>1:30pm - 6:00pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hair Year 2</td>
<td>Thursday</td>
<td>1:30pm - 6:00pm</td>
</tr>
<tr>
<td>VCE VET Hospitality (Year 2)</td>
<td>Thursday</td>
<td>1:30pm - 6:00pm</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Allied Health Year 1</th>
<th>Tuesday</th>
<th>1:30pm - 5:30pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health Year 2</td>
<td>Thursday</td>
<td>1:30pm - 5:30pm</td>
</tr>
</tbody>
</table>

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.

Some 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

*An extensive list of VET subjects are available in the BVC handbook and can be accessed from the VET or VCAL Co-ordinators.

FEES:
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 2017:
• Year 10 Students - During the designated Year 10 Work Experience week or the term 2 holidays
• VCE students - During the Term 2 holidays
• 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 tasks undertaken by office administration workers. 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 students will be completing a certificate II in Business over the course of two years. 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 includes 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.

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.
**CERTIFICATE II BUSINESS**

<table>
<thead>
<tr>
<th><strong>UNIT 1 &amp; 2</strong></th>
<th><strong>UNIT 3 &amp; 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be required to demonstrate their competencies in a variety of basic office tasks. In units 1 &amp; 2 you will learn to:</td>
<td>In Units 3 &amp; 4 students will continue to enhance their skills in a variety of areas. The focus is on:</td>
</tr>
<tr>
<td>• Contribute to health and safety of self and others</td>
<td>• Design and produce business documents</td>
</tr>
<tr>
<td>• Deliver a service to customers</td>
<td>• Organising and developing personal work priorities</td>
</tr>
<tr>
<td>• Process and maintain workplace information</td>
<td>• Organising workplace information</td>
</tr>
<tr>
<td>• Communicate in the workplace</td>
<td>• Deliver and monitor a service to customers</td>
</tr>
<tr>
<td>• Produce simple word processed documents</td>
<td>• Recommend products and services</td>
</tr>
<tr>
<td>• Organise and complete daily work activities</td>
<td></td>
</tr>
<tr>
<td>• Work effectively with others</td>
<td></td>
</tr>
<tr>
<td>• Use business technology</td>
<td></td>
</tr>
<tr>
<td>• Participate in environmentally sustainable work practices</td>
<td></td>
</tr>
<tr>
<td>• Communicate electronically</td>
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</tbody>
</table>
WHY STUDY VCE VET HOSPITALITY?
The study of hospitality enables students to develop skills and acquire an understanding of the everyday tasks undertaken by hospitality workers 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 (Catering 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.

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 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 WORKPLACE LEARNING
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.

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.
### UNIT 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

### UNIT 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

**NB:** In 2017 VCE VET Hospitality will undergo some changes. This ensures that the content covered is at contemporary industrial standards. The units of competency listed above, whilst outdated as of 2017, will be reasonably indicative of content that will be covered.
VET HAIRDRESSING

WHY STUDY HAIRDRESSING?
The study of hairdressing enables us to develop skills and acquire an understanding of the everyday tasks undertaken by hairdressers 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 a partial completion Certificate III in Hairdressing.

Units 1 and 2 include competencies such as shampooing and basin services, hairdressing, and drying hair to shape. Units 3 and 4 include competencies such as colouring and lightening hair, highlighting techniques and hair cutting structures.

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

STRUCTURED WORKPLACE LEARNING
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

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.
**UNIT 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

**UNIT 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
CERTIFICATE III ALLIED HEALTH ASSISTANCE

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.

It should be noted that due to the academic rigor of this course, it may not be suitable for all students.

ASSESSMENT
YEAR ½
A variety of tasks will be used to determine a student’s competency within the modules of this certificate

STRUCTURED WORKPLACE LEARNING
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.

TIMETABBING
This VET course will run on Tuesday (Year 1) and Thursday (Year 2) afternoons from 1:30 pm to 5:30pm at the St Albans Campus of Victoria University. This will create study periods within the student’s timetable.

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. It aims to provide knowledge and skills to achieve competencies which will enhance employment prospects within the health and fitness workforce so that you can make a more informed choice of your career path.

DESCRIPTION
Certificate III in Sport and Recreation provides students with the knowledge and skills to work effectively in a commercial gym, sports and aquatic centre or personal training business.

Unit 1 & 2 competencies includes first-aid, occupational health and safety policies and procedures and knowledge of the sport and recreation industry. Unit 3 & 4 competencies include, Plan and Organise Outdoor Recreation Activities, & a focus on the logistical and management procedures related to the organisation of outdoor recreation activities.

ASSESSMENT
UNIT 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.

UNIT 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.

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 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, gymnasiums and sporting arenas.
CERTIFICATE III IN SPORTS & RECREATION

UNIT 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.

UNIT 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

NB: In 2017 VCE VET Sport and Recreation will undergo some changes. This ensures that the content covered is a contemporary industrial standards. The units of competency listed above, whilst outdated as of 2017, will be reasonably indicative of content that will be covered.
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.

SAMPLE FOUNDATION VCAL PROGRAM – 10 UNITS – YEAR 11
Foundation Literacy – Reading and Writing 1 Unit
Foundation Literacy – Oral Communication 1 Unit
Foundation Numeracy 1 Unit
Foundation Personal Development Skills – Units 1 & 2 2 Units
Foundation Work Related Skills – Units 1 & 2 2 Units
Year 1 VCE VET course of choice 2 Units
VCE Religion and Society - Unit 1 1 Unit

SAMPLE INTERMEDIATE VCAL PROGRAM – 10 UNITS – YEAR 12
Intermediate Literacy – Reading and Writing 1 Unit
Intermediate Literacy – Oral Communication 1 Unit
Intermediate Numeracy 1 Unit
Intermediate Personal Development Skills – Unit 1 & 2 2 Units
Intermediate Work Related Skills – Units 1 & 2 2 Units
Year 2 VCE VET course of choice or traineeship 2 Units
VCE Religion and Society Unit 2 1 Unit
VCAL

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—VCAL
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.