

2021

Senior Certificates Subject Selection Handbook



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KEY CONTACTS		
Assistant to the Principal – Learning and Teaching	Ms Jane Goddard	jgoddard@mariansw.catholic.edu.au
VCE Coordinator	Ms Anne Daunt	adaunt@mariansw.catholic.edu.au
VET Coordinator	Ms Genevieve O’Keeffe	gokeeffe@mariansw.catholic.edu.au
Applied Learning Coordinator	Mr Adam Spinks	aspinks@mariansw.catholic.edu.au
Senior Pathways Coordinator	Ms Mary Ferrie	mferrie@mariansw.catholic.edu.au
Careers and Pathways Leader	Ms Daniela Mariani	dmariani@mariansw.catholic.edu.au
Year 10 Level Leader	Ms Catherine Callaghan	ccallaghan@mariansw.catholic.edu.au
Year 11 Level Leader	Ms Pasqualina Piccione	ppiccione@mariansw.catholic.edu.au
Year 12 Level Leader	Mr Adrian Bratovic	abratovic@mariansw.catholic.edu.au
Learning Leaders	Ms Anna Ciccone Mr Vito Milana Mr Dan Mogg Ms Suzanne Matejin Ms Brigid Whelan	aciccone@mariansw.catholic.edu.au vmilana@mariansw.catholic.edu.au dmogg@mariansw.catholic.edu.au smatejin@mariansw.catholic.edu.au bwhelan@mariansw.catholic.edu.au

FROM THE PRINCIPAL

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 lifelong 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 student's sense of self and spirit are nurtured. In a school of this size, each young person is known to staff and peers. Their successes are built upon. They are secure in the knowledge that her capacity will be stretched but there is always somebody to assist if they require 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 a Kildare Education Ministry education in 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,



Raymond Pisani
Principal

PLANNING AND SELECTING YOUR SENIOR YEARS PROGRAM

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 with 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 and 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.

All Year 10 students will have completed the Morrisby Profile and will have a personal appointment with one of our Careers and Pathways Leaders, to review the results and use this to guide pathways and subject selection. Year 11 students may also visit the Careers Office to make an appointment with a Careers and Pathways Leader. In the following section you will find some advice about how you can go about your pathways planning and the activities the school offers to guide you in this planning.

In Years 11 and 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 Handbook. Take the time to read each section and note down your questions. You should then discuss these with your subject selection mentor, Learning Leader, relevant coordinator or Career and Pathways Leader. Copies of all forms and information are available on the SEQTA Subject Selection Portal Page.

Web Preferences will be used for the subject selection process. All details for the process of logging-on and entering preferences online will be provided, including the student access code and password. This may be done at school or at home. Homeroom/Mentor Teachers, Careers and Pathways Leaders and other selected staff will provide mentoring for students through the process during this time.

Once you have entered your correct and final preferences, you should validate and then print out the preference receipt. This must be signed by a parent/guardian and required staff. **Students may not be allocated to their subject preferences if they are not entered by the deadline and the CareMonkey acknowledgement is not signed.**

In addition to this process, students wishing to pursue **acceleration studies** (Units 1/2 in Year 10, Units 3/4 in Year 11, including VET Studies) should collect an application form from the Learning and Teaching Office (Units 3/4) or complete the Acceleration Survey Monkey (Units 1/2). Approval for acceleration will be based upon students meeting a stringent set of criteria. Details of criteria are available on the application forms. **Students will not be considered for acceleration studies if the deadline is not met.**

For students considering a **VCAL Pathway**, application forms should be completed on Survey Monkey. Students choosing, or being recommended for, a VCAL Pathway will then be sent a separate CareMonkey letter and will be required to make an appointment with the Applied Learning Coordinator.

Please note the key dates and processes are outlined in the table on the following page.

Unfortunately in 2020, a number of events including Year 10 Work Experience, tertiary and careers expos and university visits have been cancelled due to COVID 19.

KEY DATES AND PROCESSES

Date	Activity/Process
Friday 5 June	Morrisby Profile Assessments completed by Year 10 students.
9 June – 31 July	One-to-one Morrisby Mentoring Session for Year 10 students with Pathways Leaders.
Friday 17 July	Senior Certificates Subject Selection Handbook (2021) available on SEQTA <i>Engage</i> and <i>Learn</i> Portal Pages and College Website.
Friday 17 July	Letter sent (SEQTA Message, CareMonkey) to all Year 9, 10 and 11 students about subject selection process.
Monday 20 July	VCAL Applications Open Online (via Survey Monkey).
Monday 20 July	Applications for Acceleration - Year 11 (current Year 10) VCE and VCE VET Unit 3/4 Studies 2021 open.
TBA	BVC/IMVC Portal opens for VET enrolment.
Monday 27 July	Marian College Parent and Student Subject Selection Information Sessions via Webinar.
29 July – 14 August	Pastoral Care Periods - subject selection information and mentoring processes.
Friday 31 July	Deadline for VCAL Applications.
From Friday 31 July	Letters sent to potential VCAL students. Students to book appointments with Applied Learning Coordinator to discuss this option.
From Friday 31 July	VCAL 2021 Interviews commence with Applied Learning Coordinator.
Monday 3 August	Acceleration applications close.
Friday 7 August	Web Preferences Module opens for student preferences for Year 10 into 11 and 11 into 12 2021. Students receive username and password via email.
Date TBC	Parent Teacher Student Conferences (remote) - opportunity discussions around subject recommendations and choices for 2021. VCAL interviews continue.
Monday 17 August 9 am	Web Preferences Module closes for entry of selections for Years 11 and 12 2021.
Tuesday 18 August	Deadline for submission of signed printed receipts to collection box outside Learning and Teaching Office.
Wednesday 19 August – Monday 24 August	Follow-up interviews for students who are “not recommended” for selected subjects.
Monday 24 August	Letters sent to any students insisting on enrolling in subjects against College recommendation.
After timetable constructed	Counselling for students who have not been able to gain a place in selected choices (or reserves) due to clashes and/or subjects not running.

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, your strengths and skills, how 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. Please note that these may be offered in alternative formats in 2020 due to COVID 19.

IN YEAR 10:

- Read the weekly Careers News on the Careers Portal Page on SEQTA *Learn*, containing information about universities, TAFEs and private providers of tertiary courses
- Participate in the Marian College Year 10 Pathways Programs and information sessions
- Participate in an individual interview to review your Morrisby Profile and Year 11 subject selection
- Use the Job Guide to extend your knowledge of possible career options
- Update your resume
- Consider taking an optional Summer School Course to prepare for Units 1 & 2

IN YEAR 11:

- Read the weekly Careers News on the Careers Portal Page on SEQTA *Learn*, containing information about Universities, TAFEs and private providers of tertiary courses
- Participate in the Marian College Pathways Programs and information sessions
- 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 an individual interview for Year 12 subject selection with your Mentor Teacher
- Update your resume
- Consider taking an optional Summer School Course to prepare for Units 3 & 4

IN YEAR 12:

- Read the weekly Careers News on the Careers Portal Page on SEQTA *Learn*, containing information about universities, TAFEs and private providers of tertiary courses
- Add websites to your 'favourites' list
- Participate in the Marian College Pathways Programs and information sessions
- Attend year level assemblies to receive information about VTAC, TAFE and private providers
- Attend the Marian College VTAC Information Evening
- Attend Open Days for Universities, TAFEs and private providers
- Attend Career Expos as advertised and check holiday programs offered at various institutions
- Update your resume
- Attend an individual interview with the Careers and Pathways Leader in Term 3 (if you have not done so)
- Ask for assistance with your VTAC application if required
- Ask for assistance with your VTAC Change of Preference in December/January 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/social justice 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, scholarships, university colleges or employment.

VCE AT MARIAN COLLEGE

Studying at Year 11 and 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 but may be the most suitable option for some students.

The VCE units offered by Marian College for 2021 are outlined 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
- English Units 1 & 2 or Literature Units 1 & 2 or English Language 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 Studies, 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 four other sequences of your choice. Students must study a minimum of five units a semester, unless they have been approved for a Reduced Academic Load (see Individual Programs).
- At least one of the units you complete, over the year, 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 Study as part of their Year 12 Program. 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 Studies, Product Design & Technology, Visual Communication and Design) in one year.

VCAL AT MARIAN COLLEGE

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

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

FOUNDATION VCAL

Students learn under close supervision with high levels of direction. Knowledge and employability skills development are supported by a strong emphasis on literacy and numeracy skills, along with preparatory learning about the workplace.

INTERMEDIATE VCAL

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

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/guardian, the student and VCAL teacher 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 are 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
- running a small business

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
- 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
- VET 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 (BVC) or Inner Melbourne (IMVC) Cluster.

STRUCTURED WORKPLACE LEARNING (SWL)

Structured Workplace Learning (SWL) is an essential component of VET. Students are responsible for both finding a SWL 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 them to demonstrate acquired skills and knowledge in an industry setting. During the SWL, 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
- Scored VCE VET Programs contribute directly to the ATAR with a Study Score derived from those VET studies with scored assessment. These programs include VET 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 lowest of the primary four ATAR subject study scores
- For more information you can access the VCAA website: www.vcaa.vic.edu.au

CONTRIBUTION TO THE VCAL

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

VET INCREASES STUDENTS' LEARNING POTENTIAL

- 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
- VET provides access to a range of different technologies related to the workplace

VET PREPARES STUDENTS FOR THE WORKFORCE

- Expands post-school opportunities and assists the transition from school to work
- Provides the opportunity to trial a career and helps students explore possible areas of interest
- Allows students to develop links with industry employers through which students may be offered work
- Improves employment prospects
- Helps students gain knowledge of employers' expectations and real working conditions
- Develops students' capacity for cooperation, teamwork and leadership skill development

Final acceptance into VET subjects is dependent upon a meeting with the parent/guardian, student and VET Coordinator.

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 Unit 1 & 2 studies and/or your Year 10 subjects. You do not need to have studied a Unit 1 & 2 study at Year 10 to apply for one acceleration Unit 3 & 4 study, although the options may be limited.

For Year 10 students there is an option to elect to study one or two **Unit 1 & 2 sequences** if your results and application have been exceptional in your Year 9 subjects.

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 Learning and Teaching 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, in Year 11. 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 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.

UNSCORED VCE

An unscored VCE may be available, upon application, for Year 12 students. It is important to note that this does not provide an ATAR but may be the most suitable option for some students.

MARIAN COLLEGE VCE SUBJECTS

RELIGIOUS EDUCATION

Religion and Society (Units 1, 2, 3 & 4)

Texts and Traditions (Units 1, 3 & 4)

Art: Religious Education (Unit 1)

Music: Religious Education (Unit 1)

ENGLISH

English (Units 1, 2, 3 & 4)

Literature (Units 1, 2, 3 & 4)

English Language (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

Theatre Studies (Units 1, 2, 3 & 4)

Music Performance (Units 1, 2, 3 & 4)

VCE Dance (Units 1, 2, 3 and 4)

HEALTH AND PHYSICAL EDUCATION

Health and Human Development (Units 1, 2, 3 & 4)

Physical Education (Units 1, 2, 3 & 4)

VCE VET - Sport and Recreation (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, 3 and 4)

Australian and Global Politics (Units 1 & 2)

Global Politics (Units 3 & 4)

VET Small Business

LOTE

Indonesian (Units 1, 2, 3 & 4)

Italian (Units 1, 2, 3 & 4)

MATHEMATICS

General Mathematics

Specialist Mathematics (Units 1, 2, 3 & 4)

Further Mathematics (Units 3 & 4)

Mathematical Methods (Units 1, 2, 3 & 4)

SCIENCE

Biology (Units 1, 2, 3 & 4)

Environmental Science (Units 1, 2, 3 & 4)

Chemistry (Units 1, 2, 3 & 4)

Physics (Units 1, 2, 3 & 4)

Psychology (Units 1, 2, 3 & 4)

TECHNOLOGY

Applied Computing and Data Analytics (Units 1,2,3,4)

Food Studies (Units 1, 2, 3 & 4)

Product Design & Technology – Textiles (Units 1, 2, 3 & 4)

VCE VET Hospitality (Units 1, 2, 3 & 4)

Please note that all units (1, 2, 3 & 4) may not be offered each year. For example, Units 3 & 4 of a study may not be offered if a Unit 1 & 2 class has not operated the previous year.

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 of Religious Education within their VCE. 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. If you choose Units 3 & 4 you are committing to study this subject throughout the entire year.

Year 11 students who wish to undertake a Unit 3 & 4 Study must complete an acceleration application. The Unit 2 Religion and Society study offered to Year 12 students will be conducted for two periods per week over three terms.

In 2021 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 Music: Religious Education Unit 1#
- VCE Religion and Society Units 3 & 4
- VCE Texts and Traditions Units 3 & 4

* This subject satisfies the requirements of VCE Art Unit 1.

This satisfies the requirements of VCE Music Unit 1. 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 2021 the following units will be offered to Year 12 students

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

RELIGION AND SOCIETY

WHY STUDY RELIGION AND SOCIETY?

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

DESCRIPTION

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 Religion and Society: 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) 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.

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 work place. It enhances both self-awareness and a compassionate understanding of others. Therefore, it would be valued in areas of employment, which involve working with people.

RELIGION AND SOCIETY

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:

- Spiritual 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 and 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.

Spiritual 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).

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.

UNITS 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

UNIT 1

Procedures for the assessment of levels of achievement in Unit 1 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 & 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 & 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) as specified in the VCE study designs, and the End-of-Year Examination.

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.

TEXT AND TRADITIONS

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.

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 the 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.

ENGLISH

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 current 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 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. In Unit 4, students complete an oral presentation on a contemporary and complex issue. They also write a comparative essay, drawing open two studied texts.

ASSESSMENT

UNITS 1 & 2

In both Units 1 & 2 students must address three Areas of Study:

- Reading and Creating Texts
- Analysing and Presenting Argument
- Reading and Comparing Texts

Students will complete School-Assessed Coursework within the classroom setting and mid and End-of-Year Examinations.

UNITS 3 & 4

In both Units 3 & 4 students must address three Areas of Study:

- Reading and Creating Texts
- Analysing Argument
- 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 ENGLISH LEAD TO?

Most tertiary courses require satisfactory achievement in English. The skills acquired through the study of English are important in all further studies and work positions.

UNIT 1

- 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
- Analysis of an issue – language 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 three texts in Year 12.

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 include 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 and Pathways Leader.

<p>UNIT 1: APPROACHES TO LITERATURE</p> <ul style="list-style-type: none">• Why do I have the opinions I do?• How do texts reflect the societies that produced them?• How do films interpret ideas and experiences? <p>UNIT 2: CONTEXT AND CONNECTIONS</p> <ul style="list-style-type: none">• Why do I choose to analyse a text in this way?• In what ways can I respond to texts from cultures that are earlier than mine?• Can I demonstrate my own ideas in an extended piece of writing around a given focus?	<p>UNIT 3: FORM AND TRANSFORMATION</p> <ul style="list-style-type: none">• How is meaning created when a text is interpreted for performance?• What values does a text appear to support, and what viewpoints does it challenge or ignore?• Has a published review of a text been accurate and fair? <p>UNIT 4: INTERPRETING TEXTS</p> <ul style="list-style-type: none">• Can I write an extended creative piece that is linked to a text we study?• Can I closely analyse a text in order to support my interpretation of it?
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ENGLISH LANGUAGE

WHY STUDY ENGLISH LANGUAGE?

English Language builds on Marian College students' previous learning about the conventions used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change.

DESCRIPTION

The study of English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. The study of English Language at Marian College enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use.

ASSESSMENT

UNITS 1 & 2

A variety of tasks will be used as School-Assessed Coursework for Units 1 & 2. There are three assessment tasks across the two units. These may include essays, case studies, and an analysis of data. There will also be an examination at the end of each unit which will contribute to the overall assessment.

UNITS 3 & 4

The assessment of Units 3 & 4 is determined by the VCAA. School-Assessed Coursework tasks may include essays, text analyses, investigative reports, analytical commentaries and short answer responses. School-Assessed Coursework will contribute 50% of the Study Score and the final End-of-Year Examination the other 50%.

WHERE DOES ENGLISH LANGUAGE LEAD TO?

English Language 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. It may also lead to a decision to enrol in Literature in Year 12. You are advised to seek more information from universities, TAFE colleges, private providers and/or the Careers and Pathways Leader.

<p>UNIT 1: LANGUAGE AND COMMUNICATION</p> <ul style="list-style-type: none">• The nature and functions of language• Language acquisition• Relevant metalanguage <p>UNIT 2: LANGUAGE CHANGE</p> <ul style="list-style-type: none">• English across time• Englishes in contact• Relevant metalanguage	<p>UNIT 3: LANGUAGE VARIATION AND SOCIAL PURPOSE</p> <p>In this unit students investigate English Language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.</p> <ul style="list-style-type: none">• Informal language• Formal language• Relevant metalanguage <p>UNIT 4: LANGUAGE VARIATION AND CHANGE</p> <p>In this unit students focus on the role of language in establishing and challenging different identities.</p> <ul style="list-style-type: none">• Language variation in Australian Society• Individual and group identities• Relevant metalanguage
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MEDIA

WHY STUDY MEDIA?

Students examine a range of media such as television, newspapers, radio etc. By looking at how these mediums manipulate our opinions and beliefs, students are given greater power to make up their own minds about issues that affect their lives. Students also complete 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: MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

- Media representations (written analysis)
- Media production (practical work)
- Australian stories in the Media (written analysis, research and presentation)

UNIT 2: NARRATIVE ACROSS MEDIA FORMS

- Narrative style and genre (written analysis)
- Narratives in production (practical work)
- Media and change (research and written task)

UNIT 3: MEDIA NARRATIVES AND PRE-PRODUCTION

- Narrative (written analysis)
- Media form research portfolio (written investigation)
- Production exercises (practical work)
- Production design plan (production planning)

UNIT 4: MEDIA PRODUCTION AND ISSUES IN THE MEDIA

- Production (practical work)
- Issues in the Media (written analysis)

The assessment for Units 3 & 4 will include School-Assessed Coursework which contributes 20% to the Study Score, a School-Assessed Task (comprising a comprehensively planned and produced media product, technical exercises and a research portfolio) which contributes 40% to the Study Score and the End-of-Year Examination which will contribute the final 40% to the Study Score. Assessment tasks include a Media Production Design Plan and completed Media Production, a variety of short-answer questions and analysis essays.

WHERE DOES MEDIA LEAD TO?

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

UNIT 1: MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

Students will:

- Explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.
- Use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
- Analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

UNIT 2: NARRATIVE ACROSS MEDIA FORMS

Students will:

- Analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.
- Apply the media production process to create, develop and construct narratives.
- Discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

UNIT 3: MEDIA NARRATIVES AND PRE-PRODUCTION

Students will:

- Analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.
- Research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production.
- Develop and document a media production design in a selected media form for a specified audience.

UNIT 4: MEDIA PRODUCTION AND ISSUES IN THE MEDIA

Students will:

- Produce, refine and resolve a media product designed in Unit 3.
- Discuss issues of agency and control in the relationship between the media and its audience. To achieve this outcome the student

VISUAL COMMUNICATION AND DESIGN

WHY STUDY VISUAL COMMUNICATION AND DESIGN?

Visual Communication 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 an 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.

DESCRIPTION

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

You learn to:

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

It is recommended that students complete Units 1 & 2 of this subject to study Units 3 & 4 at Year 12

The costs associated with completing Visual Communication Design are approximately \$150 for visual communication materials; this cost should only occur once at the beginning of Unit 1. Any additional costs are minimal and are related to excursions, printing and the replacement of materials.

ASSESSMENT

UNITS 1 & 2

Unit 1 focuses on using visual language to communicate messages, ideas and concepts. This involves applying design thinking and drawing skills to make messages, ideas and concepts visible and tangible. Students use a range of observational and 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?

The study of Visual Communication Design leads to a range of different courses which can be placed in three main categories:

Communication Design - Graphic Design, Multimedia Design, Advertising/Marketing, Package/Surface Design and typography.

Environmental Design - Architectural Design, Drafting, Interior Design, Landscape Design and Cartography.

Industrial/Product Design - Engineering Design, Industrial Design, Furniture Design, Fashion Design.

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 them-selves. 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

UNITS 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.

UNITS 3 & 4

A folio of exploration in selected studio forms (30%) the production of a body of artworks (30%), short and extended written responses in an End-of-Year Examination (30%) SACS (10%) 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 artworks 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.

THEATRE STUDIES

WHY STUDY THEATRE STUDIES?

VCE Theatre Studies is a powerful meeting of Drama and Theatre, producing an expressive balance between the craft of performance and the skills of production. Theatre is a creative discipline that is for the student who is curious, imaginative, likes to be challenged, who is prepared to experiment with new ideas, and who is ready to experiment with performance to communicate the richness of life. Theatre Studies allows students to appreciate and participate in expressions of human experience that lie outside their own emotional, cultural and intellectual experiences. VCE Theatre Studies will prepare you for further studies in performance, but will also develop your personal confidence and ability to effectively interact with people.

DESCRIPTION

Theatre Studies focuses on the interpretation of play scripts and the production of plays from the pre-modern era to the present day. Students apply stagecraft including acting, to study the nature, diversity and characteristics of theatre as an art form. This knowledge is applied through use of stagecraft to collaboratively interpret play scripts in performance. Through contribution to the production of plays and play scripts in performance of a monologue, students also develop knowledge and understanding of theatrical styles. This knowledge and understanding is further developed by analysis and evaluation of their own productions and productions by professional theatre practitioners.

Generous commitment to the collaborative work and growth of performances is essential; it must be actively and consistently demonstrated. Participation in theatrical performance is obligatory; support of theatrical productions is expected. Applied stagecraft is a vital component of the course. The evolution of design and technology skills is fundamental; design and stagecraft skills are assessable components in each unit of work.

There are no pre-requisites for VCE Theatre Studies. However, students are encouraged to undertake Year 10 Drama before undertaking Units 1 & 2 Theatre Studies. They are also encouraged to complete Units 1 & 2 before undertaking a 3 & 4 sequence.

ASSESSMENT

UNITS 1 & 2

- rehearsal and performance of plays or excerpts from plays from the pre-modern and modern eras
- use and application of stagecraft to realise these performances, for example, lighting, costume, stage
- design, make-up, direction, etc.
- theatre history assignments
- identifying the characteristics that defined the modern era in students' own production

UNITS 3 & 4

The assessment for units 3 & 4 will include School-Assessed Coursework which contributes 45% to the Study Score and includes a major group performance. It will also involve an end of year Monologue Performance Examination that contributes 25 % to the Study Score and End-of-Year Examination that will contribute 30% to the Study Score. Assessment tasks include: script based group and solo performances, stagecraft folios, analysing your own performance and stagecraft, and analyses of professional theatrical performances.

WHERE DOES THEATRE STUDIES LEAD TO?

Theatre Studies 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 Theatre Studies and 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 and theatre background.

UNIT 1: THEATRICAL STYLES OF THE PRE-MODERN ERA

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles from the pre-modern era. This includes performance analysis of a play from the pre-modern era in performance.

The Areas of Study are:

- Interpretation of play scripts and production of plays from the pre-modern era
- Analysing a play in performance

Students:

- Identify and describe the distinguishing features of play scripts from the pre-modern era
- Apply acting and other stagecraft to interpret play scripts from the pre-modern era
- Analyse a performance of a play script from the pre-modern era in performance

UNIT 2: AUSTRALIAN IDENTITY

This unit focuses on studying theatrical styles and stagecraft through working with play scripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with play scripts from 1920's to the present. This includes performance analysis of a play from the modern era in performance.

The Areas of Study are:

- Interpretation of play scripts and production of plays from the modern era
- Analysing a play in performance

Students:

- Identify and describe the distinguishing features of play scripts from the modern era.
- Apply stagecraft to interpret play scripts from the modern era
- Analyse and evaluate stagecraft in a performance from the modern era

UNIT 3: PLAYSRIPT INTERPRETATION

This unit focuses on an interpretation of a play script through the three designated stages of production: planning, development, and presentation. Students specialise in two areas of stagecraft, collaborating on the production of a play script. They analyse the influence of stagecraft on the shaping of the production. Students also attend a required performance and analyse and evaluate the interpretation of the script in the performance.

Students:

- Apply stagecraft to interpret a play script for performance to an audience and demonstrate understanding of the production process
- Analyse the use of stagecraft in the development of a play script, incorporating the specifications appropriate for each stage of the production process
- Analyse and evaluate ways in which a written play script selected from the prescribed playlist is interpreted in its production to an audience

UNIT 4: NON-NATURALISTIC SOLO PERFORMANCE

In this unit students study a scene and associated monologue from the Theatre Studies Performance Examination list and develop a theatrical brief that includes either the creation of a character by an actor, stagecraft possibilities, and appropriate research, or a brief in the form of a presentation on associated stagecraft to support the monologue. Students interpret a monologue from a specified scene through acting or another appropriate area of stagecraft. Students attend a performance and analyse and evaluate acting in the production.

Students:

- Present an interpretation of a monologue from a play script
- Develop a theatrical brief that presents an interpretation of a scene
- Analyse and evaluate acting in a production from the prescribed playlist

PLEASE NOTE:

Students taking Theatre Studies 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.

VCE MUSIC PERFORMANCE

WHY STUDY MUSIC PERFORMANCE?

This is the music subject to take if you are ready to focus on developing your music language 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 Units 3 and 4. Students learn to develop sound practice routines, and to devise and perform technical work programs. Students also continue their study of music language. Music lessons are strongly recommended.

ASSESSMENT

UNITS 1 & 2

Assessment is school based for Units 1 and 2, and involves the following tasks: performance examinations, score analysis, performance analysis, arranging, written theory test, oral and aural musicianship testing, and a composition folio.

UNITS 3 & 4

Assessment in Units 3 and 4 is partly school-based and partly external. assessment tasks include performance examination, report on factors influencing rehearsal and performance, analytical listening and a music language examination. External assessment takes place at the end of Unit 4, and involves a performance examination and a written/aural music language 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 Music Language Examination contributes 20% to the Study Score, and the end-of-year Performance Examination contributes the remaining 50% of the Study Score.

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 and Pathways Leader.

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 and Pathways Leader.

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.

PREPARING FOR PERFORMANCE

- 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 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.

PREPARING FOR PERFORMANCE

- 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.

PREPARING FOR PERFORMANCE

- 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 identify a challenge then present a scale and exercise relevant to each work in their program discussing how the exercise assists them to over- come that challenge

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.

PREPARING FOR PERFORMANCE

- 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 identify a challenge then present a scale and exercise relevant to each work in their program discussing how the exercises assist them to overcome that challenge.

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.

<p>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.</p> <p>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.</p>	<p>UNITS 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.</p>
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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.

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

UNITS 1 & 2

A student's level of achievement will be determined by the school-based coursework tasks and final examinations.

UNITS 3 & 4

The Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 School-Assessed Coursework (SAC): 25%
- Unit 4 School-Assessed Coursework (SAC): 25%
- End-of-Year Examination: 50%

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.

STUDENT STATEMENT

"Unit 3 and 4 Health and Human Development has been an intriguing and interesting course. We have progressed and explored many study areas, relating to health, development, nutrition and healthy eating. We have thoroughly enjoyed these units and have development many valuable skills and learnt things we did not know"

UNIT 1: UNDERSTANDING HEALTH AND WELL-BEING

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

UNIT 2: MANAGING HEALTH AND DEVELOPMENT

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care in Promoting the health of all Australians.

UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program.

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

UNITS 1 & 2

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

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 Design.

The student's level of achievement in Units 3 and 4 will be determined by School-Assessed Coursework (SACs). 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.

Percentage contributions to the Study Score in VCE Physical Education are as follows:

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

WHERE DOES PHYSICAL EDUCATION LEAD TO?

Physical Education can lead to many courses of study beyond Year 12 such as TAFE, university, traineeships. Some examples include: fitness instructing, personal training, physiotherapy, sports science, teaching and many more. Additional information can be found in the VTAC Guide.

UNIT 1: 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 2: PHYSICAL ACTIVITY, SPORT AND 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 behavior 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 behavior. They then create and participate in an activity plan that meets the physical activity and sedentary behavior guidelines relevant to the particular population group being studied. Students apply various methods to assess physical activity and sedentary behavior levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behavior 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.

UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

UNIT 4: TRAINING TO IMPROVE PERFORMANCE

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

ACCOUNTING

WHY STUDY ACCOUNTING

Accounting is a very practical subject that focuses on the skills needed in managing cash and finances of a small business. The skills developed through the completion of VCE Accounting are invaluable as they can be applied to personal finances and investment.

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

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 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
- develop skills in the use of ICT in an accounting system
- develop an understanding of ethical considerations in relation to business decision-making

In addition to the textbook and workbook, 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 and Pathways Leader.

<p>UNIT 1: ROLE OF ACCOUNTING IN BUSINESS</p> <ul style="list-style-type: none">• reasons for establishing a business• resources required to establish a business such as internal and external sources of finance• factors that lead to the success or failure of a business• the accounting elements: assets, liabilities, owner's equity, revenues and expenses• price setting methods• accounting reports and information• ethical considerations when making decisions <p>UNIT 3: FINANCIAL ACCOUNTING FOR A TRADING BUSINESS</p> <ul style="list-style-type: none">• documents used by a business to record financial transactions• the effect of transactions on the accounting equation• characteristics of the General Ledger• the GST Clearing account• the General Journal and General Ledger and their use in recording transactions• inventory cards• internal control procedures• financial indicators• non-financial information available to assist analysis and decision-making• strategies to improve management ethical considerations when making business decisions	<p>UNIT 2: ACCOUNTING AND DECISION-MAKING FOR A TRADING BUSINESS</p> <ul style="list-style-type: none">• characteristics of a trading business• accounting assumptions and qualitative characteristics as applicable• documents used by a business to record financial transactions• indicators to measure business success• the purpose and use of special journals• the purpose and use of inventory cards• historical and budgeted accounting reports• reporting of inventory• ethical considerations when undertaking decision-making related to inventory. <p>UNIT 4: RECORDING, REPORTING, BUDGETING AND DECISION-MAKING</p> <ul style="list-style-type: none">• indicators and other relevant information to measure business performance• the recording of transactions in the General Journal and General Ledger and preparation of classified accounting reports using manual methods and ICT• the purchase, depreciation and disposal of non-current assets: recording and reporting• the implications of alternative methods of depreciation on accounting reports• the recording and reporting of balance day adjustments• accounting for bad and doubtful debts• characteristics and use of classified accounting reports• the effect of transactions on the accounting reports• ethical considerations in relation to business decision-making and the recording and reporting of financial information
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BUSINESS MANAGEMENT

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.

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.

BUSINESS MANAGEMENT

UNIT 1: PLANNING A BUSINESS, UNDERSTANDING FOUNDATIONS & ANALYSING STAKEHOLDERS

Did you know that small business make up the vast majority of all businesses in the Australian economy?

Unit 1 focuses on:

- Analysing different stakeholder groups
- Explaining and applying a set of business concepts to a range of businesses.
- Understanding the types of businesses and the foundations that allow them to operate.
- Explaining and applying the day to day activities associated with the operation of large scale organisations.

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:

- Operations management, the engine rooms of a business to deliver a product or service.
- Change management. Understand how businesses respond and undertake change.
- Corporate social responsibility. Understand the areas of business functions that take part in ethical decision making for internal and external business environments

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 become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

DESCRIPTION

Legal Studies provides students with the ability to examine the aims of criminal and civil law. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. Students will focus on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Students will consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. They will investigate the extent to which the principles of justice are upheld in the justice system and discuss recent reforms to enhance the ability of the justice system to achieve the principles of justice.

Students will be required to develop an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. Students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

ASSESSMENT

UNITS 1 & 2

A variety of tasks will be designed as School-Assessed Coursework for Units 1 and 2. These include a folio of exercises, structured questions, classroom presentations, role-plays, debates and reports.

UNITS 3 & 4

The assessment for Units 3 and 4 is determined by VCAA. School-Assessed Coursework may include a combination of a folio of exercises, essay, structured questions, case study, report in a written format or essay. The End-of-Year Examination contributes 50% to the Study Score.

WHERE DOES LEGAL STUDIES LEAD TO?

Legal Studies can lead a variety of courses beyond Year 12. Completing Legal Studies will prepare you for many businesses and/or commerce related degrees as well as those courses leading to careers within the legal profession. Further study in the legal field can lead to a broad range of careers opportunities such as a lawyer, paralegal, legal secretary and careers in the courtroom.

STUDENT COMMENT

Studying Legal Studies in Year 11 has not only taught us to understand the legal system and how it works but has also benefited our development of English techniques. Learning about the subject has helped us grasp the understandings of everyday life and our surroundings that we need to recognise. Having valuable and useful teachings in our class only makes us appreciate the subject, be prepared for Year 12 and encourage people to study law.

<p>UNIT 1: GUILT AND LIABILITY</p> <ul style="list-style-type: none"> the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals the principles of justice: fairness, equality and access characteristics of an effective law, such as it reflects society's values; is enforceable; is known; is clear and understood; and is stable sources of law such as common law and statute law an overview of the relationship between parliament and the courts types of law such as criminal law and civil law the distinction and relationship between criminal law and civil law an overview of, and reasons for, the Victorian court hierarchy. the purposes and key concepts of criminal law Distinguish the types of crimes, and indictable and summary offences, using examples the purposes and types of civil law, including key concepts <p>UNIT 2: SANCTIONS, REMEDIES AND RIGHTS</p> <ul style="list-style-type: none"> the principles of justice: fairness, equality and access institutions that enforce criminal law, such as the police and delegated bodies the balance between institutional powers and individual rights an overview of the jurisdictions of the Victorian courts the role of the jury in a criminal and civil case the purposes of sanctions: punishment, deterrence, denunciation, protection and rehabilitation types of sanctions such as fines, community correction orders and imprisonment methods used to resolve a civil dispute such as mediation, conciliation and arbitration the purposes of remedies an overview of the ways in which rights are protected in Australia one Australian case that has had an impact on the protection of rights in Australia, including: <p>UNIT 3: RIGHTS AND JUSTICE</p> <ul style="list-style-type: none"> the principles of justice: fairness, equality and access key concepts in the Victorian criminal justice system, including: the distinction between summary offences and indictable offences, the burden of proof, the standard of proof and the presumption of innocence the rights of an accused, including the right to be tried without unreasonable delay, the right to a fair hearing, and the right to trial by jury the role of institutions available to assist an accused, including Victoria Legal Aid and Victoria 	<ul style="list-style-type: none"> the purposes of committal proceedings the reasons for a Victorian court hierarchy in determining criminal cases, including specialisation and appeal the responsibilities of key personnel in a criminal trial, including the judge, jury, parties and legal practitioners the purposes of sanctions: rehabilitation, punishment, deterrence, denunciation and protection factors that affect the ability of the criminal justice system to achieve the principles of justice including in relation to costs, time and cultural differences recent reforms and recommended reforms to enhance the ability of the criminal justice system to achieve the principles of justice key concepts in the Victorian civil justice system factors to consider when initiating a civil claim, including negotiation options, costs, limitation of actions, the scope of liability and enforcement issues discuss the role of key personnel in a civil trial explain the purposes of pre-trial procedures, using examples the methods used to resolve civil disputes, including mediation, conciliation and arbitration, and their appropriateness the purposes of remedies recent and recommended reforms to enhance the ability of the civil justice system to achieve the principles of justice. <p>UNIT 4: THE PEOPLE AND THE LAW</p> <ul style="list-style-type: none"> the roles of the Crown and the Houses of Parliament (Victorian and Commonwealth) in law-making the role of the Commonwealth Constitution the role of the High Court in interpreting the Australian Constitution the significance of one High Court case interpreting sections 7 and 24 of the Australian Constitution the significance of one referendum in which the Australian people have protected or changed the Australian Constitution the significance of one High Court case which has had an impact on the division of constitutional law-making powers factors that affect the ability of parliament to make law the roles of the Victorian courts and the High Court in law-making the relationship between courts and parliament in law-making
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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

In Unit 1, students explore the nature of political, social and cultural change in the period between the world wars! They look at the dominant ideologies and the effects of the economic crisis as factors leading to armed conflict.

In Unit 2, students examine the impact of the Cold War and challenges to existing political, economic and social arrangements in the second half of the twentieth Century. Students also look at the influence of the United Nations, the formation of the new countries, the rise of terrorism and its global nature.

New social movements challenged existing social values. Among these are civil rights, feminism and the protection of the environment.

ASSESSMENT

UNIT 1 & 2

Assessment tasks will be two of the following each semester:

- an historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay

The two tasks that were not chosen in Unit 1 will be completed in Unit 2. By the end of the year you complete each of the four tasks listed above.

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.

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. You need to be able to read and write reasonably well in order to get the most benefit from your study of history.

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

UNITS 3 & 4

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

The four assessment tasks are spread across the two units. They are:

- an historical inquiry
- an analysis of primary sources
- an evaluation of its historical interpretation
- an essay

Percentage contributions to the Study Score are as follows:

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.

HISTORY REVOLUTIONS

UNIT 3: FRENCH REVOLUTION

UNIT 4: RUSSIAN REVOLUTION

Both Unit 3 and 4 look at causes and consequences of these Revolutions.

- 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.
- 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?

Revolutionary ideologies emerged in opposition to the existing and dominant order, such as Leninism in Russia. These ideologies were used 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

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

UNITS 1 & 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

and at least one of:

- structured questions
- case study
- report
- folio of exercises.

UNITS 3 & 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, or a range of careers in the tourism area.

UNIT 1: HAZARDS AND DISASTERS

Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events. Students undertake fieldwork in this unit

UNIT 2: TOURISM

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Students undertake fieldwork in this unit

UNIT 3: CHANGING THE LAND

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity.

UNIT 4: HUMAN POPULATION – TREND AND ISSUES

Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

AUSTRALIAN AND GLOBAL POLITICS

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. However, 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

Key Ideas in Politics, and the ways these work

- Examine Australian politics, and contrast this with one non-democratic system overseas
- Essay, issue analysis, research assignment

UNIT 2

- Globalisation, the way it functions and the key ideas that lead to it
- Structured report, oral presentation, and essay.

UNIT 3 & 4

Tasks: one or more of the following:

- Multimedia
- Essay
- Short answer questions
- Case study
- Report
- Short answer questions

Percentage contributions to the Study Score are as follows:

- 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.

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? eg. 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?

UNIT 3: GLOBAL ACTORS POWER IN ASIA PACIFIC

In this unit, students investigate the key global powers and their aims. The Unit focuses on contemporary events within the last 10 years.

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

UNIT 4: ETHICAL ISSUES GLOBAL CHALLENGES

In this unit, students investigate the challenges facing the global community in the 21st century. The unit focuses on contemporary events within the last 10 years.

- What are ethics?
- What are human rights?
- Are human rights universal? Do all cultures agree on the same shared values?
- What human rights are protected under International human rights law?
- What responsibility does the global community have to protect human rights?
- Why is torture a subject of debate, particularly in the US?
- Why did President George Bush have to cancel a Visit to Switzerland to avoid being arrested?
- Is banning the burqa protecting human rights or abusing them?
- What is development?
- What actions against poverty has the UN taken? Have These been successful?
- What are the causes of conflict in the post WWII world?
- Can war ever be 'just'?
- What factors have contributed to the rise of international terrorism? E.g. groups such as ISIS.
- What are the effects of international terrorism?
- How successful have various terrorist groups been in the pursuit of their goals?
- Why can't the UN stop the war in Syria? Why can't the UN stop the war in Syria?

LOTE: INDONESIAN

WHY STUDY LOTE (INDONESIAN)?

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

- the chance to experience another culture
- the chance to communicate with people from other countries
- the chance to travel
- the chance to pursue a wide range of career options
- a greater understanding of how languages work, especially English
- the added bonus of a Study Score adjustment for Language studies.

DESCRIPTION

The study of Indonesian incorporates three prescribed themes of *The Individual, Indonesian Speaking Communities & the World around us*. 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 conversation or 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 End-of-Year 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 and Pathways Leader.

<p>UNIT 1 You will explore issues related to the Individual and Indonesian speaking communities including personal identity and lifestyle and Culture heritage through the following topics:</p> <ul style="list-style-type: none">• Personal Identity: Cultural Identity• Lifestyles: Teenager life• Lifestyles: Rural and urban life <p>UNIT 2 You will explore issues related to Indonesian speaking communities including traditional art, music, religious & community celebrations and environmental issues through the following topics:</p> <ul style="list-style-type: none">• Environmental Issues: Wildlife protection• Global and contemporary society: Globalisation• Cultural heritage: traditional arts and entertainment.	<p>UNIT 3 You will look at areas of the world around us such as global and contemporary society, Communication and media, education and aspirations as well as social issues, through the following topics:</p> <ul style="list-style-type: none">• Education and Aspirations: Future aspirations• Communication and media: Social Media• Global and contemporary society: Social Issues <p>UNIT 4 You will look at Indonesian Speaking Communities and the Changing World through the following topics:</p> <ul style="list-style-type: none">• Environmental Issues: Water Pollution• Cultural heritage: traditions and celebrations of different ethnic in Indonesia.
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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 World Around Us*. 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 and Written Examination will together contribute 50%.

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.

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

<p>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:</p> <ul style="list-style-type: none">• Family & Relationships• Personal Identity• Italian Passions• World of Work• School Life <p>UNIT 2 You will explore issues related to Italian Speaking Communities through the following topics:</p> <ul style="list-style-type: none">• Pastimes – Cinema• Tourism• Italian History• Festivals	<p>UNIT 3 You will continue to explore issues within the themes of Individual, Italian Speaking Communities and the Changing World. Through the following topics:</p> <ul style="list-style-type: none">• Text study of an Italian Novel• Health• The Environment <p>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 :-</p> <ul style="list-style-type: none">• Technology• Recent Migration into Australia <p>Throughout Units 3 and 4, students undertake preparation for the end of year oral and written exams.</p>
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GENERAL MATHEMATICS UNITS 1 & 2

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 and 4, if they choose to continue with Mathematics in Year 12.

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.

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 and 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 approximately \$210.

ASSESSMENT

UNITS 1 & 2

Assessment of Units 1 and 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 and 4. Students who do not intend to study a Unit 3 and 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, for example primary teaching courses. 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. Please check the VTAC Guide or see the Careers and Pathways Coordinator or your Mathematics Teacher for advice.

GENERAL MATHEMATICS

UNIT 1

Statistics: Univariate Data includes: “Investigating and comparing data distributions”

- Types of data, tables and graphs
- Mean, median, mode
- Range, quartiles, standard deviation

Statistics Bivariate Data Includes: “Investigating relationships between two numerical variables”.

- Scatter plots
- Correlation

Linear regression: “Linear Graphs and Models”

- Graphs and Relations:
- Simplifying, expanding and solving linear equations
- Transposition and substitution
- Simultaneous equations
- Graphing linear equations
- Equations of straight lines
- Parallel and perpendicular lines

Linear Programming includes: “Inequalities and Linear Programming”

- Graphing in equations
- Maximum and minimum points
- Using intersections of half planes
- Variables, constraints
- Linear programming solutions

UNIT 2

Business Mathematics Include: “Financial Arithmetic”

- Arithmetic Techniques
- Making Money
- Taxation
- Investing and Borrowing
- Profit and Loss and Inflation
- Break-even analysis
- Hire-Purchase
- Depreciation

Discrete Mathematics:

- Matrices
- Matrix Algebra
- Problem Solving using matrices
- Number patterns and recursion

Sequences: “Number Patterns and Recursion”

- Arithmetic sequences
- Geometric sequences

SPECIALIST MATHEMATICS: UNITS 1 & 2

WHY STUDY SPECIALIST 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 Mathematical Methods 3 & 4 and Further Mathematics 3 & 4 in Year 12.

DESCRIPTION

Specialist Mathematics Units 1 & 2 course supplements both the Mathematical Methods and General Mathematics for Further courses. This study must be taken together with Mathematical Methods 1 & 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 Mathematical 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 & 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.

ASSESSMENT

UNITS 1 & 2

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 & 2 LEAD TO?

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

UNIT 1	UNIT 2
Arithmetic and number: <ul style="list-style-type: none">• Number systems and recursion	Geometry, measurement and trigonometry: <ul style="list-style-type: none">• Vectors in the plane
Geometry, measurement and trigonometry: <ul style="list-style-type: none">• Geometry in the plane and proof	Graphs of linear and non-linear relations: <ul style="list-style-type: none">• Graphs of non-linear relations• Kinematics
Statistics: <ul style="list-style-type: none">• Simulation, sampling and sampling distributions	Algebra and structure: <ul style="list-style-type: none">• Transformations, trigonometry and matrices
Arithmetic and number: <ul style="list-style-type: none">• Principles of counting	

SPECIALIST MATHEMATICS: UNITS 3 & 4

WHY STUDY SPECIALIST MATHEMATICS?

Specialist Mathematics 3 and 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 and 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.

The recommended calculator is the Texas Instruments TI- Nspire, which should be retained from Year 11. The price is approximately \$200.

ENTRANCE REQUIREMENTS

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

ASSESSMENT

UNITS 3 & 4

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 are also covered.
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FURTHER MATHEMATICS UNITS 3 & 4

WHY STUDY FURTHER MATHEMATICS?

Further Mathematics is a good choice for a student wanting to pursue a mathematics subject in year 12. It satisfies some university prerequisite requirements and works well in combination with Accounting, Economics, Business Studies 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 a Core Unit for Unit 3 and two modules for Unit 4. 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. 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. Students will need a TI-Nspire CAS Calculator, which should be retained from Year 11.

ASSESSMENT

UNITS 3 & 4

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 response questions

each is worth 34% and covering all four modules.

School-Assessed Coursework is set by school and consists of four tasks, one in each topic, assessed in class and/or timetabled after school sessions throughout the year. These include an extended application task on statistics and problem-solving and modelling tasks for each of the 3 remaining topics. 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 Leader.

<p>UNIT 3</p> <p>Data Analysis:</p> <ul style="list-style-type: none">• Representing Data• Data Analysis• Modeling linear associations• Time Series <p>Recursion and Financial Modeling</p> <ul style="list-style-type: none">• Depreciation• Loans and Investments• Annuities and Perpetuities	<p>UNIT 4</p> <p>Graphs and Relations includes:</p> <ul style="list-style-type: none">• Linear graphing• Break even analysis• Linear programming• Non-linear graphs <p>Matrices Includes:</p> <ul style="list-style-type: none">• Matrix, addition and subtraction• Using Matrices to solve simultaneous Equations• Transition Matrices
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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 Mathematical Methods as a prerequisite study for certain specific courses. You should only consider Unit 1 and 2 Mathematical Methods if you are averaging over 75% in year 10 Mathematics.

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 B average in Year 10 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 are required. All students undertaking Mathematical 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 and 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. \$200.

ASSESSMENT

UNITS 1 & 2

Assessment in Units 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 and 4.

UNITS 3 & 4

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 modelling, problem-solving and application tasks where students are required to demonstrate satisfactory completion of prescribed outcomes.

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.

<p>UNIT 1</p> <ul style="list-style-type: none">• Functions and Graphs• Algebra• Probability <p>UNIT 2</p> <ul style="list-style-type: none">• Calculus• Circular functions• Logarithms and Exponentials	<p>UNIT 3</p> <ul style="list-style-type: none">• Functions and Graphs• Algebra• Differentiation Techniques and Applications <p>UNIT 4</p> <ul style="list-style-type: none">• Anti-differentiation and Applications• Probability and statistics
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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 provides them with a better understanding of the modern advances in technology that have aided their survival.

DESCRIPTION

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

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

ASSESSMENT

UNIT 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.

UNIT 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%. The 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?

The unit explores how organisms function through the study of cell structure and functioning; how the plasma membrane controls the movement of substances; and how organisms obtain nutrients and water, exchange gases, source energy and remove wastes. The study of how living systems sustain life is examined via the concepts of adaptations, homeostasis, classification, biodiversity, and ecology

OUTCOME 1

Investigate and explain how cellular structures and systems function to sustain life.

OUTCOME 2

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.

OUTCOME 3

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 THE CONTINUITY OF LIFE MAINTAINED?

How reproduction maintains the continuity of life is explored through the study the cell cycle, mitosis and meiosis, comparisons of asexual and sexual reproduction and the role and nature of stem cells.

The examination of how inheritance explained is investigated via the nature of genes, interpreting patterns of inheritance and predict outcomes of genetic crosses; epigenetics, genetic issues and the social and ethical implications of genetic applications.

OUTCOME 1

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.

OUTCOME 2

Apply an understanding of genetics to patterns of inheritance, genetic crosses, pedigrees, and identify the implications of genetic screening.

OUTCOME 3

Investigate and communicate an issue in genetics and/or reproductive science.

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

This unit focuses on the cell as a complex chemical system, examining the plasma membrane, DNA and proteins, gene expression, photosynthesis and cellular respiration and the role of enzymes. How cells communicate is explored via the role of signalling molecules, stimulus-response model and the signal transduction of information to initiate a response. Antigens and how they elicit an immune response, the nature of immunity, and how malfunctions in signalling pathways cause various disorders are also examined.

OUTCOME 1

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.

OUTCOME 2

Apply a stimulus-response model to explain how cells communicate with each other, outline immune 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?

How species are related is studied through changes to genetic material over time, evidence for biological evolution, natural selection and technological advances, particularly in molecular biology. The human fossil record is explored to identify major trends that have led to a complex interrelationship between biology and culture. The impact of human culture & technological applications on biological processes is examined incorporating genetic molecular tools and techniques and gene technologies. Social and ethical implications are also explored.

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 3

Design and undertake a practical 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.

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. Field work and 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 End-of-Year Examination will be 2 hours.

School-Assessed Coursework will be selected from practical activities, reports, posters, oral presentations, instrumental analysis and tests and analysis of data collected during field work.

School Assessed Coursework will contribute 20% for Unit 3 and 30% for Unit 4, and the 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 result 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: IS MAINTAINING BIODIVERSITY WORTH SUSTAINED EFFORT?

Australia is one of seventeen countries described as being 'mega diverse' in terms of its terrestrial and marine life. Although this group of countries accounts for 10 per cent of the global surface, they contain more than 70 per cent of the biodiversity on the planet. In this area of study students examine biodiversity as a means of investigating the management of a single Earth system – the biosphere. They examine the categories of biodiversity, the role of biodiversity in sustaining ecosystems, the provision of ecosystem services for human well-being and the strategies employed to counteract threats, both natural and human induced, so as to maintain biodiversity. Students investigate through field work and practical activities how biodiversity is measured. They examine the effectiveness of management strategies in the context of a selected threatened endemic species, based on scientific evidence, to ensure sustainability of biodiversity.

UNIT 3 (CONTINUED)

OUTCOME 1

On completion of this unit the student should 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.

OUTCOME 2

On completion of this unit the student should be able 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?

In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.

OUTCOME 1

On completion of this unit the student should be able 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.

OUTCOME 2

On completion of this unit the student should be able to explain the causes and effects of changes to Earth's climate, compare methods of measuring and monitoring atmospheric changes, and explain the impacts of atmospheric changes on living things and the environment.

OUTCOME 3 PRACTICAL INVESTIGATION

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 the Year 10 Extension Physics/Chemistry and Further Science electives before enrolling in VCE Chemistry or Physics. Students should also gain at least a B+ average across all subjects in Year 10 Science to study VCE Chemistry and/or Physics.

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, maps, , short answer responses, multimedia 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, 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, dietetics, 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?

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.

AREA OF STUDY 2: HOW CAN THE YIELD OF A CHEMICAL PRODUCT BE OPTIMISED?

On completion of this unit the student should be able to apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimized and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

UNIT 4:

AREA OF STUDY 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?

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. A practical logbook must be maintained by the student for record, authentication and assessment purposes.

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.

PHYSICS

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 each unit which will provide valuable experience for Units 3 & 4.

UNITS 3 & 4

Assessment is determined by VCAA for units 3 & 4 . School assessed classwork will include practical work, tests, analysis etc. School-Assessment Coursework contributes 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 Co-ordinators. 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-requisites 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: Is there life beyond Earths Solar System? Apply concepts of light and atomic physics to describe and analyse the search for life beyond Earths Solar System
- 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?

- examine the similarities and differences between three force 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?

- Use Newton’s laws of motion, circular motion and projectile motion systems to describe large-scale 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 CONTRADICTIONARY MODELS EXPLAIN BOTH LIGHT AND MATTER?

AREA OF STUDY 1 – HOW CAN WAVES EXPLAIN THE BEHAVIOUR OF LIGHT?

- 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?

- Explore the design of major experiments that have led to the development of theories that 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.

PSYCHOLOGY

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 processes 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

UNIT 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.

UNIT 3 & 4

The Assessment of Units 3 & 4 is determined by the VCAA. School-Assessed Coursework will include essays, annotated posters, tests, structured questions and research investigations. School-Assessed Coursework contributes 40% 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: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED

- Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
- Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.
- Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

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

- 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

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

On completion of this unit the student should be able to apply biological and psychological explanations 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 MAINTAINED

AREA OF STUDY 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

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.

APPLIED COMPUTING AND DATA ANALYTICS

WHY STUDY APPLIED 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 Applied Computing Units 1 and 2 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.

In Unit 3, students have the choice of studying either **Data Analytics** or **Software Development**

DATA ANALYTICS

Students focus on how the characteristics of data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. There are two areas of study: Data analytics and Data Analytics Design and Development. In Unit 4, students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. There are two areas of study: Data analytics: presenting the findings, and Cybersecurity and information management

SOFTWARE DEVELOPMENT

In this unit of study, students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. Students also focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

ASSESSMENT

UNIT 1 – APPLIED COMPUTING

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

UNIT 2 – APPLIED COMPUTING

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

UNIT 3 – DATA ANALYTICS

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

UNIT 4 – DATA ANALYTICS

In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

OR

UNIT 3 - Software Development

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

UNIT 4 – Software Development

In this unit, students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

The level of achievement for Units 3 and 4 is also assessed by the End-of Year Examination. The examination will contribute 50 per cent to the Study Score.

WHERE DOES APPLIED 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.

<p>UNIT 1: APPLIED COMPUTING</p> <ul style="list-style-type: none">• Data and information• Problem Solving Methodology• Use of a range of software types including word processing, spread sheets and web authoring• Uses and effects of Information Technology• Network Functions• graphic Solutions <p>UNIT 2: APPLIED COMPUTING</p> <ul style="list-style-type: none">• Data and information.• Programming techniques.• Data Visualisation• Use of a range of software types including spreadsheets, scripting, object orientated programming and data base	<p>UNIT 3: DATA ANALYTICS</p> <ul style="list-style-type: none">• Use of graphic manipulation and web authoring software.• Understanding of organisations, goals and objectives.• Characteristics of data and information.• Capabilities and limitations of hardware and software.• Components of Information Systems.• A relational database management system <p>UNIT 4: DATA ANALYTICS</p> <ul style="list-style-type: none">• User documentation.• Networked Information Systems.• Organisations and information needs.• Online communities• project planning software
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FOOD STUDIES

WHY STUDY FOOD STUDIES?

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

To study Food Studies Units 3 & 4 it is recommended that you complete Food Studies Units 1 & 2.

ASSESSMENT

UNITS 1 - 4

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

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

The contribution to the Study Score is:

- 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 and Pathways Leader for further career options.

UNIT 1

This unit focuses on food from historical and cultural perspectives. It considers:

- 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:

- Explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies.
- Focus 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.

PRODUCT 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.

ASSESSMENT

UNITS 1&2

Satisfactory achievement of Outcomes 1, 2 & 3 are necessary to satisfactorily 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 Units 3 &4 will contribute to 50% of the Study Score.

An End-of-Year Examination will contribute to 30% to the Study Score.

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.

PRODUCT DESIGN AND TECHNOLOGY (TEXTILES)

UNIT 1: PRODUCT RE-DESIGN AND SUSTAINABILITY

- The Product Design Process
- Unsustainable Products
- Analysing and re-designing a product
- Knowledge of materials
- Evaluation and comparison
- Intellectual property

UNIT 2: COLLABORATIVE DESIGN

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

UNIT 3: APPLYING THE PRODUCT DESIGN PROCESS

- Designer and end-user in product development
- Product development in industry

UNIT 4: PRODUCT DEVELOPMENT AND EVALUATION

- How we choose products?
- Defining product attributes
- Prioritising product attributes
- Developing criteria and comparing products
- How products are assessed?

VET SUBJECTS (VOCATIONAL EDUCATION TRAINING)

Vocational Education and Training (VET) is an important component of both VCE and VCAL pathways. VET opens up many future career opportunities in areas with increasing employment demands. For example, VET offers nationally recognised qualifications that create pathways to over 500 careers in a diverse range of industries including health and fitness, business, engineering, food, science, and IT. The practical nature of VET allows you to develop valuable skills and knowledge and gives you the opportunity to apply them in the workplace. VET also develops your employability skills, which is an advantage when joining the workforce. VET can make a valuable contribution to your education and your future.

The following VET subjects are offered onsite at Marian College.

- VET Hospitality
- VET Hair (currently only available to VCAL students)
- VET Information, Digital Media and Technology
- VET Make-up
- VET Small Business
- VET Sport and Recreation

CONTRIBUTIONS TO ATAR:

VET subjects offered are either 'scored' or 'unscored' subjects. If the subject is scored, VCE students will sit a VCAA exam and obtain a study score that can contribute to their ATAR. If the subject is unscored, VCE students will receive a 10% increment of their lowest study score of their primary four subjects.

TIMETABLING:

Due to the skills-based nature of VET subjects, these subjects may be timetabled in the regular school timetable or as one block outside of the usual Marian College timetabled hours. For those subjects offered outside the regular timetable, the hours are:

- Year 1 Tuesday 1.30 - 6pm
- Year 2 Thursday 1.30 - 6pm

Marian College is a member of the BVC and IMVC which allows students to also choose from a vast array of external (off-site) VET subjects either at a TAFE College or Secondary College. Marian College undertakes the arrangements for students to participate in external VET studies through another school. The full list of VET subjects are available in the BVC Handbook and IMVC Handbook and can be accessed from the Marian College VET or VCAL Coordinators and the Subject Selection Portal Page on SEQTA.

ENROLMENT:

To enrol in VET subjects, students must:

- fill out an expression of interest form in addition to completing the online subject selection process.
- have their own private transport available to travel to the external school site. Students are not allowed to be the passenger of student drivers.
- Must have a USI number

FEES:

Please note there is a course fee associated with VET subjects. Internal VET subjects range from approximately \$200 - \$400. External VET course fees, set by the delivery school, range from \$800 - \$2000 depending on the course of study. Please see the VET Coordinator for more information.

STRUCTURED WORK PLACEMENT (SWL)

VET students must complete 20 hours – 40 hours (subject specific) of Structured Workplace Learning in each year of the course as many of the competency modules in their certificate are linked to work in a relevant industry setting. Students are required to find their own placement and complete formal documentation before attending. Placement can be difficult to obtain and students may be more successful if they have personal connections to the industry.

CERTIFICATE II HOSPITALITY (SCORED)

WHY STUDY VET HOSPITALITY?

SIT20416 Certificate II in Kitchen Operations 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 (Kitchen Operations) provides students with the skills and knowledge to be competent in a range of kitchen functions and activities to work in various hospitality enterprises where food is prepared and served, including restaurants, hotels, catering operations, clubs, 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. They can also gain a Study Score which contributes to the ATAR.

COMPULSORY EXCURSIONS

As part of this course, students are required to participate in a variety of hospitality experiences. To increase student's exposure to the opportunities available in the industry, hospitality teachers will endeavour to organize a variety of learning opportunities. This may include an overnight excursion.

ASSESSMENT

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.

STRUCTURED WORKPLACE LEARNING

Students must participate in five shifts of structured 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. Some of these shifts may be covered by Marian College Restaurant Evenings.

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.

CONTRIBUTION TO VCE OR VCAL PATHWAY

VCAL: This program contributes to the Industry Specific Skills Strand and may also contribute to the Work Related Skills Strand of VCAL.

VCE Students who complete SIT20416 Certificate II in Kitchen Operations will be eligible for up to four units of credit including a Units 3 and 4 sequence and a Study Score that can contribute to the ATAR.

<p>UNIT 1 & 2</p> <p>Students will be required to demonstrate their competencies in a variety of basic tasks. In Units 1 & 2 you will learn to:</p> <ul style="list-style-type: none">• 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	<p>UNIT 3 & 4</p> <p>In Units 3 & 4 students will continue to enhance their skills in a variety of areas. The focus is developing skills to:</p> <ul style="list-style-type: none">• Use cookery skills effectively• Produce appetisers and salads• Produce stocks, sauces and soups• Produce vegetables, fruit, eggs and farinaceous dishes• Purchase goods
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CERTIFICATE III INFORMATION, DIGITAL MEDIA AND TECHNOLOGY (PARTIAL COMPLETION) (SCORED)

WHY STUDY INFORMATION, DIGITAL MEDIA AND TECHNOLOGY (IDMT)?

ICT30115 Certificate III in Information, Digital Media and Technology (partial completion) develops basic skills and knowledge to equip learners with future-ready ICT skills and knowledge to prepare them for a successful ICT career. ICT covers all areas related to processing, manipulating, and managing information. As the IT sector continues to grow and evolve so too do the ICT skills required by employers to meet the challenges of our transforming economy.

DESCRIPTION

Students studying IDMT will gain skills in programming, multimedia integration, and software development. Businesses in this sector provide expertise in information technology through writing, modifying and testing software and providing user support for software, hardware and cloud technologies. The digital media sector includes the design and production of multimedia and games for platforms including PC, console, online and mobile.

ASSESSMENT

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

STRUCTURED WORKPLACE LEARNING

The VCAA strongly recommends that students undertake a minimum of 80 hours SWL for the VCE VET Information, Digital Media and Technology program. SWL should be spread across the duration of the training program.

WHERE DOES IDMT LEAD TO?

Certificate III through to Diploma level in either Business Analysis, Systems Administration, Multimedia Integration, Software Development or Network Engineering.

CONTRIBUTION TO VCE OR VCAL PATHWAY

VCAL: This program contributes to the Industry Specific Skills Strand and may also contribute to the Work Related Skills Strand of VCAL.

VCE: Students who complete ICT30115 Certificate III in Information, Digital Media and Technology will be eligible for up to four units of credit including a Units 3 and 4 sequence. It can contribute to the ATAR as a fifth or sixth study and the increment will be 10% of the lowest of the primary four ATAR subject Study Scores.

<p>UNIT 1 & 2</p> <p>Students will be required to demonstrate their competencies in a variety of basic tasks. In units 1 & 2 you will learn to:</p> <ul style="list-style-type: none">• Participate effectively in WHS communication and consultative processes• Work and communicate effectively in an IT environment• Run standard diagnostic tests• Operate application software packages	<p>UNIT 3 & 4</p> <p>Students will be required to demonstrate their competencies in a variety of basic tasks. In units 3 & 4 electives may include:</p> <ul style="list-style-type: none">• Create user documentation• Provide ICT advice to clients• Maintain equipment and software• Install, configure and secure a small office or home office network
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CERTIFICATE III MAKE-UP (UNSCORED)

WHY STUDY MAKE-UP?

SHB30215 Certificate III in Make-Up reflects the role of individuals employed as make-up artists to design and apply make-up for a range of purposes and occasions across the beauty, fashion, media and entertainment industries. Make-up artistry work is typically conducted as part of a team or on a freelance basis in settings such as make-up studios, retail cosmetic counters, fashion and media sets and photography studios.

DESCRIPTION

Students will gain a range of well-developed technical and consultation skills. They are responsible for completing independent study tasks and adhering to set deadlines consistent with the industry. Other tasks may include working cooperatively with a range of individuals including photographers, fashion stylists and media production staff.

Compulsory units of competence in Units 1 to 4 include apply safe hygiene, health and work practices, design and apply make-up, provide salon services to clients, and design and apply creative make-up. 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

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 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. It is highly recommended that students complete a total of 80 hours of work placement over the two year course.

WHERE DOES MAKE-UP LEAD TO?

A Cert III in Make-up can lead to employment as a make-up artist or beauty therapist in the fashion industry, hairdressing and beauty salons, and make-up studios. Completion of this program opens the pathway to a traineeship or further study at TAFE in Cert III in Hairdressing or Cert III in Beauty Services. This course offers students the opportunity to examine work options which may be either career-long or short-term.

CONTRIBUTION TO VCE OR VCAL PATHWAY

VCAL: This program contributes to the Industry Specific Skills Strand and may also contribute to the Work Related Skills Strand of VCAL.

VCE: Students who complete SHB30215 Certificate III in Make-Up will be eligible for up to four units of credit including a Units 3 and 4 sequence. It can contribute to the ATAR as a fifth or sixth study and the increment will be 10% of the lowest of the primary four ATAR subject Study Scores.

<p>UNITS 1 & 2</p> <p>Students will be required to demonstrate their competencies in a variety of basic tasks. In units 1 & 2 you will learn to:</p> <ul style="list-style-type: none">• Apply safe hygiene, health and work practices• Provide salon services to clients• Conduct salon financial transactions• Comply with organizational requirements within a personal services environment• Research and apply beauty industry information• Provide first aid	<p>UNITS 3 & 4</p> <p>Students will be required to demonstrate their competencies in a variety of basic tasks. In units 3 & 4 electives may include:</p> <ul style="list-style-type: none">• Create storyboards• Advise on beauty products and services• Determine resource requirements for micro business• Apply cosmetic tanning products.
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CERTIFICATE II SALON ASSISTANT (UNSCORED)

WHY STUDY SALON ASSISTANT?

SHB20216 Certificate II in Salon Assistant develops basic skills and knowledge to assist with client services in the hair and beauty industry. It provides a pathway into a hairdressing apprenticeship. This course enables students to develop skills and acquire a basic understanding of the everyday tasks undertaken by hairdressers and the employment options that are available within the industry.

DESCRIPTION

Students studying VET Salon Assistant will be undertaking Certificate II in Salon Assistant. This certificate is attained over one year. Students may elect to continue on this pathway under a school based apprenticeship.

At the completion of Year 1 students will be credited with a unit 1 and 2. Unit 1 and 2 include competencies such as conducting financial transactions, drying hair to shape, and communicating as part of a salon team.

ASSESSMENT

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

TIMETABLING

This subject maybe timetabled on Tuesdays from 9am - 1.30pm

STRUCTURED WORKPLACE LEARNING

The VCAA strongly recommends that students undertake 80 hours of Structured Workplace Learning (SWL) over the duration of the VCE VET Hair and Beauty program. The VCAA mandates a minimum of 40 hours of SWL for students undertaking the Certificate II in Salon Assistant. Where the training package requires work periods/shifts, this can be used to satisfy the VCAA SWL placement requirements for the program.

WHERE DOES SALON ASSISTANT LEAD TO?

Hairdressing is categorised as a skills shortage area. Completing year 1 of this program opens the pathway to further study at TAFE in Cert III in Hairdressing, Cert IV in Hairdressing or an apprenticeship in Hairdressing. 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.

CONTRIBUTION TO VCE OR VCAL PATHWAY

VCAL: This program contributes to the Industry Specific Skills Strand and may also contribute to the Work Related Skills Strand of VCAL.

VCE: VCE credits are available through block credit. Only credit at Unit 1-2 level is available.

<p>UNIT 1 & 2</p> <p>Students will be required to demonstrate their competencies in a variety of basic tasks. In units 1 & 2 you will learn to:</p> <ul style="list-style-type: none">• Conduct salon financial transactions• Provide shampoo and basin services• Greet and prepare clients for salon services• Dry hair to shape• Maintain and organise tools, equipment and work areas• Contribute to the health and safety of others• Communicate as part of a salon team	<p>UNIT 3 & 4</p> <p>Please note this is a 1 year course only and there are no Unit 3 & 4 units.</p>
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CERTIFICATE II SMALL BUSINESS (UNSCORED)

WHY STUDY VET SMALL BUSINESS?

22247VIC Certificate II in Small Business (Operations/Innovation) The VCE VET Small Business program is drawn from a national training package state accredited curriculum and offers a portable qualifications which are recognised throughout Australia. The state accredited curriculum provides students with the knowledge and skills to enhance their employment prospects in a small business or related industries. The program offers full completion of the certificate II and includes units such as small business policies and procedures, professional skills for small business environments, small business operations and innovation, small business planning, quality and change processes and routine financial activities of a small business.

DESCRIPTION

VET Small Business students will be completing a Certificate II in Small Business over two years and attain some competencies towards a Certificate II in Small Business. VET Business provides students with entry level knowledge and skills within a small business context.

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

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

STRUCTURED WORKPLACE LEARNING

The VCAA strongly recommends that students undertake a minimum of 80 hours of SWL for the VCE VET Small Business program. SWL should be spread across the duration of the training program.

WHERE DOES SMALL BUSINESS LEAD TO?

Certificate II in Small Business provides a pathway into training and employment in small business, family business, home business and related industries. Potential occupations may small business owner.

CONTRIBUTION TO VCE OR VCAL PATHWAY

VCAL: This program contributes to the Industry Specific Skills Strand and may also contribute to the Work Related Skills Strand of VCAL.

VCE: Students who complete 22247VIC Certificate II in Small Business (Operations/Innovation) will be eligible for up to four units of credit including a Units 3 and 4 sequence. It can contribute to the ATAR as a fifth or sixth study and the increment will be 10% of the lowest of the primary four ATAR subject Study Scores.

<p>UNIT 1 & 2</p> <p>Students will be required to demonstrate their competencies in a variety of basic office tasks. In Units 1 & 2 you will learn to:</p> <ul style="list-style-type: none">• Contribute to health and safety of self and others• Contribute to small business operations• Follow small business policies and procedures• Assist with presentation of public activities• Develop elementary professional skills for small business environments• Use social media for collaboration and engagement	<p>UNIT 3 & 4</p> <p>In Units 3 & 4 students will continue to enhance their skills in a variety of areas. The focus is on:</p> <ul style="list-style-type: none">• Undertake basic market research and promotion for a small business product or service• Participate in small quality and change processes• Assist with the presentation of public activities and events• Follow procedures for routine financial activities of a small business• Organise and complete daily work activities• Participate in environmentally sustainable work practices
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VCE VET III SPORT & RECREATION (SCORED)

WHY STUDY SPORT AND RECREATION?

SIS30115 Certificate III in Sport and Recreation provides students with the opportunity to acquire and develop skills, knowledge and confidence in the vast array of employment opportunities offered by the sport and recreation industry. This course is ideal looking for a career in sport, coaching, or fitness. It is also an enjoyable subject for students who enjoy physical activity and participating in sports.

DESCRIPTION

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

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.

COMPULSORY EXCURSIONS

Students are required to participate in a variety of sport and recreation opportunities. This may include overnight camps involving surfing, rock climbing, mountain bike riding, camping and snowboarding.

ASSESSMENT

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

STRUCTURED WORKPLACE LEARNING

The VCAA strongly recommends that students undertake a minimum of 80 hours SWL for the VCE VET Sport and Recreation program. SWL should be spread across the duration of the training 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.

CONTRIBUTION TO VCE OR VCAL PATHWAY

VCAL: This program contributes to the Industry Specific Skills Strand and may also contribute to the Work Related Skills Strand of VCAL.

VCE: Students who undertake the Certificate III in Sport and Recreation will be eligible for up to four Units of credit towards their VCE with up to two Units at Unit 1 & 2 level and a Unit 3 & 4 sequence and students can gain a Study Score that contributes to the ATAR.

<p>UNIT 1 & 2</p> <p>Students will be required to demonstrate their competencies in a variety of tasks.</p> <p>In Units 1 and 2 you will learn to:</p> <ul style="list-style-type: none">• 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	<p>UNIT 3 & 4</p> <p>Students will be required to demonstrate their competencies in a variety of physical tasks.</p> <p>In Units 3 and 4 you will learn to:</p> <ul style="list-style-type: none">• Conduct basic warm-ups and cool-downs.• Undertake risk management.• Plan sport and recreation programs.• Facilitate groups.• Educate user groups.
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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

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. 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 Year 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

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 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

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

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

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.