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Introduction- Senior School

Welcome to the VCE at Victory Christian College. We have planned VCE carefully to ensure all our students have the opportunity to achieve their potential and their God given purpose in life. As students you will have the benefit of working in a supportive and caring environment, with teachers that know you and understand your individual needs. VCE students enjoy having the VCE Centre to call their own in which there are excellent study and classroom facilities. We have researched best practice in VCE delivery by looking at the programs and supports that high performing schools have deployed, and we have designed these elements into our program.

At Victory Christian College our Senior School Program is focused on building academically proficient students that demonstrate Christian character and who are purpose orientated and technologically proficient.

Remain Focused

We encourage students to keep their end goal in mind. In order to achieve their very best, sacrifices need to be made. As students near the end of their VCE, they are asked to focus on their studies and reduce the number of extra-curricular activities in which they participate. Students are discouraged from participating in too much part time work, too many sporting activities or other ventures. In order to achieve high academic scores, students must be committed to achieving their best and have balance of school work and social activities. Extra reading, small group tutorials, study groups and regular exam practice are examples of the sorts of things that are required.

Be Organised

Organisation is a significant key to academic success in Years 11 and 12. We encourage each student to use a diary and a weekly study planner. Students should learn to make this work for them as it will enable a more productive use of their time. Being organised is vital to the success of each student.

Our Senior School will encourage students to:

- Develop their Christian faith
- Achieve their potential (academic and personal)
- Take advantage of the broad range of opportunities provided
- Develop a sense of personal pride and self confidence
- Obtain a global perspective
- Value and respect the needs of others
- Contribute to community
- Experience and celebrate success
- Develop leadership skills

Our goal is that you as parents will feel:

- Supported and listened to
- That your child is being well prepared for his or her future

We hope that as students journey through life they will in their own time, whether here at Victory Christian College or elsewhere, come to appreciate and understand that there is a God who loves and cares for them.

“prepare your minds for action...” 1 Peter 1: 13

“...be transformed by the renewing of your mind...” Romans 12: 1 – 2

“As a man thinks in his heart, so he is.” Proverbs 23:7

Mr Craig Kanzamar
Head of Senior School

VCE Curriculum- Details and explanation

Each subject is developed from a Christian framework so that the teaching reinforces the basic Christian values and principles that are necessary for the development of Christian integrity and character.

Assessment Tasks

Assessment Tasks are the means by which a student's level of performance is determined. These tasks may include Tests, Assignments, Essays, Presentations, Reports, Examinations or other specified tasks. The specific information regarding Assessment Tasks will be documented in the Student Course Planning Document which is distributed to students, at the beginning of each semester.

Promotion in the Senior School

Guidelines for determining the eligibility of a student to be promoted.

1. Promotion to the next year level is not automatic. In order to be promoted, a Year 10 student would be expected to obtain a passing grade (D or higher) in each of the Year 10 Core subjects: English, Humanities, Mathematics and Science.

Similarly, a Year 11 student would need to obtain a passing grade (D or higher) in English or English Literature. Each student in the Senior School will have their academic performance regularly reviewed throughout the year and parents will be contacted when concerns are raised.

2. Students who do not meet this minimum requirement will undergo an individual review. This review may include the following:

- The grades scored in the subjects that the student wishes to pursue at VCE level.
- The student's future pathway in education and training.
- Any special circumstances related to the student's performance.
- The concerns of parents.

3. The review will have one of the following outcomes:

- The student is not permitted to proceed to the next year level and may be offered the option of repeating.
- The student is permitted to proceed to the next level on probation. For students on probation, special requirements will be established regarding the student's conduct and performance. This will be followed by a further review during Term 1 of the following year.
- The student is permitted to proceed to the next year level.

Parents who are concerned about their child's performance should contact the relevant teachers and discuss measures to assist the student to maintain an appropriate performance level. Support for students and families are available through the School Chaplain and Head of Senior School.

Study in the Senior School

Academic ability and aptitude, while significant, are not the only keys to success in your VCE studies. What will matter most will be your commitment and application to home study. Your aim should be to develop efficient and systematic study techniques as soon as possible in the first year of VCE studies. Many students regret later that they did not build a solid study foundation early in their VCE. It is recommended that students aim to study at **least twenty hours weekly** in the first year and at **least twenty-five hours** in the second year of VCE studies. Students who do not spend this amount of time studying generally find that they get behind in coursework and as a result they cannot put their best effort into the assessment tasks.

Your first task is to establish a suitable study environment at home. You must find a quiet, well-lit and comfortable room with a suitable desk and chair. Try to avoid all sources of distraction and keep your desk tidy. There is no hope of serious study in front of the television, lying in bed, at the noisy kitchen table or with one ear to the radio. Draw up a home study timetable and be sure to allocate adequate time for each study. The VCE Weekly Planner, which you will be given, is a valuable resource as it gives an indication of the placement of coursework requirements and assessment tasks within the semester.

The emphasis should be on quality rather than quantity of study. Hours at your desk do not necessarily equal productive use of your study time. Before each study session, set yourself simple attainable goals. During that session keep checking that you are really concentrating and that you have grasped the new material studied. Be critical of your study methods until you are really getting value for the hours spent in study. When you are confronted with a problem make a note of it and ask your teacher for help the following day. Keep refining your notes and arrange your summaries into clear and concise learning guides. The process of summarisation enables the material covered to be consolidated. A good rule of thumb is to update summaries every three to four weeks. By progressively completing summaries you will be more able to link the associated concepts and to see the “big picture”.

During the course of your VCE studies you will be given guidance about study techniques. There are some excellent books on “How to Study” in most libraries that are well worth consulting. However, the real challenge is whether you want to dedicate yourself to the life of a full-time student. At this level of your education you should never be able to say that you have no study to do. Possibly you may have no set homework to do. Homework is your teacher’s attempt to organise your study program. If no homework is set, you must then determine how best to organise your study time.

Most students discover, much to their surprise, that systematic and efficient study is enjoyable and challenging. It also happens to be the infallible recipe for success in your VCE studies. With God’s help we trust that students will study diligently and realise their full potential.

Graduating with a VCE certificate

To graduate with a Victorian Certificate of Education (VCE) students must satisfactorily complete at least sixteen (16) of the units for which they have studied. These must include all of the following:

- **Three units** from the English group, including a Unit 3 or 4 level sequence.
- **Three sequences of Units 3 and 4 studies** other than English, including VCE VET Unit 3 and 4 sequences.

Australian Tertiary Admission Rank (ATAR)

Students completing Units 3 and 4 studies will receive a criteria-based letter grade from the VCAA and a study score (maximum 50) for each study attempted. An applicant’s ATAR is the percentile ranking of that applicant in the population of VCE candidates applying for tertiary study in that year. The ATAR will take into account an applicant’s scaled study score in English (or a study from the English studies group) and the applicant’s best three other scaled study scores, and 10% of the applicant’s next two best scaled study scores.

The Victorian Tertiary Admissions Centre (VTAC) administers a joint selection system on behalf of Universities and TAFE colleges. VTAC use the ATAR in conjunction with the tertiary institutions to determine student placement into tertiary courses. **Refer to Senior School Policies and Student Information Handbook for further details.**

The table below indicates the percentage ranking of students at each of the study score levels:

Study Score Reference Table

Study Score	Percentage Ranking
25	Top 76%
30	Top 50%
35	Top 34%
40	Top 8%
45	Top 2%

School Assessed Coursework

As part of the assessment of Unit 3 and 4 studies, students are required to complete either School Assessed Coursework (SAC) or School Assessed Tasks (SAT). After the completion of these tasks, teachers will provide feedback to students indicating the score they have obtained. However, it is important to note that the total scores for School Assessed Coursework or School Assessed Tasks may change as a result of Statistical Moderation carried out by the Victorian Curriculum and Assessment Authority.

School Assessed Coursework and School Assessed Tasks will be conducted during timetabled classes. If students are absent for any reason (illness, sport, excursion, holidays, or other personal reasons) they will be required to reschedule the task. Please refer to the Senior School Policies and Student Information Handbook for more details.

General Achievement Test (GAT)

Students undertaking any Units 3 and 4 studies will complete a General Achievement Test (GAT). As the name suggests, this is a general test – it is not a test of knowledge about a particular subject area or topic. The GAT is designed to measure the level of general achievement a student has accomplished across three broad areas:

- Written communication
- Mathematics, science, technology
- Humanities, arts, social sciences

The results from the GAT will be used to monitor school assessment and to gauge whether schools are marking student work on a fair and uniform basis. It is important to realise that the GAT results will not be used to determine students' grades and will not be reported to tertiary selection authorities or employer groups. However, they will be used in the calculation of Derived Examination Scores in the event that a student requires a Derived Examination Score.

Assessment and Reporting

At the end of each semester, an electronic printable snapshot of the report will be stored in our records. The End of Semester Report will be considered the final and official report. All past reports will also be accessible to parents electronically.

Parent-Student-Teacher Interviews will also be held at regular intervals throughout the year so that the student's progress can be discussed.

The End of Semester Report for each subject will include the following:

Units 1 and 2 subjects:

- A statement of satisfactory completion "S" or unsatisfactory completion "N" of each of the Learning Outcomes as specified by the Victorian Curriculum and Assessment Authority (VCAA)
- A statement of satisfactory completion "S" or unsatisfactory completion "N" of the Unit.
- A grade for each of the school-based Assessment Tasks.

Units 3 and 4 subjects:

- A statement of satisfactory completion "S" or unsatisfactory completion "N" of each of the Learning Outcomes as specified by the Victorian Curriculum and Assessment Authority (VCAA)
- A statement of satisfactory completion "S" or unsatisfactory completion "N" of the Unit.
- A grade for each of the School Assessed Coursework (SAC) tasks or School Assessed Tasks (SAT). Please note that marks for School Assessed Coursework and School Assessed Tasks are initial school results and are subject to change as a result of Statistical Moderation by the Victorian Curriculum and Assessment Authority.

The Victorian Curriculum and Assessment Authority (VCAA) will provide:

- A statement of results indicating satisfactory completion “S” or unsatisfactory completion “N” for each unit attempted
- A statement of results for School Assessed Coursework, School Assessed Tasks, and Examinations. Results are reported using a graded 10-point scale A+ - E, UG (ungraded), NA (not assessed) and a numerical study score.
- A statement of results for the General Achievement Test (GAT).

Acceleration Program

At Victory Christian College it is possible to “accelerate” in the VCE. Acceleration is where a student chooses to undertake a subject more advanced than their current year level. For example: A Year 11 student may choose to complete a subject at Unit 3 and 4 (Year 12) level. There are restrictions in the subjects that are available for acceleration due to the arrangement of the subjects in the VCE blocks and the other subjects that a student wishes to undertake. Students who wish to be accelerated will be required to complete an application form which details their reasons and desire to accelerate. Each application will then be reviewed by a Senior School Panel. Students can obtain an application from the VCE Coordinator during the subject selection process.

If you are an exceptionally able student, you may be able to add to your VCE studies with a first-year university subject through an extension studies program. Several Universities offer extension studies which involve students completing first year University Subjects while still in Year 12. At Victory, most students who are eligible for extension studies decide to undertake this at **Latrobe University- Bendigo (VCE PLUS Program)**. Selection for any extension program must receive the approval of the Principal, who must adhere to strict guidelines. A key requirement is that you must have achieved a study score of at least 41 in a ‘preparatory study’ of a Unit 3 and 4 sequence study in Year 11.

When choosing an acceleration subject, it is important to be clear about the reasons for the acceleration. Students are encouraged to think carefully about the subjects in which they apply to accelerate. It is also important that they discuss the matter fully with the Careers teacher and the VCE Coordinator. Extension studies can be of great benefit as the subject can be used in the overall ATAR calculation and also give students an idea of what University life entails. While efforts are made to ensure that there is continuity between units, it is not always possible to guarantee that the blocking arrangements will permit acceleration in the same subject in consecutive years.

VCE PLUS Information

This program allows Year 12 VCE students to complete two first-year university subjects and have them recognised as part of their VCE. Latrobe University offers VCE Plus in these subject areas:

- Aboriginal Studies
- Accounting
- Arts and Humanities
- Business
- Criminology
- Engineering
- Event Management
- Globalisation, Society and Place
- History
- Human Biosciences
- Law
- Sociology

How will VCE Plus help me?

Your VCE Plus subjects will count as Unit 3 and 4 sequences as part of your VCE and also contribute to your ATAR through a 10% increment (see table below). By completing VCE Plus, you will also have completed two first year university subjects, and these will count towards a relevant undergraduate degree.

VCE Plus also gives students the chance to:

- Get a taste of university life – Any student accepted into this program will be enrolled as a student of the University. Students will be able to access all the relevant resources and services that the University has to offer.
- Save money – while there are fees, these are much lower than normal and will save you substantial money on your university HECS fees.
- Receive an early offer with guaranteed entry into selected La Trobe courses. Students who achieve highly on their VCE Plus subjects are eligible for an early offer with guaranteed entry into selected La Trobe degrees, before you receive your ATAR.
- Be challenged – VCE Plus provides an academic challenge, as you are engaged in university-style teaching and learning. Completing an extension studies program can improve your study skills overall, which can help you to achieve your very best in VCE.
- Add value to your resume – VCE Plus is a challenging program and completing this during your VCE is an impressive addition to your resume.
- Gain University credit towards an undergraduate degree – A pass mark in both VCE Plus subjects, together with satisfying any other pre-requisites, will place you in a strong position for an offer into the relevant La Trobe University degree. You may also be eligible for Advance Standing into the relevant degree, which means a lighter study load in your first year at University, giving you more free time to complete additional subjects or for part time work/family commitments.

* Eligibility criteria apply.

Who should enrol in VCE Plus?

Students who are self-motivated and academically capable. You will also need:

- To have enrolled in at least four VCE Unit 3/4 subjects (one being English, EAL or English Language)
- To be eligible to be awarded VCE in 2017
- To have at least one VCE Unit 3/4 enrolment during the year you undertake VCE Plus.

How does VCE Plus boost my ATAR?

Average mark for VCE Plus subjects you take	VCE Plus ATAR aggregate contribution (VCE students)	Equivalent VCE study score
90 or more	5.0 points	50
80-90	4.5 points	45
70-80	4.0 points	40
60-70	3.5 points	35
50-60	3.0 points	30

Students must have successfully completed the pair of VCE Plus subjects to be entitled to the ATAR bonus.

Pathways

Below is a guide to help parents and students link suggested studies/ subjects to particular occupations that they may be interested in. This is a guide and you should take note that the publication VICTER needs to be consulted when looking at pre-requisites of courses. See your careers counsellor or use the online version of VICTER if you would like the most up to date information.

Agriculture, Horticulture and Rural Studies

<p>Related Occupations: Agricultural and Forestry Scientist, Farmer, Farm Manager, Agricultural, Forestry and Horticultural Operators, Crop Farm Workers, Auctioneers, Stock and Station Agents, Environmental Scientist, Landscaper, Garden and Nursery Attendants, Arborist, Botanist.</p>	<p>Suggested Studies: Any English, Agricultural & Horticultural Studies (VET), Environmental Science, Any Mathematics.</p> <p>Other: Environmental Studies, Outdoor & Environmental Studies, Biology, Conservation and Land Management (VET)</p>
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Animal Interests and Studies

<p>Related Occupations: Environmental Engineer, Environmental Scientist, Marine Biologist, Agricultural Scientist, Ecologist, Botanist, Biotechnologist, Geologist, Forester, Life Scientist, Zoologist, Veterinarian</p>	<p>Suggested Studies: Any English, Mathematical Methods, Biology, Physics, Chemistry</p> <p>Other: Environmental Studies, Outdoor Education</p>
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Building Environment

<p>Related Occupations: A Building Contractor such as Builder, Bricklayer, Electrician, Carpenter, Plumber, Gas Fitter, Roofer.</p>	<p>Suggested Studies: Any English, Any Mathematics and VET Building and Construction or VET Integrated Technologies (Electrical Pre-vocational), Business Management.</p> <p>Other: Any other studies of interest.</p>
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<p>Related Occupations: Town Planner, Estimator, Architect, Draftsperson, Surveyor.</p>	<p>Suggested Studies: Any English, Any Mathematics, Visual Communication Design</p> <p>Other: Geography, Environmental Science, Any other studies of interest.</p>
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Business Management

<p>Related Occupations: Manager in Human Resources, Marketing, Finance or Banking, Hospitality, Insurance or Taxation Agent. Accountant, Entrepreneur, Financial Planner, Foreign Exchange Personnel, Recruitment Consultant.</p>	<p>Suggested Studies: Any English, Any Mathematics, Accounting, Business Management, Economics, Legal Studies.</p> <p>Other: LOTE, Any Humanities.</p>
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Commerce

<p>Related Occupations: Accountant, Auditor, Economist, Commercial Lawyer, Actuary, Statistician.</p>	<p>Suggested Studies: Any English, At least Mathematical Methods, Specialist Mathematics, Economics.</p> <p>Other: LOTE, Any Sciences, Any Humanities including Legal Studies.</p>
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Engineering

Related Occupations: Engineer in the fields of civil, chemical, mechanical, aerospace, computer.	Suggested Studies: Any English, Mathematical Methods, Physics. Other: Information Technology, Visual Communications Design, Systems Engineering and any other studies of interest.
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Environmental Interests

Related Occupations: Park Ranger, Horticultural Tradesperson, Landscape Architect, Farm Manager, Veterinarian Nurse/Assistant, Animal Attendant.	Suggested Studies: Any, English, Any Mathematics, Biology, Environmental Studies, Outdoor Education. Other: Conservation and Land Management (VET). Any other studies of interest.
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Events, Hospitality and Tourism

Related Occupations: Event Coordinator/Manager, Marketing Manager, Public Relations, Chef, Home Economist, Hotel Manager, Caterer, Food and Beverage Attendant.	Suggested Studies: Any English Other: Any Mathematics, VET Hospitality, Business Management, Accounting, Health and Human Development, Psychology, LOTE any Arts Studies, Food & Technology, any Humanities.
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Exercise Science and Sport

Related Occupations: Elite Athlete, Physical Education/Outdoor Education Teacher, Exercise Scientist, Rehabilitation Officer, Massage Therapist, Personal Trainer, Recreation Officer, Exercise Physiologist (further university training required after a Bachelor's Degree), Camps Officer, Sports Administrator, Sport Management.	Suggested Studies: Any English, Any Mathematics, Physical Education, Outdoor Education, Sport and Recreation Other: LOTE, Any Humanities, Psychology, Health and Human Development, Biology.
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Humanities

Related Occupations: Anthropology, Archaeology, Consultancy, Data Collection/Analysis, Education, Law, Legal Aid, Science, Tourism, Town Planning, Research Assistant, Researcher.	Suggested Studies: Any English, History, at least a Unit 1 & 2 Mathematics. Other: Any Sciences, Australian History, History Revolutions, Legal Studies.
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Human Services and Social Justice

Related Occupations: Teacher, Social Worker, Policeman/woman, Lawyer, Criminal Justice Administrator, Criminologist, Psychologist, Counsellor, Political Scientist.	Suggested Studies: Any English, At least a Unit 1 & 2 Mathematics. Other: LOTE, Health and Human Development, Any Sciences, Any Humanities including Legal Studies.
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Related Occupations: Childcare Worker, Youth Worker, Disability Officer.	Suggested Studies: Any English and Sociology. Other: VET Allied Health, Legal Studies, Health and Human Development, Psychology and Any other studies of interest.
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Information and Communication Services

Related Occupations: Information Technology Officer, Network Analyst, Programmer, Technical Writer, Web Designer, Games Designer/Animator, Multimedia Designer, Database Administrator	Suggested Studies: Any English, Any Mathematics however, Mathematical Methods Preferred for Programming, Computing. Other: Physics, Visual Communications and Design, Art, Studio Art, Media, Any other studies of interest.
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Media and Communications

Related Occupations: Journalist, Publicist, Media Commentator, Editor, Writer, Public Relations Officer.	Suggested Studies: Any English, Media Studies, Any History. Other: LOTE, Information Technology, Any other studies of interest.
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Medicine, Health Sciences and Allied Health

Related Occupations: Doctor, Surgeon, Dentist, Medical Research Scientist, Physiotherapist, Pharmacist, Podiatrist, Dietician	Suggested Studies: Any English, Mathematical Methods and/or Specialist Mathematics, Chemistry, Physics, Biology. Other: LOTE, Physical Education, Psychology, Health and Human Development, Any Humanities
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Related Occupations: Occupational Therapist, Speech Pathologist, Orthoptist, Optometrist, Prosthetics, Audiologist.	Suggested Studies: Any English, Any Mathematics, Chemistry, Biology, Physics, Physical Education, Other: Psychology, Health and Human Development, Any Humanities, LOTE.
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Related Occupations: Nurse, Nutritionist, Consumer Scientist, Home Economist, Health Promotions Officer, Health Educator, Paramedic/Ambulance Officer, Psychologist, Food Technologist, Laboratory Technician.	Suggested Studies: Any English, Any Mathematics, Biology, Physical Education, Psychology, Health and Human Development, Food Technology. Other: Any Humanities, Chemistry, LOTE.
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Music and Performing Arts

Related Occupations: Musician, Actor, Director/Producer, Screen Writer, Sound and Light Technician, Dancer, Stage/Band Manager.	Suggested Studies: Any English, Drama, Music Performance, Dance. Other: Literature, Media, Physical Education, Any other studies of interest.
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Physical Education, Sport and Outdoor Education

Related Occupations: Elite Athlete, Physical Education/Outdoor Education Teacher, Exercise Scientist, Rehabilitation Officer, Massage Therapist, Personal Trainer, Recreation Officer, Exercise Physiologist (further university training required after a Bachelor's Degree), Sport Coaching.	Suggested Studies: Any English, Any Mathematics, Physical Education, Outdoor Education, Sport and Recreation. Other: LOTE, Any Humanities, Psychology, Health and Human Development, Biology.
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Related Occupations: Sports Administrator, Sport Management, Sport Journalism, Sport Photography.	Suggested Studies: Any English.
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	Other: Any Mathematics, Any Humanities including Accounting, Business Management, Physical Education, Outdoor Education, Media Studies, Studio Art, LOTE.
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Visual Arts and Design

Related Occupations: Graphic Designer, Industrial Designer, Fashion Designer, Freelance Artist, Animator, Visual Merchandiser, Jeweller, Sculptor, Photographer, Interior Designer, Furniture Designer.	Suggested Studies: Any English, Art, Studio Art, Visual Communication Design, Media Studies, Design and Technology – Textiles, Any Mathematics. Other: Information Technology, Any other studies of interest
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Selecting a VCE Program

Before completing the VCE Course Selection Sheet, the study outlines should be consulted.

Many of the decisions made about subject choices at the end of Year 10 can affect access to study and career options in later years. It is extremely important that wise and informed decisions are made.

General Guidelines

1. Find out if there are any pre-requisites for your chosen career or intended future Course of Study. Universities and TAFE Colleges publish the list of pre-requisites of both Units 1 and 2 and Units 3 and 4 for all tertiary courses. Students should ensure that these pre-requisite studies are included in their program at the appropriate level.
2. The VCE is a minimum two-year program and some studies are best attempted at Units 3 and 4 by completing some preparatory studies at Units 1 and 2. For example, if you wish to pursue Physics Units 3 and 4, it would be sensible to plan on completing Physics Units 1 and 2.
3. A number of Universities and TAFE Colleges have specified that some units must be taken at Unit 1 and 2 level in addition to taking the same study at Unit 3 and 4 level to gain tertiary entrance.
4. Students should aim to have a balanced course. Many students wish to change direction even in the last two years of schooling and this may not be possible if a narrow range of options has been chosen. The best idea is to keep as many options open for as long as possible.
5. Students should be realistic in their choices. There is a major jump in the quality and quantity of work associated with VCE studies.
6. Double check the subject scaling reports to see how subjects either get marked up or down: http://www.agtv.vic.edu.au/files/AGTV%202018/scaling_report_2017.pdf

The best advice is for students to choose studies:

- That they have researched and which meet their future goals.
- Which they enjoy. These are generally the areas where the most success is met.
- In which they achieve to a high standard. Success is generally a positive motivating factor.
- That they may need for future study or work. It is vital that pre-requisite studies are completed.
- Which maintain and develop their special skills and talents.

VCE ACCOUNTING

Rationale: 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.

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

Structure: The study is made up of four units:

Unit 1 – Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Students record financial data and prepare reports for service businesses owned by sole proprietors.

Unit 2 – Accounting and decision-making for a trading business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Unit 3 – Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the

role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Unit 4 – Recording, reporting, budgeting and decision-making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.
Levels of Achievement

Units 1 and 2: A range of school based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School- assessed coursework and end-of-year examination.

Unit 3 school-assessed coursework: 25%

Unit 4 school-assessed coursework: 25%

End-of-year examination: 50%

VCE BIOLOGY

Rationale: VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

Structure: The study is made up of four units:

Unit 1 – How do Living Things Stay Alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Unit 2 - How is continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Unit 3 – How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.

Unit 4 – How does life change and respond to challenges over time?

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.
Levels of Achievement

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School- assessed coursework and end-of-year examination.

Unit 3 school-assessed coursework: 16%

Unit 4 school-assessed coursework: 24%

End-of-year examination: 60%

VCE BUSINESS MANAGEMENT

Rationale: VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors.

Structure: The study is made up of four units:

Unit 1 – Planning a business

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

Unit 2 – Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Unit 3 – Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the

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

Unit 4 – Transforming a business

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School- assessed coursework and end-of-year examination.

Unit 3 school-assessed coursework: 25%

Unit 4 school-assessed coursework: 25%

End-of-year examination: 50%

VCE CHEMISTRY

Rationale: VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials. In VCE Chemistry students develop a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication skills.

Structure: The study is made up of four units.

Unit 1 - How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications.

Unit 2 - What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. T

Unit 3 – How can chemical processes be designed to optimise efficiency?

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and

products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

Unit 4 – How are organic compounds categorised, analysed and used?

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules.

Entry: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School- assessed coursework and end-of-year examination.

Unit 3: school-assessed coursework: 16 %

Unit 4: school-assessed coursework: 24 %

End-of-year examination: 60 %

VCE CHINESE-MANDARIN

Rationale: The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond. The study of Chinese develops students' ability to understand and use a language which is spoken by about a quarter of the world's population. There are many spoken varieties of Chinese, and Modern Standard Chinese is pre-eminent among these. It is the major language of communication in China, Taiwan and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

Structure: The study is made up of four units. The College will be offering Units 1 and 2 in 2019. Units 3 and 4 will be offered in 2020.

Unit 1 - The areas of study comprise themes and topics, grammar, text types, vocabulary and kinds of writing. This unit allows students to establish and maintain a spoken or written exchange, listen to, read and obtain information from written and spoken texts and produce a personal response to a text focusing on real or imaginary experience.

Unit 2 - The areas of study comprise themes and topics, grammar, text types, vocabulary and kinds of writing. This unit will allow the student to participate in a spoken or written exchange relating to making arrangements and completing transactions, listen to, read and extract and use information and ideas from spoken and written texts, and give expression to real or imaginary experience in written or spoken form.

Units 3 and 4 - The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. Students undertake a detailed study of Language and Culture through texts or VET. Students should be able to express ideas through the production of original texts, analyse and use information from spoken or written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts, which reflect aspects of the language and culture of Chinese communities.

Entry: There are no prerequisites for entry to units 1 & 2. However, Chinese is designed for students who will, typically, have studied the language for at least 200 hours before commencing Unit 1. It is highly suggested that students who have completed Chinese as a second

language in their secondary studies are the ones that undertake this course. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must also undertake Unit 3 prior to undertaking Unit 4 in the same calendar year.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School-assessed coursework and tasks, and an end-of-year examination.

Unit 3: school-assessed coursework: 25 %

Unit 4: school-assessed coursework: 25 %

Unit 3 and 4: End- of- year examination: 50 %
(Oral and Written Examination)

VCE CLASSICAL STUDIES

Rationale: What is a hero? What is beauty? What makes a leader? What is the nature of war? Ancient Greeks and ancient Romans confronted such questions. Students of VCE Classical Studies read and study works that have captivated and inspired generations. These works teach students about love and devotion, and about anger and betrayal. Ideas about fate and freedom in ancient Greek and ancient Roman works inform students' understanding of humanity and they begin to appreciate the influence of such works on Western civilisation.

In studying classical works, students encounter people like themselves among the defenders of Troy, the competitors at the Olympic Games, the spectators at Athenian drama festivals and witnesses to the struggles in the Roman Senate. Students also encounter people with very different values when they learn about the heroic code, the Roman virtue of *pietas* and the code of the gladiators. The spirit of this inquiry into classical works creates rich opportunities to learn about the past and to gain a clearer understanding of the present world.

Structure: The study is made up of four units:

Unit 1 - Mythical Worlds

This unit of study explores the myths of ancient Greece and/or ancient Rome, the search for their origins and their contribution to classical culture. Myths are traditional narratives that examine ideas that were of central importance to these societies. They were used to explain the physical world, the foundation of institutions, aspects of daily life and the human condition. The nature of the gods and the deeds of heroes like Theseus and the epic voyages of Odysseus and Aeneas have fascinated people since classical times. Women such as Helen, Clytemnestra and Dido have endured in myths that consider love and war, the human and the monstrous. The pioneers of archaeology sought to explain the possible historical basis of particular myths and excavated at Troy, Knossos and Mycenae and other sites in search of the mythical heroes and their worlds. Myths were represented in many forms including epic, sculpture, tragedy, vase paintings and wall paintings, and mosaics.

Unit 2 – Classical Worlds

This unit examines classical works across time, beginning with the study of ancient Greek and/or ancient Roman society through an exploration of intellectual and material culture. Students work with translations rather than with the Ancient Greek or Latin. Classical works offer a means of exploring social and political life in classical antiquity. What does Homer reveal about the heroic code? How does Thucydides portray Athens during the Peloponnesian War? How does Sallust capture the demise

of the Roman Republic? How does Tacitus depict Roman political life over a century later? What do works of architecture such as the Parthenon and the Colosseum reveal about the societies in which they were produced? Students analyse and compare the ways in which classical writers and artists use similar and different techniques within a classical work.

Units 3 and 4 - Classical Works

In Units 3 and 4 students engage with the intellectual and material culture of ancient Greece and/or ancient Rome, working with translations rather than the Ancient Greek or Latin. Students analyse individual works and engage with ideas that are explored and techniques that are used by particular writers and artists. They analyse and compare the ways in which classical writers and artists use similar and different techniques within a classical work. Students analyse the techniques used to present these ideas and the relationship between the work and its sociohistorical context. They critique the circumstances that have led to the significant events described in the classical works. To deepen their understanding of the significance of selected classical works, students compare classical works and consider ways in which different writers and artists address similar ideas or themes and construct an argument drawing on the ideas, techniques and the work's sociohistorical context. Such analysis reveals the changing nature of the classical world.

Entry: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2. There is no restriction on the number of histories a student may take.

Assessment

Satisfactory Completion

Achievement of the set of outcomes.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School-assessed coursework and end-of-year examination.

Unit 3: school-assessed coursework: 25 %

Unit 4: school-assessed coursework: 25 %

End-of-year examination: 50 %

VCE COMPUTING

Rationale: The ubiquity and rapid pace of developments in digital systems, and the increasing availability of digitised data and information are having major influences on many aspects of society and the economy. This study equips students with the knowledge and skills to be discerning users of digital systems, data and information and creators of digital solutions. They are equipped to apply new ways of thinking as well as technical and social protocols when developing intellectual and social capital. VCE Computing supports students to participate in a globalised society and economy as they learn how to exploit the capabilities of digital systems and manage risks when communicating and collaborating with others locally and globally. The study provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours.

Structure: The study is made up of 4 units.

Unit 1 – Computing

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. Students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. They examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. Students predict the impact on users if the network solution were implemented. The students also acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Unit 2 - Computing

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. Students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. They also apply all stages of the problem-solving methodology to create a solution using database management software and

explain how they are personally affected by their interactions with a database system.

Unit 3 - Software Development

Students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. Students respond to given software designs and develop a set of working modules through the use of a programming language. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules. Students also analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

Unit 4 – Software Development

Students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3. Students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress. They apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Entry: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year.

Assessment

Satisfactory Completion

Demonstrated achievement of all outcomes specified for the unit.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School-assessed coursework, tasks and end-of-year examination.

Unit 3: School-assessed Coursework: 10 %

Unit 4: School-assessed Coursework: 10 %

School-assessed Task: 30 %

End-of-year examination: 50 %

VCE DRAMA

Rationale: In VCE Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. The study of drama enables students' individual and collective identities to be explored, expressed and validated. Students develop an ability to empathise through understanding and accepting diversity. Students draw from, and respond to, contexts and stories that reflect different cultures, genders and abilities.

Structure: The study is made up of 4 units.

Unit 1 – Introducing Performance Styles

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in a range of performance styles.

Unit 2 – Australian Identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas.

Unit 3 - Devised ensemble performance

Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise,

develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Unit 4 - Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations.

Entry: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year.

Assessment

Satisfactory Completion

Demonstrated achievement of all outcomes specified for the unit.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School-assessed coursework and end-of-year examination.

Unit 3: school-assessed coursework: 30 %

Unit 4: school-assessed coursework: 10 %

End-of- year performance: 35%

End- of- year examination: 25 %.

VCE ECONOMICS

Rationale: Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the effect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences.

Through studying economics students develop a range of skills including the ability to gather, organise, analyse and synthesise a wide selection of economic information.

Structure: The study is made up of four units:

Unit 1 – The behaviour of consumers and businesses

Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts.

Students examine a simple microeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key markets they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Unit 2 – Contemporary economic issues

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals.

Unit 3 – Australia's economic prosperity

In this unit students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's

domestic macroeconomic goals and affect living standards.

Australia's economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships in terms of their influence on Australia's living standards.

Unit 4 – Managing the economy

Area of Study 1 focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the Australian Government's domestic macroeconomic goals. Students examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy. Students consider each of the transmission mechanisms through which changes to interest rates can affect the level of aggregate demand in the economy and how these changes might affect the achievement of the Australian Government's domestic macroeconomic goals. Students examine and analyse the effects of the last two Australian Government budgets, and how particular initiatives have helped to stabilise the level of aggregate demand and influenced the achievement of domestic macroeconomic goals.

In Area of Study 2 students consider how the Australian Government utilises aggregate supply policies to manage the Australian economy. If the productive capacity of the economy is expanding, growth in aggregate demand can be met and economic growth can be maintained both now and into the future. Students investigate the role of both market-based and interventionist approaches to managing the supply side of the economy. They evaluate these policy responses in terms of their effect on incentives and consider how they increase competition and efficiency in the economy.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School- assessed coursework and end-of-year examination.

Unit 3 school-assessed coursework: 25%

Unit 4 school-assessed coursework: 25%

End-of-year examination: 50%

VCE ENGLISH

Rationale: The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

Overview: As prescribed by the VCAA, all units will cover the following areas of study: - Reading and Responding - in which the key aspect of a text is examined. Creating and Presenting - Students are encouraged to read widely around a theme that has been selected by the teacher from those listed in the VCAA English Studies Guidelines. Students will respond using a variety of writing styles. Using Language to Persuade - The focus of this area of study is on the use of language in the presentation of a point of view. Students will respond in written form, how language can be used to persuade readers and/or viewers.

Structure: The study is made up of 4 units.

Unit 1 - In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 2 - In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 3 - In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Texts selected for study in Area of Study 1 must be chosen from the Text List published annually by the VCAA. The texts selected for study in Unit 3 Area of Study 2 must have appeared in the media since 1 September of the previous year.

Unit 4 - In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral

presentation intended to position audiences about an issue currently debated in the media.

Texts selected for Area of Study 1 must be chosen from the Text List published annually by the VCAA. The issues selected for Area of Study 2 must have appeared in the media since 1 September of the previous year, but need not be the same as the issue selected for study in Unit 3.

Entry: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year.

Assessment

Satisfactory Completion

Demonstrated achievement of all outcomes specified for the unit.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School-assessed coursework and end-of-year examination.

Unit 3: school-assessed coursework: 25 %

Unit 4: school-assessed coursework: 25 %

End- of- year examination: 50 %.

ENVIRONMENTAL SCIENCE

Rationale: VCE Environmental Science enables students to explore the challenges that past and current human interactions with the environment presents 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.

Structure: The study is made up of 4 units.

Unit 1 - How are Earth's systems connected?

In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

Unit 2 – How can pollution be managed?

In this unit students explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making.

Unit 3 – How can biodiversity and development be sustained?

In this unit students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and

the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

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.

Entry: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year.

Assessment

Satisfactory Completion

Demonstrated achievement of all outcomes specified for the unit.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School-assessed coursework and end-of-year examination.

Unit 3: school-assessed coursework: 20 %

Unit 4: school-assessed coursework: 30 %

End- of- year examination: 50 %.

VCE FOOD STUDIES

Rationale: 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. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Unit 1 – Food Origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. They consider the origins and significance of food through inquiry into particular food-producing regions of the world. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students also investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Unit 2 – Food Makers

In this unit students investigate food systems in contemporary Australia. They gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Unit 3 – Food in Daily Life

This unit investigates the many roles and everyday influences of food. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their

understanding of diverse nutrient requirements. Students also inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be altered and manipulated. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4 - Food Issues, Challenges and Futures

In this unit students examine debates about global and Australian food systems. Students 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. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. Students focus 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. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

Entry: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School-assessed coursework and tasks, and an end-of-year examination.

Unit 3: school-assessed coursework: 30 %

Unit 4: school-assessed coursework: 30 %

End- of- year examination: 40 %

VCE FRENCH

Rationale: This study develops students' ability to understand and use a language which is widely learned internationally and also provides students with a direct means of access to the rich and varied culture of francophone communities around the world. Studying a language other than English contributes to the overall education of students in the areas of communication, cross-cultural understanding, cognitive development, literacy and general knowledge.

Structure: The study is made up of four units.

Unit 1 - The areas of study comprise themes and topics, grammar, text types, vocabulary and kinds of writing. This unit allows students to establish and maintain a spoken or written exchange, listen to, read and obtain information from written and spoken texts and produce a personal response to a text focusing on real or imaginary experience.

Unit 2 - The areas of study comprise themes and topics, grammar, text types, vocabulary and kinds of writing. This unit will allow the student to participate in a spoken or written exchange relating to making arrangements and completing transactions, listen to, read and extract and use information and ideas from spoken and written texts, and give expression to real or imaginary experience in written or spoken form.

Units 3 and 4 - The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. Students undertake a detailed study of Language and Culture through texts or VET. Students should be able to express ideas through the production of original texts, analyse and use information from spoken or written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts, which reflect aspects of the language and culture of French-speaking communities.

Entry: There are no prerequisites for entry to units 1 & 2. However, French is designed for students who will, typically, have studied the language for at least 200 hours before commencing Unit 1. It is highly suggested that students who have completed French as a second language in their secondary studies are the ones that undertake this course. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must also undertake Unit 3 prior to undertaking Unit 4 in the same calendar year.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School-assessed coursework and tasks, and an end-of-year examination.

Unit 3: school-assessed coursework: 25 %

Unit 4: school-assessed coursework: 25 %

Unit 3 and 4: End- of- year examination: 50 %
(Oral and Written Examination)

VCE HEALTH AND HUMAN DEVELOPMENT

Rationale: VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

Structure: This study is made up of four units:

Unit 1 – Understanding health and wellbeing

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.

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.

Unit 3 – Australia’s health in a globalised world

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. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

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.

Entry: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School-assessed coursework and tasks, and an end-of-year examination.

Unit 3: school-assessed coursework: 25 %

Unit 4: school-assessed coursework: 25 %

End- of- year examination: 50 %

VCE HISTORY

Rationale: The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced.

Structure: The study is made up of four units:

Unit 1 - Twentieth century history 1918-1939

World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939. The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

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.

The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights.

Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

Units 3 & 4- Revolutions

Revolutions in history have been reconsidered and debated by historians. The study of a revolution will consider differing perspectives and the reasons why different groups have made different judgments of the history of the revolution. Students will study two of the following revolutions; one for Unit 3 and one for Unit 4: The American Revolution, the French Revolution, the Russian Revolution or the Chinese Revolution

Entry: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Assessment

Satisfactory Completion

Achievement of the set of outcomes.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School-assessed coursework and end-of-year examination.

Unit 3: school-assessed coursework: 25 %

Unit 4: school-assessed coursework: 25 %

End- of- year examination: 50 %.

VCE LEGAL STUDIES

Rationale

The study of VCE Legal Studies enables 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.

Structure: The structure is made up of four units:

Unit 1 – Guilt and Liability

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Unit 2 – Sanctions, remedies and rights

This unit focuses 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 undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Unit 3 – Rights and justice

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students 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. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4 – The people and the law

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students 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. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Entry: There are no prerequisites for entry to Units 1 or 2. Students must undertake Units 3 & 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School-assessed coursework and tasks, and an end-of-year examination.

Unit 3: school-assessed coursework: 25 %

Unit 4: school-assessed coursework: 25 %

End-of-year examination: 50 %

VCE LITERATURE

Rationale: VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts. The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

Structure: The study is made up of four units:

Unit 1 – Approaches to Literature

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Unit 2 – Context and Connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language

features, students understand how imaginative texts are informed by close analysis.

Unit 3 Form and transformation-

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

Unit 4 – Interpreting texts

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

Entry: There are no prerequisites for entry to Units 1 or, 2. Students must undertake Units 3 & 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Assessment

Satisfactory completion

Demonstrated achievement of all outcomes specified for the unit

Units 1 & 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 & 4: School assessed coursework and an end-of-year examination

Unit 3: school-assessed coursework: 25 %

Unit 4 school-assessed coursework: 25%

End-of-year examination: 50%

VCE MATHEMATICS PROGRAM

Rationale: This study is designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes. All students in all the mathematical units offered would apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

Calculators- Students undertaking General Maths or Maths Methods require a TI-nspire CAS calculator. These calculators can be purchased through the College booklist.

Structure: The study is made up of the following units:
 General Mathematics (Further) Units 1 and 2
 General Mathematics (Specialist) Units 1 and 2
 Mathematical Methods (CAS*) Units 1 and 2
 Further Mathematics Units 3 and 4
 Mathematical Methods (CAS) Units 3 and 4
 Specialist Mathematics Units 3 and 4
 Each unit deals with specific content and is designed to enable students to achieve a set of outcomes.

GENERAL MATHEMATICS (Further) UNITS 1 & 2

This is a general Mathematics course designed specifically for those students who intend to complete Further Mathematics Units 3 and 4. The study aims to consolidate the knowledge gained in Years 7-10 and provide a sound base for further study. Students should be maintaining at least a "B" average in Year 10 Mathematics (General) to consider undertaking this course. General Mathematics provides a solid grounding in maths in the Senior Years for students not intending to pursue Specialist Maths.

The areas of study are: Algebra and structure, arithmetic and number, discrete mathematics, geometry, measurement and trigonometry, graphs and statistics.

GENERAL MATHEMATICS (Specialist) UNITS 1 & 2

This course is intended to provide a solid introduction and grounding in the Mathematics required for the combination of Mathematical Methods (CAS) and Specialist Maths in Units 3 and 4. The specific focus of the course will be the application of Mathematics to Science and engineering fields. Students should be maintaining at least an "A" grade average in Year 10 Mathematics (Advanced) to consider undertaking this course.

The areas of study are: Arithmetic, algebra, geometry and trigonometry/ advanced trigonometry and graphing.

MATHEMATICAL METHODS (CAS) UNITS 1 & 2

These units are designed in particular as preparation for Maths Methods Units 3 and 4. This course provides a good introduction to Mathematical Methods and Specialist Mathematics that are taken at Unit 3 and 4 level. Students should be maintaining at least a "B" grade average in Year 10 Mathematics (Advanced) to consider undertaking this course.

The areas of study are Functions and Graphs, Algebra, Probability, Rates of change and calculus.

FURTHER MATHEMATICS UNITS 3-4

This study is designed for students with a general interest in Mathematics as well as providing a sound base for those students intending to undertake studies in the education and health fields. Students should be maintaining at least a "B" average in Year 11 Mathematics (Further) to consider undertaking the course.

Further Mathematics consists of a compulsory area of study Data Analysis and then a selection of three from six modules in the Applications area of study made up of number patterns, geometry and trigonometry, graphs and relations, business related mathematics, networks and decision mathematics and matrices.

MATHEMATICAL METHODS (CAS) UNITS 3 & 4

This study is designed for those students with a keen interest in Mathematics. It provides a sound base for studies in Mathematics at a tertiary level. It is strongly recommended students wishing to attempt these units have satisfactorily completed Mathematical Methods (CAS) Units 1 and 2. Students should be maintaining at least a "B" grade average in Mathematical Methods (CAS) Units 1 and 2 to consider undertaking this course. It would also be beneficial for students to have completed Units 1 and 2 of General Mathematics (Specialist).

Mathematical Methods Unit 3 and 4 consists of the following areas of study - functions and graphs, calculus, algebra and probability. These must be covered in progression from Unit 3 to 4.

SPECIALIST MATHEMATICS UNITS 3-4

This study is designed for those students with a strong interest in Mathematics and those intending to pursue Mathematics at a tertiary level. The course has a definite focus towards engineering and Science engineering. Students should be maintaining at least an "A" grade average in Mathematical Methods Units 1 and 2 to consider undertaking this course. It is also advisable that students have completed General Mathematics

(Specialist) Units 1 and 2 as significant preparatory material is covered in these units.

Specialist Mathematics consists of the following areas of study – algebra, calculus, vectors, mechanics and functions, relations and graphs. All of this material must be covered in a progression from Unit 3 to Unit 4.

Entry: Students undertaking Mathematical Methods CAS Units 1 and 2 are expected to have a sound background in number, algebra, function, and probability. Additional preparatory work will be advisable for any student who wishes to undertake Mathematical Methods CAS Unit 2 without completing Mathematical Methods CAS Unit 1. Proof of this preparation will be required.

Students must undertake Unit 3 prior to undertaking Unit 4. Selection of Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Maths Methods Units 3 and 4.

In particular, students intending to study both Mathematical Methods Units 3 and 4 and Specialist Mathematics Units 3 and 4, should study both Mathematical Methods (CAS) Units 1 and 2 and General Mathematics Units 1 and 2. It is possible to prepare for Mathematical Methods Units 3 and 4 by studying only Mathematics Methods (CAS) 1 and 2, however a much deeper knowledge and therefore preparation is obtained by also studying General Mathematics Units 1 - 2.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: The student's level of achievement will be assessed through school-assessed coursework and examination as follows:

Further Mathematics

Unit 3: school-assessed coursework: 20 %

Unit 4: school-assessed coursework: 14 %

Unit 3 and 4 examination 1: 33 %

Unit 3 and 4 examination 2: 33 %

Mathematical Methods

Unit 3: school-assessed coursework: 17 %

Unit 4: school-assessed coursework: 17 %

Unit 3 and 4 examination 1: 22 %

Unit 3 and 4 examination 2: 44 %

Examination 1 for Maths Methods is a technology free examination.

Specialist Mathematics

Unit 3: school-assessed coursework: 17 %

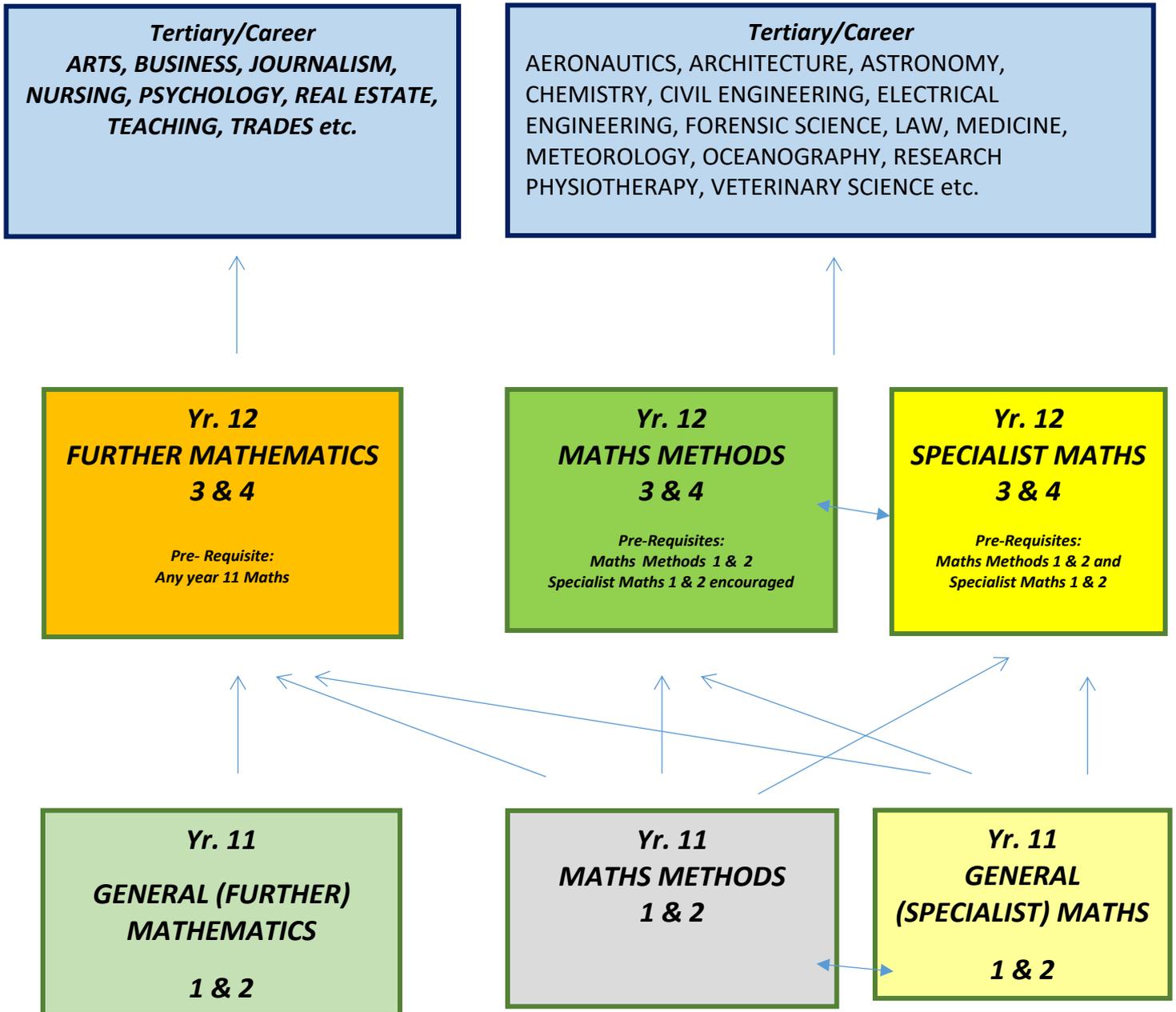
Unit 4: school-assessed coursework: 17 %

Unit 3 and 4 examination 1: 22 %

Unit 3 and 4 examination 2: 44 %

Examination 1 for Specialist Maths is a technology free examination.

VCE MATHEMATICS PATHWAY



VCE MEDIA

Rationale: VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

Structure: The study is made up of four units:

Unit 1- Media forms, representations and Australian stories

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Unit 2 – Narrative across media forms

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

Unit 3- Media narratives and pre-production

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of

production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Unit 4 – Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Entry: There are no prerequisites for entry to Units 1 or, 2. Students must undertake Units 3 & 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Assessment

Satisfactory completion

Demonstrated achievement of all outcomes specified for the unit

Units 1 & 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 & 4: School assessed coursework and an end-of-year examination

Unit 3: school-assessed coursework: 10%

Unit 4: school-assessed coursework: 10%

Unit 3 and 4: School-assessed Task: 40 %

End-of-year examination: 40%

VCE MUSIC COMPOSITION

Rationale: In Music Style and Composition Units 1 to 4 students explore ways sound can be organised in music to create expressive outcomes. Through critical listening, analysis and composition, students develop understanding of ways music is organised, created and performed in a range of styles and traditions. Study of music works in diverse styles and traditions involves aural and visual analysis and consideration of the organisation and context of each work. Students' analysis and knowledge of how composers use ideas, stimuli and creative processes becomes a starting point for creating their own music.

Structure: The study is made up of four units:

Unit 1 - In this unit students explore and develop their understanding of the diverse practice of music creators working in different times, places and traditions. As they listen and respond to a wide range of music they become familiar with ways composers/music creators treat elements of music and use compositional devices to create music works that communicate their music ideas.

Students analyse selected works from three distinct music styles including music that is not from the Western art music or popular repertoires, and consider the role that context plays in the creation of these works. They compose and/or arrange brief creative exercises in response to their understanding of the music and the creative processes they have studied.

Unit 2 - In this unit students extend their understanding of the diverse practices of music creators as they investigate ways composers and/or creators treat elements of music and use compositional devices to create effects and elicit responses in multi-disciplinary forms. As students listen and respond to music from a wide range of music styles, they improve their familiarity with elements of music and ways composers/music creators treat these elements and use compositional devices to create special effects. Students analyse special multi-disciplinary works that combine music and non-music elements and investigate how music combines with these other elements to achieve special effects and elicit responses. They compose and/or arrange music for a multi-disciplinary work of their choice in response to their understanding of the music and the creative processes they have studied.

Unit 3 - In this unit students continue their exploration of music works in a range of styles and genres to develop an understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of ways composers/music

creators manipulate elements of music and use compositional devices to create style and elicit responses. Students apply this knowledge as they develop skills in making critical responses to music excerpts. Students develop knowledge about the music characteristics and style of two selected works or collections of minor works, one of which must be by an Australian composer/creator, and develop understanding of the role that context plays in the creation of these works.

Unit 4 - In this unit students consolidate their understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of the ways composers/music creators manipulate elements of music and use compositional devices to create style, structure music works and elicit subjective responses. They apply this knowledge as they formulate and present critical responses to music excerpts. Students develop knowledge about the music characteristics and style of one short work, single movement or small collection of minor works created since 1950, and develop understanding of the role that context has played in the creation of this work.

Entry: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 of the relevant Unit 3–4 sequence prior to undertaking Unit 4. The studies are designed to a standard equivalent to the final two years of secondary education.

Assessment

Satisfactory completion

Demonstrated achievement of all outcomes specified for the unit

Units 1 & 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 & 4: School assessed coursework and an end-of-year examination

Unit 3: school-assessed coursework: 15 %

Unit 4: school-assessed coursework: 15%

Unit 3 and 4: Externally Assessed Task: 30%

End-of-year examination: 40% (written and aural)

VCE MUSIC PERFORMANCE

Rationale: Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students' understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains. VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making.

Structure: The study is made up of four units:

Unit 1 - This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 2 - This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 3 - This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply

this knowledge when preparing and presenting performances.

Unit 4 - This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

Entry: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2. It is also necessary that students are confident in reading music notation in at least one clef. Previous experience in music theory (egg. AMEB Theory, Musicianship or Music Craft) is beneficial but not essential. At least four to five years' experience in learning an instrument/s is recommended before commencing VCE Music Performance. Students may be required to undertake an interview and informal audition if the VCE teacher is unfamiliar with the student's abilities.

Assessment

Satisfactory completion

Demonstrated achievement of all outcomes specified for the unit

Units 1 & 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 & 4: School assessed coursework and an end-of-year examination

Unit 3: school-assessed coursework: 20%

Unit 4: school-assessed coursework: 10%

Externally Assessed Task: 50%

Unit 3 and 4: End-of-year examination: 20% (written and aural)

VCE OUTDOOR EDUCATION

Rationale: VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing, enables informed understanding of human relationships with nature. It also offers students a range of pathways, and caters to those who wish to pursue further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

Structure: The study is made up of 4 units:

Unit 1 – Exploring outdoor experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2 - Discovering outdoor environments

In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

Unit 3 – Relationships with outdoor environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on

outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

Unit 4 - Sustainable outdoor relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Entry: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year.

Assessment

Satisfactory Completion

Demonstrated achievement of all outcomes specified for the unit.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School-assessed coursework and end-of-year examination.

Unit 3: school-assessed coursework: 25 %

Unit 4: school-assessed coursework: 25 %

End- of- year examination: 50 %.

VCE PHYSICAL EDUCATION

Rationale: The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

Structure: The study is made up of four units:

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.

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 behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan.

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.

Entry: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Unit 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Unit 3 and 4: School assessed coursework and an end-of-year examination

Unit 3: school-assessed coursework: 25 %

Unit 4: school-assessed coursework: 25 %

Units 3 and 4 examination: 50 %

VCE PHYSICS

Rationale: Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

Structure: The study is made up of four units:

Unit 1 – What ideas explain the physical World

In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Unit 2 - What do experiments reveal about the physical world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Unit 3 – How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

Unit 4 – How can two contradictory models explain both light and matter?

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.

Entry: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2. It is highly recommended that students complete Units 1 and 2 before choosing Units 3 and 4.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School- assessed coursework and an end-of-year examination.

Unit 3: school-assessed coursework: 21%

Unit 4: school-assessed coursework: 19%

End-of-year examination: 60%

VCE PRODUCT DESIGN AND TECHNOLOGY

Rationale: 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. In recent history the use of resources to create an ever-increasing array of products has given designers an increased responsibility to think sustainably. 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.

Structure: The study is made up of four units:

Unit 1 – Sustainable product redevelopment

Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

In Area of Study 1 students consider the sustainability of an existing product and acknowledge the intellectual property (IP) rights of the original designer. Working drawings (also known as flats, trade sketches, assembly or technical drawings) are used to present the preferred design option.

In Area of Study 2, students produce a redeveloped product using tools, equipment, machines and materials, taking into account safety considerations. They compare their product with the original design and evaluate it against the needs and requirements outlined in their design brief.

Unit 2 - Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. In Area of Study 1, students work both individually and as members of a small design team to address a problem, need or opportunity and consider user-centred design factors. They design a product within a range, based on a theme, or a component of a group product. They research and refer to a chosen design style or movement. In Area of Study 2 the finished product is evaluated.

Unit 3 - Applying the Product design process

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

Unit 4: Product development and evaluation

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

Entry: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2. There is no restriction on the number of histories a student may take.

Assessment

Satisfactory Completion

Achievement of the set of outcomes.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School-assessed coursework and end-of-year examination.

Unit 3 SAC: school-assessed coursework: 12 %

Unit 4 SAC: school-assessed coursework: 8 %

Unit 3 and 4: school-assessed task: 50%

End- of- year examination: 30 %.

VCE PSYCHOLOGY

Rationale: VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society. In VCE Psychology 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 psychology-related issues, and communicate their views from an informed position.

Structure: The study is made up of four units:

Unit 1 - How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Unit 2 - How do external factors influence behaviour and mental processes?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Unit 3 – How does experience affect behaviour and mental processes?

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4 – How is wellbeing developed and maintained?

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Assessment

Satisfactory

Completion Demonstrated achievement of the set of outcomes specified for the unit.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School- assessed coursework and an end-of-year examination.

Unit 3: school-assessed coursework: 16%

Unit 4: school-assessed coursework: 24%

End-of-year examination: 60%

VCE RELIGION AND SOCIETY

Rationale: The study of religion and society can assist students in reaching a deeper, balanced understanding of societies and cultures in which multiple worldviews coexist. Students explore how such societies and their religious traditions negotiate significant ethical issues. Religious traditions offer value systems that guide their interactions with society and influence society's decision making. This study offers an insight into the religious beliefs and other aspects of religion that express these value systems. Students study the role of religions in supporting adherents to grapple with the big questions of human existence and to respond to significant life experiences.

Through the study of VCE Religion and Society students come to acknowledge the role of religion in shaping historical and present events. They explore times when religion dominated societies and the shifting role of religion in societies today in which multiple worldviews coexist and religion may be seen to have a lesser role.

Structure: The study is made up of 4 units.

Unit 1 – The role of religion in society

In this unit students explore the origins of religion and its role in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas and religious traditions broadly and in the Australian society in which they live.

Unit 2 – Religion and ethics

Today, religious and philosophical traditions interact with other sources of moral values represented in the media and popular culture. Nevertheless, society still often relies on cultural heritages that contain a variety of ethical perspectives as well as values centred on human dignity and basic justice. These remain fundamental to many legal and social systems, and to codes of behaviour. These perspectives and values constitute the everyday categories of ethical discourse in the world. They are taken by the individuals and groups that hold them to be the starting point and common ground for discussion about ethical issues and moral behaviour in societies where multiple worldviews coexist.

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.

Unit 4 – Religion, challenge and 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. Religious traditions are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Religious traditions are living institutions that participate in and contribute to wider societies – both positively and negatively. They stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society.

Entry: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year.

Assessment

Satisfactory Completion

Demonstrated achievement of all outcomes specified for the unit.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School-assessed coursework and end-of-year examination.

Unit 3: school-assessed coursework: 25 %

Unit 4: school-assessed coursework: 25 %

End- of- year examination: 50 %.

VCE SOCIOLOGY

Rationale: The study of VCE Sociology assists in the development of an appreciation of cultural diversity, and in an understanding of human behaviour and social structures. Further, it directs students' attention to how the parts of society are interrelated, in addition to the causes and impacts of social change. VCE Sociology provides valuable knowledge and skills for participation in everyday life. It develops a capacity for detailed observation of social patterns and group behaviour, and encourages students to become aware of and to think about daily life and activities from a sociological perspective. This study broadens students' insights into key sociological frameworks and social institutions, enabling them to pursue further formal study at a tertiary level or in vocational education and training settings.

Structure: The study is made up of 4 units.

Unit 1 – Youth and family

This unit uses sociological methodology to explore the social categories of youth and adolescence and the social institution of family. Students explore the way youth and adolescence are constructed as social categories, in the light of differing experiences of young people. There is a range of potential negative impacts of categorisation, including stereotyping, prejudice and discrimination. Students explore how and why the experience of being young differs across time and space. They examine the tension between a perceived need to define categories of youth and adolescence, for example, for the purposes of government policy response to issues, and the potential negative impacts of homogenous categorisation, such as stereotypes of young people in a context characterised by a rich diversity in the ways young people live. They also investigate the social institution of the family. There is a range of theoretical approaches used by sociologists to explain the purpose and experiences of family life, including functionalist and feminist approaches. Factors such as globalisation, feminism, individualism, technology, changes in the labour market, and government policies have been identified as influencing the traditional view of the family.

Unit 2 - Social norms: Breaking the code

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

aspects of a society, such as age and socioeconomic status.

Unit 3 – Culture and ethnicity

This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups. Culture and ethnicity refer to groups connected by shared customs, culture or heritage. Students learn how these classifications can define inequality and opportunity, shape cultural activities and provide a sense of purpose.

Unit 4 - Community, social movements and social change

In this unit students explore the ways sociologists have thought about the idea of community and how the various forms of community are experienced. They examine the relationship between social movements and social change. In Area of Study 1 students examine the changing definitions and experiences of community and the challenges posed by political, social, economic and technological change. Students examine a range of theoretical understanding

Entry: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year.

Assessment

Satisfactory Completion

Demonstrated achievement of all outcomes specified for the unit.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School-assessed coursework and end-of-year examination.

Unit 3: school-assessed coursework: 25 %

Unit 4: school-assessed coursework: 25 %

End- of- year examination: 50 %.

VCE STUDIO ARTS

Rationale: The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibitions of artworks offer an insight into the diverse interpretations of life and experiences of artists. Engagement with artworks facilitates creative thinking and the development of new ideas; it also supports connection and exchange within local, national and global communities. VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making. The subject broadens students understanding of, and ability to engage with, artworks. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks.

Unit 1 - Studio inspiration & techniques

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

Unit 2 - Studio exploration & concepts

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader

knowledge about the history of art. Analysis is used to understand the artists' ideas and how they have created aesthetic qualities and subject matter. Comparisons of contemporary art with historical art styles and movements should be encouraged.

Unit 3 - Studio practices and processes

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

Unit 4 Studio practice and art industry contexts

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3.

Entry: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2. Students wishing to do units 3 & 4, without having done units 1 & 2 in Studio Arts, MUST discuss this with an Art teacher before enrolling.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School-assessed tasks and an end-of-year examination

Unit 3: School-assessed-coursework: 5%

Unit 4: School-assessed-coursework: 5%

Unit 3 and 4: school-assessed task: 60 %

End-of- year Examination: 30 %.

VCE SYSTEMS ENGINEERING

Rationale: The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about technological systems and their applications.

VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects.

Structure: The study is made up of 4 units.

Unit 1 – Mechanical systems

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages.

While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes. Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electromechanical components.

Unit 2 – Electrotechnological systems

In this unit students study fundamental electrotechnological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems.

While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes.

Unit 3 – Integrated and controlled systems

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electromechanical integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system. Students' understanding of fundamental physics and applied mathematics underpins the systems engineering process, providing a comprehensive understanding of mechanical and electromechanical systems and how they function.

Unit 4 – Systems control

Students continue producing their mechanical and electromechanical integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems, and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system.

Entry: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year.

Assessment

Satisfactory Completion

Demonstrated achievement of all outcomes specified for the unit.

Units 1 and 2: A range of school-based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4: School-assessed coursework and end-of-year examination.

Unit 3: school-assessed coursework: 10 %

Unit 4: school-assessed coursework: 10 %

Unit 3 & 4: School assessed task: 50%

End- of- year examination: 30 %.

VCE VISUAL COMMUNICATION AND DESIGN

Rationale: 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 about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management.

Structure: The study is made up of four units:

Unit 1 - Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Unit 2 - Applications of visual communication within design fields

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process detailed on pages 10 and 11 as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Unit 3 – Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and

communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Unit 4 – Visual communication design development, evaluation and presentation

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

Entry: There are no prerequisites for entry to Units 1, 2 and 3. Additional preparatory work is advisable for students entering Units 3 and 4 without completing Units 1 and 2. Students must undertake Units 3 and 4 as a sequence within one calendar year.

Assessment

Satisfactory Completion

Demonstrated achievement of all set outcomes. Levels of Achievement

Units 1 and 2: A range of school-based assessment tasks including end of unit exams, will be utilised to record the standard achieved by students.

Units 3 and 4: School assessed coursework, tasks and End-of-year Examination

Unit 3: School-assessed Coursework: 25 %

Unit 3 and 4: School-assessed Task: 40 %

End-of-year examination: 35 %

VET

WHAT IS VET IN THE VCE? Vocational Education and Training (VET) in the VCE is designed to reinforce classroom learning with hands on training and practice in industry. A VET program enables Year 10-12 students to complete a nationally recognised vocational qualification whilst completing their VCE program. VCE VET programs help students become 'job ready' with a high standard of general education, broad vocational skills and the ability to take on further study as skill requirements change. The programs enable students to obtain direct experience of business and industry. They enable students to explore their interests and build on part-time work experiences. They assist in the development of confidence and self-esteem. The VCE VET programs offered at Victory Christian College (through the Trade Training Centre) require students to undertake a structured work placement as part of the program.

Introduction: VCE VET programs are vocational studies approved by the Victorian Curriculum and Assessment Authority as appropriate for senior secondary school students. VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally portable vocational education and training certificate. VCE VET programs will be fully recognised within the Unit 1–4 structure of the VCE and therefore will contribute towards satisfactory completion of the VCE.

Successful completion of VET in a senior secondary program can provide students with:

- a VCE and/or VCAL certificate issued by the VCAA, and a VET certificate issued by a Registered Training Organisation (RTO).
- two Statements of Results issued by the VCAA giving details of units completed in the VCE and units of competency completed in the VET qualification.
- an enhanced ATAR which can improve access to further education
- pathways into employment and/or further VET qualifications.
- workplace experience including structured workplace learning.

Students value VET because it:

- allows them to combine general and vocational studies which for many, provides a practical focus in a range of industry areas.

- provides direct experience of business and industry.

Employers value VET because it:

- contributes to the development of entry level skills for their industry.
- provides students with a practical and focused introduction to workplace requirements.
- enhances the employability of students.
- enables industry to contribute to educational programs in schools.
- enables industry to participate in local community networks.

In 2019, all VET studies and programs will be completed through an arrangement with the Bendigo Schools Trade Training Centre, Bendigo Kangan TAFE, Institute for Drone Technology and VETAMORPHUS.

COST OF VET PROGRAMS: Students will be required to provide the appropriate uniform or protective clothing for the program chosen. They will also be required to pay for equipment required e.g. Knife set for hospitality. The cost of undertaking a VET subject undertaken through the trade training centre is the same cost of an elective unit which is \$150. The College will subsidise the remainder of the cost. Costs for VET subjects offered at other facilities will differ. For more information about this please contact the VCE Coordinator.

VET (Offered at VCC and through Bendigo Schools Trade Training Centre)

Automotive –

Certificate II in Automotive Technology Studies

Building and Construction-

Certificate II in Building and Construction

Electronics and Electrical-

Certificate II in Integrated Technologies

Engineering and Science-

Certificate II in Engineering Studies

Hospitality-

Certificate II in Hospitality (Kitchen Operations)

Primary Industries-

Certificate II in Agriculture

Certificate II in Animal Studies

Certificate II in Horticulture

Certificate III in Laboratory Skills

VET CERTIFICATE II IN AUTOMOTIVE

The VET Automotive Program is a work ready pre-employment course designed to meet the needs of full-time students wishing to pursue a career in the automotive industry through an apprenticeship or higher education. The VET Automotive program has a nominal duration of 400 hours. The learning outcomes of the Certificate II in Automotive Studies enable an individual with this qualification to: -

- demonstrate basic operational knowledge in a moderate range of automotive technologies
- apply a defined range of skills appropriate to entry to the automotive industry
- apply known solutions to a limited range of predictable problems associated with an understanding of basic automotive technologies
- perform a range of tasks where choice between a limited range of options is required
- assess and record information from varied sources
- take limited responsibility for own outputs in work and learning.

On successful completion of this program students are eligible for the award of Certificate II in Automotive Studies. Certificate II in Automotive is not a VCE VET scored subject however successful completion will contribute towards an ATAR score.

VET CERTIFICATE II IN BUILDING & CONSTRUCTION

Students selecting this course will complete modules leading to the partial completion of Certificate II in Building and Construction. The overall aim of this program is to provide students with the opportunity to gain entry-level training in the Building and Construction industry. The program covers pre-apprenticeship carpentry and construction skills, workplace safety and industry induction. Examples of Unit 1 and 2 modules include Building Structures, Safe handling and use of power tools and equipment, introduction to scaffolding and levelling. Examples of Unit 3 and 4 modules include work procedures for environmental sustainability, roof framing, wall framing, workplace documentation and plans.

This is a two-year course and students completing all required modules will also be credited with VCE Units 1/2 and 3/4. The required number of hours for VCE/VET Units 1-4 is a minimum of 396 hours. This course requires a structured work placement each year. This certificate is not a VCE VET scored subject however successful completion will contribute towards an ATAR score.

VET CERTIFICATE IN INTEGRATED TECHNOLOGIES

This study provides students with the knowledge and skills to achieve units of competence that will enhance their employment prospects in the Integrated Technology Industries. This is a VCE VET scored assessed subject and on completion of the second year, students will obtain a unit 3-4 credit towards their VCE and be required to sit an end of year exam. Students who successfully complete the program will gain:

- Basic entry level skills and knowledge for work in related industries
- Certificate II in Integrated Technologies
- Four units towards their VCE
- Contribution towards their ATAR

The units of study include:

- Computer system networks
- Energy generation
- Photonics
- Assemble and connect an extra low voltage battery power source
- Program a basic robotic system

VET CERTIFICATE II IN ENGINEERING STUDIES

This study provides participants with the skills and knowledge to achieve units of competence that will enhance their employment prospects in a broad range of engineering industries. This is a VCE VET scored assessed subject and on completion of the second year, students will obtain a unit 3-4 credit towards their VCE and be required to sit an end of year exam. Students who successfully complete the program will gain:

- Basic entry level skills and knowledge for work in related industries
- Certificate II in Engineering
- Four units towards their VCE
- Contribution towards their ATAR

The units of study include:

- Occupational health and safety
- Apply basic fabrication techniques
- Perform basic machining processes
- Use hand tools
- Use power tools
- Handle engineering materials

- Perform basic welding and thermal cutting processes to fabricate engineering structures

VET CERTIFICATE II IN HOSPITALITY (KITCHEN OPERATIONS)

This course is completed over two years and leads to completion of a Nationally Recognised industry qualification, thereby offering students the opportunity to gain both VCE Units 1 - 4 and a Vocational Education and Training Certificate. To obtain full certification students must complete at least fifteen units of competence. The course can be followed by further study at Certificate III Hospitality or Diploma studies. The course aims to provide students with a foundation to a Nationally Recognised qualification in Hospitality. Student will engage in online and school-based theory studies, and practical units specifically relating to cookery.

This qualification forms part of the apprenticeship qualifications in trades such as Chef, Pastry Cooks, Baker, Confectioner and many other food related trades. This is a VCE VET scored assessed subject and on completion of the second year, students will obtain a unit 3-4 credit towards their VCE and be required to sit an end of year exam.

VET CERTIFICATE II IN AGRICULTURE

This 2-year study provides students with the agricultural skills that can lead to pathways in all sectors of Agriculture. This study is not a VCE VET scored subject however successful completion will contribute towards an ATAR score.

Students who successfully complete the program will gain:

- Basic entry level skills and knowledge for work in related industries
- Certificate II in Agriculture
- Four units towards their VCE
- Contribution towards their ATAR

The units of study include:

- Occupational health and safety processes
- Participate in environmentally sustainable work places
- Install, maintain and repair fences
- Provide first aid
- Apply chemicals under supervision
- Determine basic properties of soil
- Pen sheep carry out livestock observations

VET CERTIFICATE II IN ANIMAL STUDIES

This course provides students with the skills and knowledge to enter the Animal Care and Management industry. Employment opportunities reflect roles such as Animal Care Attendant, Animal Shelter Attendant, Kennel Hand, Cattery Attendant, Pet Shop Attendant and Assistant Dog Groomer. This study is not a VCE VET scored subject however successful completion will contribute towards an ATAR score.

Students who successfully complete the program will gain:

- Basic entry level skills and knowledge for work in related industries
- Certificate II in Animal Studies
- Four units towards their VCE
- Contribution towards their ATAR

The units of study include:

- Work in the animal care industry
- Participate in workplace communications
- Complete animal care hygiene routines
- Feed and water animals
- Assist in the health care of animals
- Provide basic first aid for animals
- Participate in OHS processes
- Participate in environmentally sustainable work practices

VET CERTIFICATE II IN HORTICULTURE

This course aims to provide horticultural skills that lead to pathways in all sectors of the industry. This study is not a VCE VET scored subject however successful completion will contribute towards an ATAR score. Students who successfully complete the program will gain:

- Basic entry level skills and knowledge for work in related industries
- Certificate II in Horticulture
- Four units towards their VCE
- Contribution towards their ATAR

The units of study include:

- Occupational health and safety processes
- Apply first aid

- Install micro-irrigation communication
- Pot up plants

VET courses (Offered at VCC and through Bendigo KANGAN TAFE)

Allied Health-

Certificate III in Health Services Assistance

Conservation and Land Management-

Certificate II in Conservation and Land Management

Hair and Beauty-

Certificate II in Retail Cosmetics

Certificate II in Salon Assistant (Hair)

Certificate III in Makeup

Plumbing-

Certificate II in Plumbing

VET CERTIFICATE II IN CONSERVATION/ LAND MANAGEMENT

This study introduces participants to, and prepares them for future work in either indigenous land management, conservation earthworks, lands, parks and wildlife or natural area management. This study is not a VCE VET scored subject however successful completion will contribute towards an ATAR score.

Students who successfully complete the program will gain:

- Basic entry level skills and knowledge for work in related industries
- Certificate II in Conservation/ Land management
- Four units towards their VCE
- Contribution towards their ATAR

The units of study include:

- Participate in OHS processes
- Participate in environmentally sustainable work practices
- Recognise plants
- Plant trees and shrubs
- Carry out natural area restoration works
- Work effectively in the industry

VET CERTIFICATE II IN RETAIL COSMETICS

This program provides students with the knowledge and skills to sell and demonstrate beauty or cosmetic

products. This study is not a VCE VET scored subject however successful completion will contribute towards an ATAR score.

Students who successfully complete the program will gain:

- Basic entry level skills and knowledge for work in related industries
- Certificate II in Retail Cosmetics
- Four units towards their VCE
- Contribution towards their ATAR

The units of study include:

- Conduct salon financial transactions
- Sell to the retail customer
- Receive and handle retail stock
- Design and apply makeup photography
- Advise on beauty products and services
- Recommend products and services
- Research and apply beauty industry information

VET CERTIFICATE II IN SALON ASSISTANT

This program provides students with the knowledge and skills to work in the hairdressing industry, providing students with the genuine hands-on experience with clients in a salon. Students will learn how to interact with the customers professionally and follow workplace OHS guidelines. This is not a VCE VET scored subject however successful completion will contribute towards an ATAR score.

Students who successfully complete the program will gain:

- Basic entry level skills and knowledge for work in related industries
- Certificate II in Salon Assistant
- Four units towards their VCE
- Contribution towards their ATAR

The units of study include:

- Provide shampoo and basin services
- Dry hair to shape
- Maintain and organise tools, equipment and work areas
- Conduct salon financial transactions
- Communicate as part of a salon team
- Provide head and neck massages for relaxation
- Identify and treat scalp conditions

VET CERTIFICATE III IN MAKE UP

This program provides students with the knowledge and skills to work as a makeup artist to design and apply makeup for a range of purposes and occasions across the beauty, fashion, media and entertainment industries. This is not a VCE VET scored subject however successful completion will contribute towards an ATAR score.

Students who successfully complete the program will gain:

- Basic entry level skills and knowledge for work in related industries
- Certificate II in Make Up
- Four units towards their VCE
- Contribution towards their ATAR

The units of study include:

- Provide lash and brow services
- Design and apply makeup
- Advice on beauty products and services
- Apply cosmetic tanning products
- Apply airbrushed makeup
- Design and apply makeup for photography
- Research and apply beauty industry information

VET CERTIFICATE II IN PLUMBING

This VET program will prepare the participant for employment in the plumbing trade. It enhances employment prospects by providing the required skills and knowledge. Participant's develop social and personal skills as the apply to the workplace. This is not a VCE VET scored subject however successful completion will contribute towards an ATAR score.

Students who successfully complete the program will gain:

- Basic entry level skills and knowledge for work in related industries
- Certificate II in Plumbing
- Four units towards their VCE
- Contribution towards their ATAR

The units of study include:

- Fabricate simple plumbing pipe systems
- Use basic plumbing hand tools
- Apply OHS requirements and policies
- Read and interpret plans and specifications

VET CERTIFICATE III IN HEALTH SERVICES ASSISTANT

This VET program provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in health or related industries. This qualification provides training for workers to assist healthcare professionals with the care of clients, and involves the worker in direct client contact under supervision. This is a VCE VET scored assessed subject and on completion of the second year, students will obtain a unit 3-4 credit towards their VCE and be required to sit an end of year exam.

The units of study include:

- Organise personal work priorities and development
- Assist with movement
- Respond effectively to behaviours of concern
- Communicate and work in health or community services
- Provide non-client contact support in an acute care environment
- Workplace health and safety
- Students must undertake 80 hours of work placement

VET courses (Offered at VCC and through the Institute for Drone Technology)

Aviation-

Certificate III in Aviation

VET CERTIFICATE III IN AVIATION

This program provides students with the knowledge and a clear outcome in terms of gaining a Remote Pilot's Licence. This means students could go on to become professional pilot's with Drones. This gives students a great advantage in gaining jobs in industry where drone technology is rapidly growing. These include agriculture, surveying, emergency services and more. This study will contribute to a subject count, it is not a scored study.

The units of study include:

- Operate aeronautical radio
- Manage remote pilot aircraft systems
- Manage human factors in remote pilot aircraft systems operations
- Navigate remote pilot aircraft systems
- Launch remote pilot aircraft systems

VET courses (Offered at VCC and through VETAMORPHUS)

Christian Ministry- Certificate III in Christian Ministry and Theology

CERTIFICATE III IN CHRISTIAN MINISTRY AND THEOLOGY/ VETAMORPHUS

This program is a Christian Leadership program transforming Senior Secondary Students by placing Christian discipleship at the heart of their education. It is delivered to students as a vocational qualification through school. This study will contribute to a subject count, it is not a scored study.

The units of study include:

- Planning a Ministry placement
- Prayer
- Forgiveness
- Jesus and Culture
- Mission of God
- Social Justice
- Life direction
- Managing Conflict

A range of other VET/ VCE courses are available by negotiation. If you would like another option that is not listed, please see the VCE Coordinator to discuss your pathway.

SCHOOL - BASED APPRENTICESHIPS & TRAINEESHIPS

A school-based apprenticeship or traineeship (SBAT) is an apprenticeship or traineeship undertaken by a student enrolled in a senior secondary program (VCE), with at least one day per week timetabled to be spent on the job or in training during the normal school week.

An SBAT combines:

- part-time, practical experience in the workplace
- recognised, structured training with a Registered Training Organisation and continued school studies.

A SBAT offers students the option of combining part-time employment, school and training. The program is undertaken under a training contract with an employer, has a Training Plan signed by the school and formally registered with the Victorian Registration and Qualifications Authority (VRQA) and leads to a nationally recognised qualification. The program forms an integral part of the student's school learning program and study timetable and a minimum of one day of the normal school week (which may be averaged over three periods of four months duration in each year of the training contract) must be spent in employment and/or structured training as an apprentice or trainee.

Endorsement of the Training Plan by the school will indicate that it is undertaking responsibility to enrol the student on Victorian Assessment Software System (VASS) so that credit for the training within the VCE or VCAL can be awarded to the student. Like other VET offerings, the vocational training components of SBATs also contribute credit towards a senior secondary certificate. Many school-based apprentices and trainees move on to a full-time contract with their employer after leaving school, while others choose to continue their education and training at a Registered Training Organisation or university.

There are a range of options that a student can undertake. These include your general trades of plumbing and building, to allied health and aged care.

Cost of the Program: The cost of undertaking a school-based apprenticeship or traineeship will vary depending on the course you would like to undertake. More information about costs of a particular program can be obtained through the apprenticeship network or VCE Coordinator.

VET classes will only run if our external providers meet their minimum number requirements. If classes cannot be provided we will discuss other subjects to satisfy pathway needs.

If you are interested in a school-based apprenticeship or traineeship and need more information, please see the VCE coordinator for further details.

