Introduction- Senior School

Welcome to the VCE at Victory Christian College. We have planned the introduction of 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. Extra reading, small group tutorials, study groups, lectures 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)

In 2012 the Australian Tertiary Admission Rank (ATAR) replaced the Equivalent National Tertiary Entrance Rank (ENTER). All Australian states and territories (except Queensland) will be adopting this nationally agreed name for their tertiary ranks. This is change in name only, there will be **no change** to the method of calculation. For full information on this change, please refer to the VTAC Website: www.vtac.edu.au.

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.
- An overall grade.

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. We offer VCE Plus in these subject areas:

- Aboriginal Studies
- Accounting
- Anthropology
- Arts and Humanities*
- Business*
- Engineering*
- Event Management*
- Finance*
- Globalisation, Society and Place*
- History*
- Human Biosciences*
- Law
- Journalism
- Urban, Rural and Environmental Planning
- Chemistry
- Physics
- Event Management
- Sociology

*Subjects waiting on VCAA approval, To be advised

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 program 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

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.	**Suggested Studies:** Any English, Agricultural & Horticultural Studies (VET), Environmental Science, Any Mathematics. **Other:** Geography, Environmental Studies, Outdoor & Environmental Studies, Biology.

Animal Interests and Studies

Related Occupations: Environmental Engineer, Environmental Scientist, Marine Biologist, Agricultural Scientist, Ecologist, Botanist, Biotechnologist, Geologist, Forester, Life Scientist, Zoologist, Veterinarian	**Suggested Studies**: Any English, Mathematical Methods, Biology, Physics, Chemistry **Other:** Geography, Environmental Studies, Outdoor Education

Building Environment

Related Occupations: A Building Contractor such as Builder, Bricklayer, Electrician, Carpenter, Plumber, Gas Fitter, Roofer.	**Suggested Studies:** Any English, Any Mathematics and VET Building and Construction or VET Electrotechnology (Electrical Pre-vocational), Business Management. **Other:** Any other studies of interest.

Related Occupations: Town Planner, Estimator, Architect, Draftsperson, Surveyor.	**Suggested Studies:** Any English, Any Mathematics, Visual Communication Design **Other:** Geography, Environmental Science, Any other studies of interest.

Business Management

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

Commerce

Related Occupations: Accountant, Auditor, Economist, Commercial Lawyer, Actuary, Statistician.	**Suggested Studies:** Any English, At least Mathematical Methods, Specialist Mathematics, Economics. **Other:** LOTE, Any Sciences, Any Humanities including Legal Studies and National Politics.

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, and Any other studies of interest.

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:** Any other studies of interest.

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.

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.

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, Geography, at least a Unit 1 & 2 Mathematics. **Other:** Any Sciences, Australian History, History Revolutions, Geography, Legal Studies.

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 Australian History, Geography, Legal Studies, National Politics

Related Occupations: Childcare Worker, Youth Worker, Disability Officer.	**Suggested Studies:** Any English. **Other:** VET Community Services, Legal Studies, Health and Human Development, Psychology and Any other studies of interest.

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, Information Technology. **Other:** Physics, Visual Communications and Design, Art, Studio Art, Media, Any other studies of interest.

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.

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

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.

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.

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.

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.

Related Occupations: Sports Administrator, Sport Management, Sport Journalism, Sport Photography.	**Suggested Studies:** Any English. **Other:** Any Mathematics, Any Humanities including Accounting, Business Management, Physical Education, Outdoor Education, Media Studies, Studio Art, LOTE, Sport and Recreation

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

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/Website%202015/scaling_report_2015.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 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. The College will be offering Units 1 and 2 in 2016. Units 3 and 4 will be offered in 2017.

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. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

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. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

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. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

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 2017. Units 3 and 4 will be offered in 2018.

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 Greece and Ancient Rome confronted many of these questions that we still grapple with today. VCE Classical Studies explores the literature, history, philosophy, art and architecture of ancient Greece and Rome.
Students examine classical works that have captivated and inspired generations.

These works explore love and devotion, as well as the cost of anger and betrayal. In presenting ideas about fate and freedom, VCE Classical Studies deepens understanding of what is means to be human.

Structure: The study is made up of four units:

Unit 1 - Mythical Worlds
This unit explores the myths of ancient Greece and/or ancient Rome. Mythic narratives were used to explain the physical world, the foundation of institutions and aspects of daily life. The deeds of Theseus, the wrath of Achilles, the epic voyages of Odysseus and Aeneas are tales that have entranced countless generations. Women such as Helen, Clytemnestra and Dido hold enduring fascination. Greek and Roman myths combine love and war, the monstrous and the human. They examine the nature of the individual and key aspects of society.

Unit 2 - Classical imaginations
This unit examines classical works across time. It begins with the study of classical Greek and/or Roman society through an exploration of intellectual and material culture.

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? The cultural achievements of the classical world have fired the imagination for centuries. The works of classical artists and writers have provided reference points for subsequent generations to emulate, transform or react against. In this way, classical works are subject to constant reimagining.

Units 3 and 4 - Classical Worlds
Units 3 and 4 have two identical areas of study and outcomes. Students study selected works from the Classical Works lists for each unit. These units enable student classicists to engage with the intellectual and material culture of classical Greece and/or Rome. Students work with translations rather than the Ancient Greek or Latin. Analysis of individual works enables students to engage with ideas that are explored by particular writers and artists. Students evaluate the techniques used to present these concepts.

They evaluate the relationship between the work and its social-historical context. Through comparison of classical works, students consider ways in which different writers and artists dealt with the same concept. 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: VCE Drama connects students to the traditions of drama practice and, through the processes of devising and performing drama, allows them to explore, understand and respond to the contexts, narratives and stories that shape their worlds. The study requires students to be creative and critical thinkers. Through work as solo and ensemble performers and engagement with the work of professional drama practitioners, students develop an appreciation of drama as an art form and develop skills of criticism and aesthetic understanding.

Structure: The study is made up of 4 units.

Unit 1 – Dramatic Storytelling
Students examine storytelling through the creation of solo and/or ensemble devised performance/s. They manipulate expressive skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles and document the processes they use. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, conventions and performance styles from a range of contexts.

Unit 2 - Non-Naturalistic Australian drama
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. 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.

Unit 3 - Devised non-naturalistic ensemble performance
This unit focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students also analyse a professional performance that incorporates non-naturalistic performance styles and production elements.

Unit 4 - Non-naturalistic solo performance
This unit focuses on the development and presentation of non-naturalistic devised solo performances. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure. Students also document and evaluate the stages involved in the creation, development and presentation of a solo 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.

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 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.

Overview:

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 elds 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: 18 %
Unit 4: school-assessed coursework: 12 %
Unit 3 and 4: school-assessed task: 40 %
End- of- year examination: 30 %

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. The College will be offering Units 1 and 2 in 2016. Units 3 and 4 will be offered in 2017.

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 GEOGRAPHY

Rationale: VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

Structure: This study is made up of four units.

Unit 1 - Hazards and Disasters
In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Unit 2 - Tourism
In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition).

Unit 3 – Changing the land
This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on. Students investigate three major processes that are changing land cover in many regions of the world.

Unit 4 - Human population – trends and issues
In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

Entry: There are no prerequisites for entry to units 1 & 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 end-of-year examination.
Unit 3: school-assessed coursework: 25 %
Unit 4: school-assessed coursework: 25 %
End- of- year examination: 50 %.

VCE HEALTH AND HUMAN DEVELOPMENT

Rationale: Students investigate health and human development in local, Australian and global communities. The study of Health and Human Development is based on the premise that health and human development needs to be promoted at an individual level, and within group and community settings at national and international levels. This underpins the structure of the four units of study. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

Structure: This study is made up of four units:

Unit 1 - Health & development of Australia's Youth Students develop an understanding of the concepts of health and individual human development. They explore the inter-relationships that exist and the differing methods for measuring health status. Students will develop an understanding of the physical, social, emotional and intellectual changes associated with the developmental stage of youth. They explore the importance of nutrition for youth and identify the sources of nutrients and the specific functions that perform in the body. A range of health issues for youth is also studied.

Students investigate in detail one health issue that includes mental health, asthma, weight issues, smoking, alcohol use, illicit substance use and cyber-safety. Students explore the impact of this health issue on all dimensions of youth health and individual human development.

Unit 2 - Individual Human Development and Health Issues
Students develop an understanding of the health and individual human development of Australia's children. Students study the period from conception to approximately twelve years. They explore the physical development that occurs from conception to late childhood, as well as the social, emotional and intellectual changes that occur from birth to late childhood. Students then progress to the health and individual human development of Australia's adults, including the elderly.

Unit 3 - Australia's Health
Students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students examine the development of the NHPAs (National Health Priority Areas) and their relationship to burden of disease in Australia. They examine different models of health and health promotion.
They investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. Students examine the role of government and non-government organisations in providing programs and support for the promotion of healthy eating.

Unit 4 - Global Health and Human Development Students explore global health, human development and sustainability and their interdependencies. They identify similarities and differences in the health status between people living in developing countries and Australians, and analyse reasons for the differences. Students also explore the role of international organisations in achieving sustainable improvements in health and human development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia's contribution to international health programs through DFAT and contributions to non-government organisations.

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: This study builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It seeks to extend students' cultural, economic, social and political understanding while developing analytical skills and using imagination. Historical understanding is communicated through written, oral and visual forms. The analysis of written documentary evidence such as letters, diaries, court proceedings and government records has long been the foundation of the study. Visual evidence, however, often pre-dates written material; for example, rock art, mosaics, scrolls. More recently, there have been many film and television documentaries presenting and interpreting historical events. It is therefore important in the study of history for students to develop the skills necessary to analyse visual, oral and written records. The study of history draws links between contemporary society and its history, in terms of its social and political institutions, and language. An understanding of the link between accounts of the past, and the values and interests of the time in which the accounts were produced, is also a feature of the study of history.

Structure: The study is made up of four units:

Unit 1 - Twentieth century history 1900–1945
The first half of the twentieth century was marked by significant change. From the late nineteenth century up to World War I there was still a sense of a certain and natural order of society. This order was challenged and overturned. Old certainties were replaced by new uncertainties as new movements and organisations emerged in response to economic, social and political crises and conflicts. Revolution, civil war and international conflict overshadowed the first fifty years of the twentieth century. Many of the recurring conflicts of the twentieth century had their origins in the post-World War I political treaties and agreements. These saw the creation of new states and new borders within Europe, Asia and Africa. This was particularly true for the Middle East. Patterns of daily life in the twentieth century were to change as a result of political and social developments. Advances in science and technology also began to transform the world of work and the home. Traditional forms of cultural expression such as art, literature, music and dance, as well as the new mediums of film and radio, were to both reflect and explore these changes. This unit considers the way that societies responded to these changes and how they affected people's lives.

Unit 2 – Twentieth century history 1945–2000
This unit considers some of the major themes and principal events of post-World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings.

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

This study is about the way the law relates to and serves both individuals and the community. It examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

Students also develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. They investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures. Students are encouraged to question these systems and develop informed judgments about their effectiveness, as well as consider reforms to the law and the legal system.

Structure: The structure is made up of four units:

Unit 1 - Criminal Law in Action

Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria. Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.

Unit 2 - Issues in Civil Law

Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals. The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness.

Unit 3 – Law Making

In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society. Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament, and influences on law-making, with a focus on the role of the individual.

Unit 4 – Resolution and Justice

Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation.

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: Unit 1: Univariate Data, Linear Modelling and Graphs, Bivariate Data, Shape and Measurement. Unit 2: Financial Arithmetic, Matrices, Sequences and Series, Trigonometry.

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 %

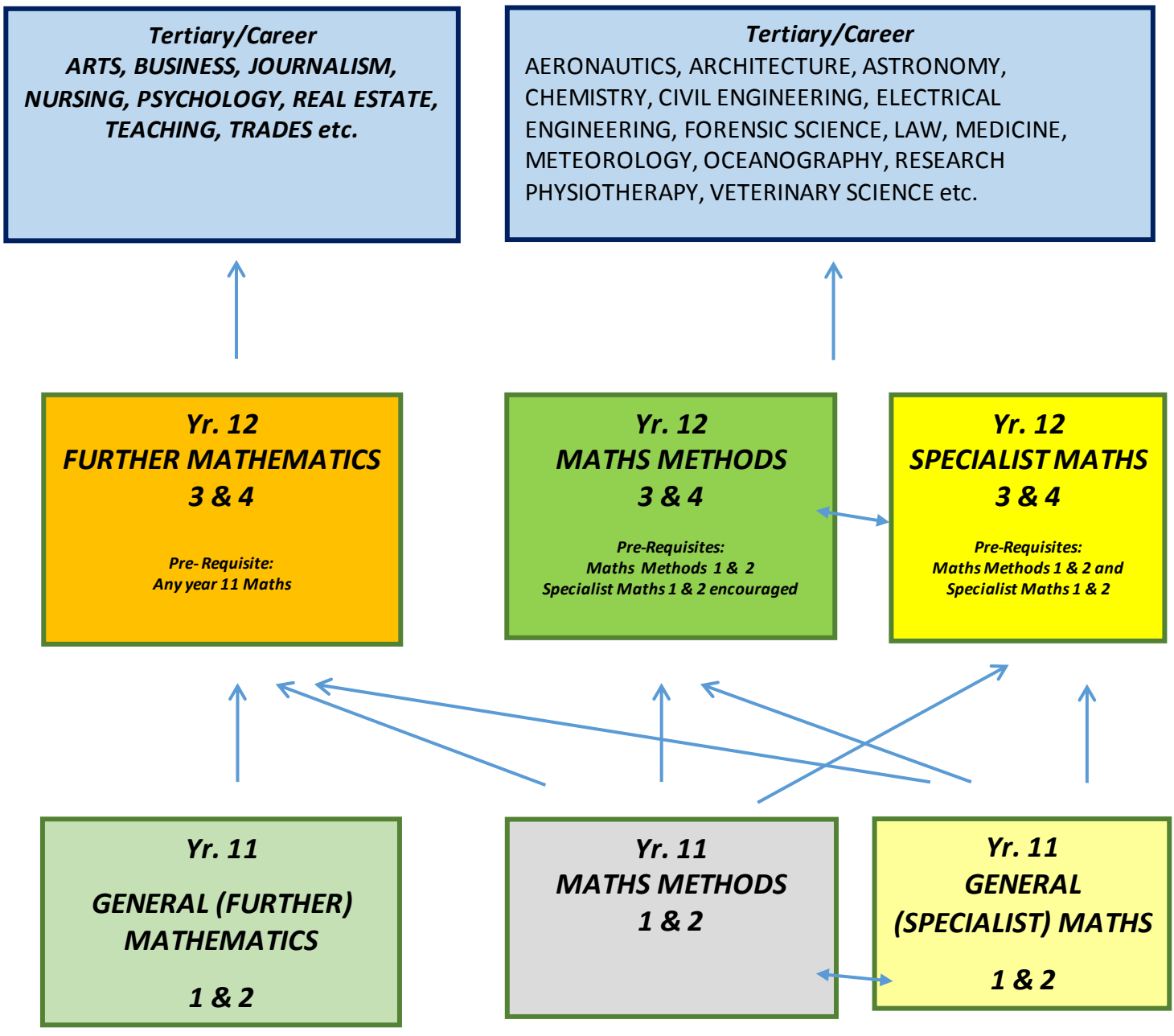
Mathematical Methods

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: The media influences and shapes our responses to life events, playing an important role in the creation of personal, cultural and national identity.
A study of the media is crucial if we are to understand how and why the media seek to influence us through the selection and construction of images of the world.
The study of media includes media forms such as film, television, photography, print-based media and digital media technologies. There is an emphasis on the use of computers to plan and produce media products.
The Media study is relevant to students with a wide range of expectations, including those who wish to pursue further formal study of tertiary level or in vocational education and training settings.

Structure: The study is made up of four units:

Unit 1- Representation and technologies of representation
Students study how technology is used by the media to influence, inform and entertain. Areas Studied include representations present in media texts such as like advertising and films, Semiotics – the theory of media codes, Social values and popular culture, The nature and use of media technology and the influence of new media technologies.

Unit 2 - Media production and the media industry
In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

Unit 3- Narrative and media production design
In this unit students develop an understanding of film, television or radio drama production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film, television or radio drama texts. Students examine how production and story elements work together to structure meaning in narratives to engage audiences. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They complete a media production design plan for a specific media form and audience. They present the relevant specifications as a written planning document, with visual representations that employ media planning conventions appropriate to the media form in which the student chooses to work.

Unit 4 - Media: process, influence and society's values
In this unit students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analysed in this unit.

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: 6 %
Unit 4: school-assessed coursework: 12%
Unit 3 and 4: School-assessed Task: 37 %
End-of-year examination: 45%

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: 20 %

Unit 4: school-assessed coursework: 10%

Unit 3 and 4: End of year performance: 50%

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

VCE MUSIC PERFORMANCE UNITS

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 performance and musicianship skills. Students 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 practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 2 - In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. Students develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

Unit 3 - This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis.

Unit 4 - In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

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: 15%

Unit 4: school-assessed coursework: 15%

Externally Assessed Task: 30%

Unit 3 and 4: End-of-year examination: 40% (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 - Physical activity participation and physiological performance
This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity. Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity.

Unit 4 - Enhancing performance
Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

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 - Product re-design and sustainability
This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability. Knowledge of material use and suitability for particular products is essential in product design. Additionally, knowledge of the source, origin and processing of materials is central to sustainable practices. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined.

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: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe.

Unit 3 - Applying the Product design process
In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a 'one-off situation' in a small 'cottage' industry or a school setting. Although a product design process may differ in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the Product design process as they design for others.

Unit 4: Product development and evaluation
In this unit students use comparative analysis and evaluation methods to make judgments about commercial product design and development. They continue to develop and safely manufacture the product designed in Unit 3, Outcome 3, using materials, tools, equipment and machines, and record and monitor the production processes and modifications to the production plan and product. Students evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria and client and/or end-user feedback. Students make judgments about possible improvements. They produce an informative presentation to highlight the product's features to the client and/or an end-user and explain its care requirements.

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 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 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 on what they think they need or want. The study provides students with the opportunity to develop an informed, a critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management. vce study design 7 visual communication design 2013–2017 Introduction The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices.

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 applying design thinking skills as well as drawing skills. Students draw what they observe and use visualisation drawing methods to explore their own ideas and concepts and gain understanding of presentation drawings. An understanding of how design elements and principles affect visual messages as well as the contextual background of design through investigation of design styles is also examined.

Unit 2 - Applications of Visual Communication Design
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate use of technical drawing to communicate ideas associated with environmental or industrial/product design fields of design. They investigate how typography and imagery are manipulated to communicate ideas. Students develop an understanding of the design process as a means of organising their thinking to solving design problems and presenting ideas. In response to the development of their own brief, students engage in research, generation of ideas and development of concepts to create visual communications.

Unit 3 - Design thinking and practice
The focus of this unit if for students to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications. Students also study design industry practice and how the design process is applied in industry to create visual communications looking at contemporary and international designers. Students apply design thinking skills in preparing a brief, undertaking research and generating a range of concept ideas relevant to the brief.

Unit 4 - Design development and presentation
Having completed a brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. The focus of this unit is the development and refinement of design concepts and two final presentations of visual communications to meet the requirements of the brief from Unit 3. This involves applying the design process twice to meet each of the stated needs. They utilise a range of digital and manual methods, media and materials along with application of design elements and principles to communicate messages with their target audience.

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: 12 %
Unit 4: school-assessed Coursework: 8 %
Unit 3 and 4: School-assessed Task: 50 %
End-of-year examination: 30 %

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. VCE VET units have equal status with other VCE studies.

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 2016, all VET studies and programs will be completed through an arrangement with the Bendigo Senior Trade Training Centre.

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 is the same cost of an elective unit which is $150. The College will subsidise the remainder of the cost.

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

Automotive –
Certificate II in Automotive Technology Studies

Building and Construction-
Certificate II in Building and Construction
Certificate II in Furniture Making

Electronics and Electrical-
Certificate II in Integrated Studies

Engineering and Science-
Certificate II in Engineering Studies

Hospitality-
Certificate II in Hospitality (Kitchen Operations)

Primary Industries-
Certificate II and III in Agriculture
Certificate II in Horticulture
Certificate III in Laboratory Skills

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 options.

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 FURNITURE MAKING

Students selecting this course will enhance their employment prospects in the furnishing industry. Students who successfully complete the program will gain:

- Basic entry level skills and knowledge for work in the cabinet making and furnishing industry
- Certificate II in Furniture Making
- Four units towards their VCE
- Contribution towards their ATAR

The units of study include:

- prepare surfaces for finishing
- join solid timber
- apply first aid
- hand make timber joints
- apply quality standards
- make measurements
- assemble furnishing components
- communicate in the workplace
-

CERTIFICATE IN INTERGRATED 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. 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

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. 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

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.

CERTIFICATE II IN AGRICULTURE

This 2-year study provides students with the agricultural skills that can lead to pathways in all sectors of Agriculture.

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

CERTIFICATE III IN AGRICULTURE

This course will enhance the students understanding of the Agriculture industry. This course will allow students to commence a Certificate III while still being at school. Students who successfully complete the program will gain:

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

The units of study include:

- Treat plants, pests, diseases and disorders
- Sampling and testing of water
- Keep records for a primary production business
- Implement a maintenance program for hydroponics systems
- Prepare for and implement natural mating of animals
- Deliver and monitor a service to customers

CERTIFICATE II IN HORTICULTURE

This course aims to provide horticultural skills that lead to pathways in all sectors of the industry. 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
- Merchandise products
- Treat plants, pests, diseases and disorders
- Work effectively in the industry
- Prune shrubs and small trees

CERTIFICATE III IN LABORATORY SKILLS

This study aims to provide students with the knowledge and skills to achieve competencies that will enable them to perform a range of laboratory operations across a range of industries. Students who successfully complete the program will gain:

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

The units of study include:

- Participate in environmentally sustainable work practices
- Communicate with other people
- Record and Present data
- Maintain a lab fit for purpose
- Receive and prepare samples for testing
- Perform basic tests
- Prepare working solutions
- Perform microscopic examinations

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
- 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.

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