



Senior Certificates Handbook 2012



Moving into the VCE or VCAL

In Years 11 and 12 at Assumption College, there are two Senior Certificates to choose from. These are **VCE** or **VCAL** and each of these will suit the skills, needs and goals of different students. What you plan on doing after you finish school may determine which of these certificates you choose.

You are probably tired of hearing the question “What do you want to do when you leave school?” For some of you it may be clear cut, but for many Senior School students a decision about your future does not seem important at the moment. After all, 2013 (when the majority of you will be leaving school) seems such a long way off.

However, before you choose your pathway and subjects for Year 11, you should be thinking seriously about your future and the types of career/occupations in which you can realistically see yourself enjoying and succeeding in.

You should consider the following questions:

1. **Who am I? (Self Awareness)**

Do I have an aptitude for any particular job? Do I have skills that would suit a particular job? What sort of job would suit my personality? What type of responsibility do I want in a job? What are my interests? What are my needs?

2. **What do I want to be? (Occupational Awareness)**

What type of job do I want? Artistic/Creative, Clerical/Administrative, Medical, Outdoor, Personal Contact, Scientific? What educational qualifications do I need for these jobs?

3. **What course can I take? (Course awareness)**

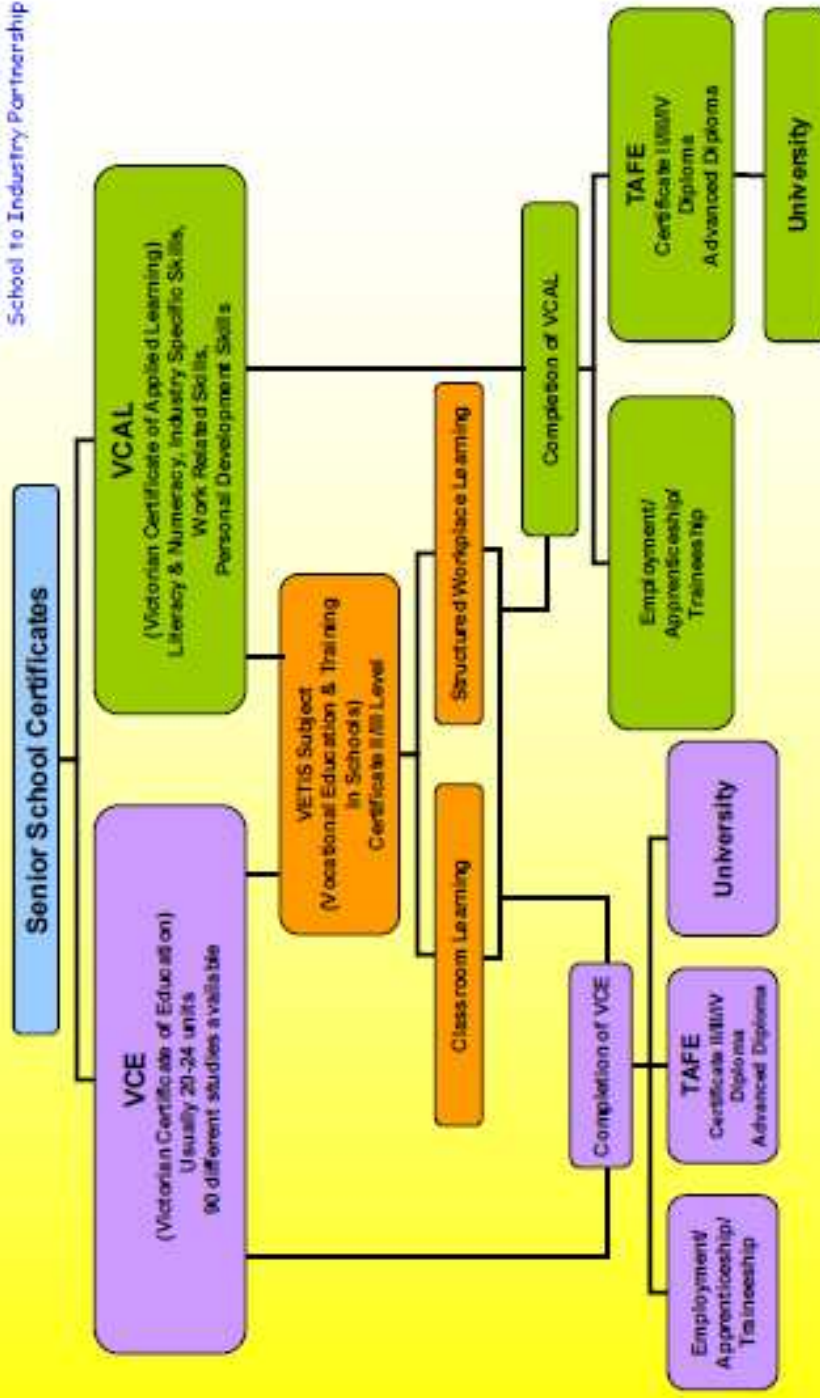
Where can I study for these occupations? What subjects do I need to get into these courses? By investigating your educational needs further you will get a clearer picture of the sort of subjects you should consider if you wish to pursue certain occupations, courses and training in your career interest area.

If you can honestly answer these three questions, then you are well on the way to planning your future. If you do not know the answers give it some serious thought in the next few weeks. It may be a good idea to visit www.myfuture.edu.au to work through some of these questions.

From your research on various occupations, you should be aware by now that there are various types of post school options available to you, including different types of employment, course education, and training. Post – school options in Victoria include:-

- University Degrees and other qualifications
- Vocational Education and Training (TAFE, Private Providers)
- Apprenticeships
- Traineeships
- Other possibilities, e.g. short course or external studies, etc
- Employment – part time, full time or casual

Learning Pathways



KEY CONTACTS

Postal Address:	P O Box 111, Kilmore Vic 3764
Telephone:	03 5782 1422
Facsimile:	03 5782 1902
Principal:	Mr Michael Kenny michael.kenny@assumption.vic.edu.au
Deputy Principal	Mr Maurice Di Muzio maurice.dimuzio@assumption.vic.edu.au
Director of Staff:	Mrs Maureen Kurzman maureen.kurzman@assumption.vic.edu.au
Director of Teaching and Learning:	Ms Jane Goddard jane.goddard@assumption.vic.edu.au
Curriculum Coordinator:	Ms Tracey Kift tracey.kift@assumption.vic.edu.au
VCE Coordinator:	Mr Vincenzo Rovetto vincenzo.rovetto@assumption.vic.edu.au
VET/SBAT Coordinator:	Mrs Carol Fisher carol.fisher@assumption.vic.edu.au
VCAL Coordinator:	Ms Helen Campbell helen.campbell@assumption.vic.edu.au
Careers:	Mrs Jenny Pendlebury jenny.pendlebury@assumption.vic.edu.au

LEARNING AREA COORDINATORS

English:	Ms Rachel Williams	rachel.williams@assumption.vic.edu.au
LOTE:	Mr Lindsay Opie	lindsay.opie@assumption.vic.edu.au
Mathematics:	Ms Cristina Vergara	cristina.vergara@assumption.vic.edu.au
Physical Education:	Miss Melissa Berton	melissa.berton@assumption.vic.edu.au
Religious Education:	Mr Stephen Holgate	stephen.holgate@assumption.vic.edu.au
SOSE:	Mrs Elisa Altamore	elisa.altamore@assumption.vic.edu.au
Science:	Ms Jess Wogan	jess.wogan@assumption.vic.edu.au
Technology:	Mrs Robin Panousieris	robin.panousieris@assumption.vic.edu.au
Visual Arts:	Ms Sara Warner	sara.warner@assumption.vic.edu.au
Music:	Mr Peter Barlow	peter.barlow@assumption.vic.edu.au

2012 VCE / VCAL Subject Selection Timeline

Friday 22 July 2011	VCAL letters sent out to students identified for or expressing interest in VCAL.
Friday 22 July 2011	Acceleration applications open for collection and submission
Monday 25 July 2011	Senior Certificates Handbook available online at College website
Monday 1 August 2011	VCE and VCAL Information Night for parents and students
Tuesday 2 August 2011	Subject Selection Mentoring Process begins
Tuesday 2 August 2011	Student Options Module opens for data
Wednesday 2 August to Wednesday 17 August 2011	Students enter preferences online, print-out a copy to be signed off by parents. Signed sheet returned to central collection box.
Wednesday 17 August 2011	Deadline for return of signed preferences. Student Options Module closes



The VCE is awarded to all students who satisfactorily complete (i.e. gain an “S” for) at least 16 units of study. These units must include:

- three units of VCE English, including VCE English Units 3/4; **AND**
- three sequences of VCE or VCE VET Units 3/4, other than VCE English Units 3/4.

At Assumption College, all VCE students are required to complete:

- Religious Education in Year 11 (via a VCE study or by a school-based RE program);
- Religious Education in Year 12 (via a school-based seminar program);
- four units of English, an English Units 3/4 study; and
- balance of program by way of student’s personal choice (as approved by relevant staff at the college).

Students are expected to enrol in twelve units in Year 11 (including TWO units of Religious Education) and ten units in Year 12 (plus the school-based seminar program). Students will therefore normally attempt 22 units over two years. Students who have completed two accelerated options in Year 11 may apply to complete a reduced academic in Year 12.

All students are also involved in a school-based Religious Education Program in Year 12.

Assessment in the VCE

1. School Assessed Coursework (SAC) and School Assessed Tasks (SAT) will take the form of assignments, tests, reports and/or presentations and will be completed during class time.
2. SACs and SATs are assessed initially by the school and are subject to review by VCAA.
3. All students enrolled in any Unit 3/4 study are REQUIRED to complete the General Achievement Test (GAT), set and corrected by VCAA.
4. Unit 3/4 mid-year and/or end of year examinations are externally assessed.
5. Each Unit 3/4 study includes at least one such examination.
6. SACs/SATs are reported by means of a letter grade, ranging from E (lowest) to A+ (highest), UG (ungraded) or NA (not assessed).
7. For each 3/4 level study students will also receive a study score ranking between 0-50.
8. All studies conducted at Unit 1/2 level are assessed internally by teachers at the College. These assessment tasks are sometimes referred to as “Outcomes”.
9. All studies conducted at Unit 3/4 level are assessed both internally (through SACs and SATs) and externally (through examinations).

Accelerated Learning

Accelerated Learning refers to students undertaking a course of studies a year earlier than would normally occur. The purpose of Accelerated Learning is to enable students to engage in challenging studies for which they are academically prepared. Students need to be sufficiently mature in order to undertake the demands of these studies.

- Students may apply to complete one Unit 1/2 study in Year 10;
- Students may apply to complete one or two Unit 3/4 studies in Year 11.

The criteria for considering an application for Accelerated Learning are:

- sound academic record across all studies;
- consistently high performance in relevant subject area/s;
- ability to work individually and independently;
- ability to consult and communicate with teachers;
- motivation to work consistently, to complete all set tasks, and to meet deadlines; and
- ability to balance organisation of class work, homework, co-curricular and other activities.

If parents appeal a negative decision in relation to entry to Accelerated Learning, the Director of Teaching and Learning and Principal will make a final ruling.

VCE / VCAL / VET PROCEDURES

VCAA Rules

Please note that Assumption College is required to adhere to VCAA Rules.

VCE / VCAL Panel

The primary role of the VCE / VCAL Panel is to support students in the satisfactory completion of their VCE / VCAL studies. The VCE / VCAL Panel will comprise the VCE Coordinator (Chair) and a Principal's nominee, and where required, the relevant Head of Faculty or nominated member of staff. Students are permitted to invite a member of staff to act in a support role during their meeting with the VCE / VCAL Panel.

The VCE / VCAL Panel will meet when:

- a student requests a hearing to determine the existence of significant hardship, or to appeal against the decision on receiving a UG for an SAC, SAT, or Outcome;
- a student fails to submit a SAC, SAT, or Outcome by the due date;
- a student fails to hand in a re-submission of a SAC, SAT, or Outcome by the due date imposed by their teacher; and
- issues in relation to authentication of a SAC, SAT, or Outcome arise.

In cases, where a student breaches VCAA Rules substantively, the VCE / VCAL Panel will recommend a course of action to the relevant House Coordinator, and/or Principal.

The VCE / VCAL Panel and the relevant House Coordinator will inform parents, and where applicable, Dormitory Supervisors, by telephone and letter, of any course of action taken.

Plagiarism / Cheating

All students are expected to complete an assessable item of schoolwork (SAC, Outcome, etc.) under the conditions clearly and unambiguously conveyed by their teacher, or delegate. Any breach of these conditions by a student will initially be reported to the VCE Coordinator. The VCE Coordinator will then determine if the student is required to appear before the VCE / VCAL Panel to explain his / her actions. The VCE / VCAL Panel will then make a recommendation to the Principal. Penalties that can be imposed by the school are available to the public by accessing a copy of the current edition of the VCE and VCAL Administrative Handbook, or by going online to the following website address: <http://www.vcaa.vic.edu.au/schooladmin/index.html>

Award of S / N

Students must demonstrate achievement of each of the Outcomes for that Unit, as specified in the individual Study Designs. This decision will be based on the teacher's judgment of the student's performance on the assessment tasks designated for the Unit. If a student is awarded N (Not Satisfactory) for one or more Outcomes, then the student will receive N for the Unit as a whole. If all Outcomes are achieved, the student receives an S (Satisfactory) for the Unit.

Designation of Not Satisfactory will occur for one or more of the following:

- the work is not of the required standard, as described in the Outcomes;
- the student has failed to meet the school deadline for the assessment task, including where an extension of time has been granted under Special Provision;
- the work cannot be authenticated; and/or
- there has been a substantive breach of rules.

Attendance

Students are expected to **attend a minimum of 80% of all scheduled classes** to ensure that they have sufficient class time to undertake the course work and complete Learning Outcomes and associated SATs (School Assessed Tasks) or SACs (School Assessed Coursework). Work done in class time is necessary to allow work to be authenticated.

- Absenteeism will be monitored.
- Absenteeism, other than for an officially sanctioned College activity, on the day of an Outcome / SAC will require the provision of a Medical Certificate to attest to a bone fide illness.
- Any student missing 8 class periods within one Unit, unattested by a Medical Certificate, will be required to appear before the VCE / VCAL Panel.

In circumstances where students have completed work but there has been a substantive breach of attendance rules, the student may be awarded N (Not Satisfactory) for a Learning Outcome.

When a student is absent from school for prolonged periods because of illness or other special circumstances, the school may grant 'Special Provision'.

Special Provision

Students experiencing significant hardship are entitled and encouraged to formally request "Special Provision" for particular SACs/SATs and Learning Outcomes. Applications must be made through the VCE Coordinator at the time the student experiences the effect of hardship, and the school is responsible for approving these provisions.

A student whose application is refused has a right of appeal to the VCE / VCAL Panel within the College.

Special Provision for Unit 3 / 4 Examinations

If a student becomes ill or experiences a traumatic event in the two weeks leading up to the examinations or during the examination period, or during an examination, they may apply to have their examination result determined by the VCAA. This applies to all examinations – written, oral and performance.

An application must be made to the Principal (via the VCE Coordinator). The Principal will determine the eligibility of the application, and will then make a recommendation to the VCAA. The application must be substantiated with evidence from an independent professional. The VCAA will consider the application and, if the application is eligible, approve it. Otherwise, it will refuse the application.

Completion Dates / Deadlines

Students will be notified of due dates for all assessment tasks at the beginning of a Unit and an indication of the week in which major assessment tasks for SACs will take place. Students are

required to have one week's notice prior to a Coursework Assessment task and an indication of the outcome and task being assessed.

Assessment tasks that are to be completed during class time **must** be handed in to the class teacher by the end of the lesson. Where this deadline is not met the assessment task will be marked NA (Not Assessed). **Absence from school on the day concerned are not, in itself, an acceptable reason for not completing an assessment task.** Until a Doctor's Certificate is produced, the student will receive an NA for the assessment task.

Students absent for the day or those unable to complete the assessment task on the day, are able to apply for Special Provision through the VCE Coordinator.

For assessment tasks done outside of the classroom, students have the responsibility to ensure that all deadlines are met and that all work submitted can be authenticated as being their own. **All work should be handed personally to the class teacher by 4:00 p.m. on the due date.** Where deadlines are not met, that Learning Outcome will be deemed to be not satisfactorily completed, and awarded an N. **Absence from school on the day concerned is not, in itself, an acceptable reason for not meeting a deadline.**

For all **Units 3/4** SACs & SATs completed in part, or fully outside the classroom, a Declaration of Authenticity must be signed by the student.

Computer Use

Students may not use failure of computer equipment as an excuse for non-submission of any SAC, SAT, or Outcome by the due date.

When students use a computer to produce an assessment task, it is the student's responsibility to ensure that:

- there is an alternative system available for use in case of computer or printer malfunction or unavailability;
- hard copies of the work in progress are produced regularly to meet drafting and authentication requirements; and
- each time changes are made the work is backed up onto the school network, or onto a disk or CD if working on a home computer. Back-up disks and/or CD's should be stored in a safe location.

Extensions

A student who is unable to meet a deadline due to **significant hardship** may apply for an extension up to **48 hours before the due date.** It is necessary to apply formally, in writing, to the VCE Coordinator.

Students who miss an assessment task without a medical certificate or well documented serious reason (family funeral, etc.) would not be eligible to sit the task for assessment purposes, but will be allowed to do the work for the purpose of securing an S or N for the Unit.

Feedback on Student Coursework

After work is submitted for assessment, teachers should provide feedback to students. Appropriate feedback includes:

- Reporting S or N decisions and/or written comments on students' performance against each outcome.
- Advice on particular problem areas.
- Advice on where and how improvements can be made for further learning.

Note: Teachers may give Unit 3/4 students their marks on individual coursework tasks, but they must advise students that their total coursework scores may change following statistical moderation.

Internal Comparability of Assessments

Unit 3/4 coursework assessments are subject to statistical moderation. For moderation, the school's assessments are treated as a single group, not as separate teaching classes. Where there is more than one class doing the same study, teachers are required to ensure a common understanding of the coursework and their approach to assessment. Recommended procedures to ensure this occurs include:

- a common teaching program;
- a common assessment program;
- setting common coursework assessment tasks; and
- **cross marking of selected tasks or samples of student work from each class.**

Redemption Policy

Students who receive an N for a SAC / SAT / Outcome will be permitted **one opportunity** to redeem their work by completing a re-submission task (to gain an S). Teachers, liaising with the VCE Coordinator, are responsible for setting time limits in writing for the redemption of work / completion of re-submission task, and students must comply with these. Students failing to satisfactorily redeem the work / complete the re-submission, task will have the matter immediately referred to the VCE / VCAL Panel.

Learning Outcomes and School-Assessed Tasks Coursework

- Students must acknowledge all resources used: this will include text, websites and source material and the name(s), and status of the person(s) who provided assistance, and the type of assistance received.
- All unacknowledged work submitted by students must be their own work.
- Students must not accept undue assistance from any other person in the preparation and/or submission of work. Undue assistance would include providing actual adjustments or improvements for a student's work, or dictating or directing a student to insert particular text. Students may, however, be given advice about the nature of adjustments or improvements to their work.
- Students must periodically produce appropriate documentation of the development of the work to enable the teacher to monitor the development of the work and to keep a record of the process, and to attest that the work is genuinely the student's own.
- Students must not submit the same piece of work for completion of more than one Learning Outcome in any Unit of the study or any other study.
- Students who knowingly assist other students to breach any of the VCAA Rules may be penalised.
- With the final copy of the SAT for a Unit 3/4 study, students must retain a photocopy of the final copy.
- Students must sign a Declaration of Authenticity for assessment tasks done outside the classroom.

If a substantive breach of rules occurs, students will have their work refused. As a result:

- a Learning Outcome will be recorded as Not Satisfactorily completed (N).
- an Assessment Task will be recorded as Not Assessed (NA).

A student will have the right of appeal to the VCE / VCAL Panel against the award of an N or an NA.

VCE / VET SUBJECTS OFFERED IN 2012

Note: Units chosen by a small number of students may not be offered.

VCE

Accounting	Units 1,2,3,4
Agricultural and Horticultural Studies	Units 1,2,3,4
Biology	Units 1,2,3,4
Business Management	Units 1,2,3,4
Chemistry	Units 1,2,3,4
Dance	Units 1,2,3,4
Drama	Units 1,2,3,4
Food and Technology	Units 1,2,3,4
Economics	Units 1,2,3,4
English	Units 1,2,3,4
Geography	Units 1,2,3,4
Health and Human Development	Units 1,2,3,4
History	Units 1,2,3,4
Information Technology (software development)	Units 3,4
Information Technology (IT applications)	Units 1,2,3,4
International Politics	Units 1,2
International Studies	Units 3,4
National Politics	Units 3,4
Legal Studies	Units 1,2,3,4
Literature	Units 1,2,3,4
LOTE French	Units 1,2,3,4
<i>(Other languages may be attempted by correspondence)</i>	
Mathematics: Methods (CAS)	Units 1,2,3,4
Mathematics: General	Units 1,2
Mathematics: Foundation	Units 1,2
Mathematics: Specialist	Units 3,4
Mathematics: Further	Units 3,4
Media	Units 1,2,3,4
Music Performance	Units 1,2,3,4
Philosophy	Units 1,2,3,4
Physical Education	Units 1,2,3,4
Physics	Units 1,2,3,4
Product Design and Technology (wood)	Units 1,2,3,4
Product Design and Technology (textiles)	Units 1,2,3,4
Psychology	Units 1,2,3,4
Religion and Society	Units 1,2,3,4
Studio Arts	Units 1,2,3,4
Texts and Traditions	Units 1,2
Visual Communication and Design	Units 1,2,3,4
Faith in Action	

VCE / VET

Symbols :

* VET delivered on Campus at ACK

^ Scored Assessment

Allied Health	Units 1,2,3,4
Animal Studies	Units 1,2,3,4
Automotive	Units 1,2,3,4
Beauty	Units 1,2,3,4
Building & Construction	Units 1,2,3,4
Community Services ^	Units 1,2,3,4
Dance ^	Units 1,2,3,4
Engineering ^	Units 1,2,3,4
Equine Industry ^	Units 1,2,3,4
Fashion & Design	Units 1,2,3,4
Hairdressing	Units 1,2
Hospitality ^	Units 1,2,3,4
Laboratory Skills * ^ (New)	Units 1,2,3,4
Media * ^	Units 1,2,3,4
Music Industry Technical Production ^	Units 1,2,3,4
Sport and Recreation * ^	Units 1,2,3,4

Refer to next page for teacher information on subjects.

WHO TO TALK TO ABOUT CERTAIN STUDIES

It is recommended that you speak with the following teachers for subject selection questions.

VCE / VET Business	Mrs Pendlebury
VCE / VET Laboratory Skills	Ms Linke
VCE / VET Media (Cert III)	Ms Buttigieg
VCE / VET Sport & Recreation	Ms Blackall, Ms Flavell
VCE Accounting	Mr S Davis
VCE Agricultural and Horticultural Studies	Mr Pannuzzo, Mr Jongebloed
VCE Biology	Ms Wogan, Ms Keating, Ms Linke
VCE Business Management	Ms Jephson, Mr Rowland
VCE Chemistry	Mr Rovetto, Mr Tonkin, Ms Keating
VCE Dance	Ms Caruso
VCE Drama	Ms Caruso
VCE Economics	Ms Altamore, Ms Jephson
VCE English	Mr Davis, Mr McCracken, Ms Williams, Ms Stokes, Ms Kift
VCE Food Technology	Ms Balisson
VCE Geography	Mrs Altamore, Mr Pannuzzo
VCE Health and Human Development	Ms Blackall, Ms Flavell
VCE History	Mr T Davis, Mrs Altamore
VCE Information Technology – Units 1/2	Mr Tonkin
VCE International Politics	Mr T Davis, Mr McKay, Mrs Altamore
VCE IT: Applications – Units 3/4	Mr Tonkin
VCE IT: Software Development – Units 3/4	Mr Tonkin
VCE Legal studies	Ms Ryan, Mr S Davis
VCE Literature	Ms. Stokes, Ms Williams.
VCE Mathematics: Foundation Mathematics	Mr Sinkeler, Mrs Vergara
VCE Mathematics: Further Mathematics	Mrs Pendlebury, Mr Edwards, Ms Vergara, Mr Sinkeler
VCE Mathematics: General Mathematics	Mr Edwards, Mrs Cross, Ms Vergara, Mr Wels, Mr Egan
VCE Mathematics: Mathematical Methods (CAS)	Mrs Cross, Ms Vergara, Mr Rovetto, Mr Edwards
VCE Mathematics: Specialist Mathematics	Mr Rovetto
VCE Media	Miss Buttigieg, Ms Conway
VCE Music Investigation	Mr Barlow, Mr Slater
VCE Music Performance	Mr Barlow, Mr Slater
VCE Physical Education	Ms Stirling, Miss Berton, Mr Benkenstein, Mr Phillip
VCE Physics	Mr. Wels, Ms. Vergara
VCE Psychology	Ms. Fitzgerald, Ms Tripp
VCE Product Design and Technology (Textiles)	Mrs. Falzon
VCE Product Design and Technology (Wood)	Mr. Grattan, Mrs. Panousieris
VCE Studio Arts	Ms. Warner, Ms. Kelly
VCE Visual Communication & Design	Ms. Warner, Ms. Kelly

ENTRY TO STUDIES

Some studies include Victorian Curriculum and Assessment Authority (VCAA) advice that students should complete either one or both of Unit 1 and 2 before attempting Unit 3 in that study, or have equivalent experience, or be willing to undertake some preparation.

At Assumption College this advice applies to the following studies:

Mathematics	Please consult the Mathematics Learning Area Coordinator for the various Mathematics combinations.
Accounting	Students must satisfactorily complete Unit 2 before attempting Units 3/4.
Chemistry	Students must satisfactorily complete Units 1/2 before attempting Units 3/4.
Information Technology	Students are advised to satisfactorily complete Unit 1 or 2 before attempting Units 3/4.
LOTE	Units 1 to 4
Physics	Students are advised to do Unit 2 before attempting Units 3/4.
VET	Students must satisfactorily complete Units 1/2 before attempting Units 3/4

Please Note

It should be noted that, in line with the College **Student Performance Policy**, we reserve the right to refuse entry to any VCE study where there is a concern about a student's ability to engage with the content and complete the study to a satisfactory standard. Decisions in such cases will be based on the student's overall performance in previous years and demonstrated interest and commitment in similar studies. In some cases, students may be asked to complete one or more tasks over the holiday period in order to ensure their preparedness for the study. Appeals against the final decision on entry to a subject are made by The Director of Teaching and Learning and the Principal.

VCE UNIT DESCRIPTIONS

VCE ACCOUNTING

This study shows how financial information is collected, sorted and recorded in such a way that it can be used to plan for the future and to make better decisions in the areas of personal and business finance. Accounting is useful for a student who may take a course in any area of the business studies/administration/management of hospitality/tourism sector, and also for anyone taking over a small/family business.

Unit 1 Description: *Establishing and operating a service business*

This unit focuses on accounting and financial management of a small business. The unit introduces the fundamental processes of gathering, recording, reporting, analyzing and interpreting financial information in a small business.

Unit 1 Outcomes:

Outcome 1: Describe, explain and apply the knowledge, resources and skills necessary to set up a small business.

Outcome 2: On completion of this unit the student should be able to record, report, and explain financial information, manually as well as using ICT.

Outcome 3: Apply accounting skills to evaluate financial and non-financial information in order to make informed decisions for a small business.

Unit 2 Description: *Accounting for a trading business*

This unit focuses on the accounting and financial operation of a small business. The unit introduces an accounting system based on the accrual approach. The system is applied to small trading businesses.

Unit 2 Outcome:

Outcome 1: Record and report financial data for a trading business manually.

Outcome 2: Record and report financial data for a trading business using an accounting software package.

Outcome 3: Select and use financial and non financial information to evaluate a business and suggest strategies that will improve performance.

Unit 3 Description: *Double entry for trading businesses*

Focuses on accounting and financial issues of a small trading business. The unit introduces a double entry system using the accrual basis of accounting. It emphasizes the role of accounting as an information system and the role of information technology in completing procedures.

Unit 3 Outcome:

Outcome 1: Record and report financial information using the double-entry accrual-based system for a single-activity sole-proprietor trading business.

Outcome 2: Record balance day adjustments, prepare financial reports and explain related aspects of the accounting system.

Unit 4 Description: *Control and analysis of business performance*

The unit further develops the role of accounting as an information system, with the main focus on accounting information for management. Key performance indicators are used to evaluate business profitability, liquidity, stability and efficiency.

Unit 4 Outcome:

Outcome 1: Record and report manually using the double entry accrual-based system.

Outcome 2: Prepare analyse and evaluate a business using financial and non financial information and suggest strategies to improve the profitability and liquidity of the business.

Contribution of Units 3 and 4 to study score:

Unit 3 school-assessed coursework:	17%
Unit 4 school-assessed coursework:	17%
Mid-year examination:	33%
End-of-year examination:	33%

VCE AGRICULTURE AND HORTICULTURE STUDIES

The Australian economic fabric is reliant on its primary industries. Agricultural and Horticultural Studies provides opportunities for students to experience and understand these industries. The study allows students to develop and apply theoretical knowledge and skills to real world business and practices. They apply their acquired knowledge and skills to design, develop and manage a small agricultural or horticultural business as a project.

Unit 1 Description: *Agricultural and Horticultural Operations*

In this unit students study local agricultural and horticultural operations and the factors that influence these operations, including historical, environmental, social and economic factors. Students apply their knowledge and skills in researching the feasibility of a small agricultural or horticultural business project. Specified areas of study are Elements of Australian Agricultural and Horticultural Systems and Agricultural and Horticultural Operation

Unit 2 Description: *Production*

This unit focuses on an analysis of production systems in terms of physical, biological, social and economic factors and time. A scientific approach to investigating aspects of production is also included. The role of production systems in adding value to products is explored through an agricultural or horticultural business. Specified areas of study are Biological Factors in Agriculture and Horticulture and Production Systems and Processes

Unit 3 Description: *Technology, Innovation and Business Practices*

Technology in this study refers to the equipment and processes that can be used to maintain and enhance efficiency and effectiveness of agricultural and horticultural systems. To achieve sustainable systems, operators need to be aware of the available range of equipment and processes that may be used in their business. Specified areas of study are Current Technology, New and emerging Technology and Business Design.

Unit 4 Description: *Sustainable Management*

This unit focuses on the management of agricultural/horticultural systems within the context of ecological sustainability. It takes a holistic approach to issues associated with land, plant and animal management. Specified areas of study are Business Plan Implementation and Evaluation, Sustainability in Agricultural and Horticulture and Resource Management and Maintenance.

Units 3 and 4 School assessed coursework:

Assessment tasks for this unit may include:

- annotated visual displays;
- website presentations;
- visual presentations including posters or multimedia presentations;
- tests (short answer, open book);
- short written reports (including laboratory report where appropriate);
- oral reports;
- practical demonstrations;
- production plan, costing and production records; and
- test examinations.

Contribution of Units 3 and 4 to study score:

Unit 3 School Assessed Coursework (SACs)	33%
Unit 4 School Assessed Coursework (SACs)	33%
End-of- year examination	34%

VCE BIOLOGY

Biology is the study of living things: it is about understanding the natural world. It involves the study of living organisms, how they work and the interactions of organisms with each other and their natural environments. You will acquire practical skills in field and laboratory biology and develop an understanding in terms of the social, economic, technological and personal contexts of biological science.

Unit 1 Description: *Unity and Diversity*

This unit examines cell structure and functional unit of the whole organism. It investigates the challenges that all life forms encounter for obtaining nutrients and water, a source of energy, excretion and reproduction. Students explore the diversity of organisms and how their structure and functioning of systems assist in maintaining their internal environment. Specified areas of study are: Cells in Action and Functioning Organisms

Unit 1 Outcomes:

Outcome 1: Investigation of functioning cells.

Outcome 2: Investigation of the relationship between organisms and how organisms meet their requirements for life.

Unit 2 Description: *Organisms and their environment*

This unit examines the relationship between living things and their environment. Students investigate how features possessed by organisms affect their fitness and reproductive success. Students investigate how technologies are being applied to monitor natural ecosystems and to manage the environment. Specified areas of study are: Adaptations of Organisms and Dynamic Ecosystems.

Unit 2 Outcomes:

Outcome 1: Investigation of the relationship between environmental factors and adaptations.

Outcome 2: A field investigation of the interactions between living things and the environment.

Unit 3 Description: *Signatures of Life*

This unit examines the molecules and biochemical processes that are indicators of life. They consider the universality of DNA and investigate its structure. Students investigate the significant role of proteins in cell functioning. They investigate how cells communicate and the technological advances that have contributed to our knowledge and understanding of molecular biology. Specified areas of study are: Molecules of Life and Detecting and Responding.

Unit 3 Outcomes:

Outcome 1: Practical investigations related to biochemical processes.

Outcome 2: Investigation of coordination and regulation of organisms' immune responses to antigens.

Unit 4 Description: *Continuity and Change*

Students examine evidence for evolution of life forms over time. They examine the universality of DNA and conservation of genes. Students study how genes are transmitted from one generation to the next. They examine the interrelationships between biological, cultural and technological evolution. Specified areas of study are: Heredity and Change over time.

Unit 4 Outcomes:

Outcome 1: Analysis of evidence for the molecular basis of heredity and patterns of inheritance.

Outcome 2: Investigation and evaluation of evidence for evolutionary change and evolutionary relationships.

Contribution of Units 3 and 4 to study score:

Unit 3 School Assessed Coursework (SACs)	17%
Unit 3 Exam (mid-year)	33%
Unit 4 School Assessed Coursework (SACs)	17%
Unit 4 Examination (end-of-year)	33%

VCE BUSINESS MANAGEMENT

This study examines the various types of business organizations that operate within Australia and the ways in which people manage them. Students will study different sized firms, from the very small owner/manager type to the large corporation. The study is useful for students interested in any type of Business Studies/Management course.

Unit 1 Description: *Small Business Management*

This unit looks at the management of small business in Australia. Students will focus on generic business concepts, which apply to organisations that vary in size, complexity and the industry in which they operate. Full consideration will be made by the student of the wide range of activities related to the planning and operation of small business. Specified areas of study are Business concepts, Small business: decision making, planning and evaluation and Day to day operations.

Unit 1 Outcomes:

Outcome 1: Explain and apply a set of business concepts and relationships to a range of businesses.

Outcome 2: Apply small business management principles and practices and evaluate their effectiveness in various business situations.

Outcome 3: Explain and apply the day-to-day activities associated with the ethical and socially responsible operation of a small business.

Unit 2 Description: *Communication and Management*

This unit examines how management operates within a changing environment and how it responds to the forces of change, which it regularly meets in the commercial world. The unit also focuses on the importance that communication plays in the management process as well as investigating the crucial role of marketing public relations in the current marketplace. Specified areas of study are Communication in Business, Managing the Marketing Function and Managing the public relations function

Unit 2 Outcomes:

Outcome 1: Identify and explain a range of effective communication methods used in business

Outcome 2: Analyse effective marketing strategies and processes

Outcome 3: Apply and analyse effective public relations strategies and tactics

Unit 3 Description: *Corporate Management*

This unit a detailed examination is made of the role and importance of large-scale organizations to the Australian economy, focusing particularly on key elements of these organizations and the many roles that Managers play. Management styles, skills and competencies are studied critically along with the ways in which these managers manage change within the dynamic global environment. Specified areas of study are Large-scale Organizations in Context, Organisational Elements and the Role of Management and Operations Management

Unit 3 Outcomes:

Outcome 1: Identify and discuss major organisational elements and the role of management in large organisations

Outcome 2: Explain, analyse and apply management styles and skills to different situations

Outcome 3: Identify and evaluate the effectiveness of operations management

Unit 4 Description: *Managing People and Change*

This unit examines human resource management practices and processes within large-scale organizations in Australia. A thorough investigation of the operations practices and processes involved in large business is also covered. Specified Areas of Study are Human Resource Management and The Management of Change.

Unit 4 Outcomes:

Outcome 1: Identify and evaluate major practices and processes related to human resource management.

Analyse and initially discuss issues and trends related to change and the effective management of human resources

Outcome 2: Analyse and discuss the management of change in large organisations

Contribution of Units 3 and 4 to study score:

Unit 3 school-assessed coursework: 25 %

Unit 4 school-assessed coursework: 25 %

End-of-year examination: 50 %

VCE CHEMISTRY

Chemistry is the study of substances encountered in our everyday life. It enables us to understand how and why chemicals are being used and their effects on the environment. Successful completion of VCE Chemistry forms the basis for tertiary studies in a large number of courses such as Medicine, Dentistry, Pharmacy, Chemical Engineering, Nursing, Laboratory Technician and many more.

Unit 1 Description: *The Big Ideas of Chemistry*

The story of chemistry begins with the building of the Periodic Table. The electron configuration of an element, its tendency to form a particular bond type and its ability to behave as an oxidant or reluctant can all be linked to its position in the Periodic Table. Students study the models for metallic, ionic and covalent bonding. They consider the widespread use of polymers as an example of the importance of chemistry to their everyday lives. Students are introduced to the development and application of 'smart' materials. Developing new materials has escalated with the use of synchrotron science that explores particle behaviour at an ever-decreasing size. Specified areas of study are the Periodic Table and Materials.

Unit School assessed coursework:

Outcome 1: Investigation

Outcome 2: Investigation

Unit 2 Description: *Environmental Chemistry*

Living things on earth have evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Algae blooms, salinity, acid rain, depletion of ozone, photochemical smog, and global warming continue to have an impact on living things and the environment. Students will investigate how chemistry is used to respond to the effects of human activities on our environment. The principles and applications of green chemistry – benign by design – to processes and practices are included. The goal of these processes is to achieve hazard-free, waste-free, energy efficient synthesis of non-toxic products whilst maintaining efficiency. Specified areas of study are Water and The Atmosphere.

Unit 2 School assessed coursework:

Outcome 1: Investigation of equations

Outcome 2: Extended Experiment Investigation

Unit 3 Description: *Chemical Pathways*

In this unit students investigate the scope of techniques available to the analytical chemist. Chemical analysis is vital in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field, and the environmental chemist monitoring the health of a waterway. Specified areas of study are Chemical Analysis and Organic Chemical Pathways.

Unit 3 School assessed coursework:

Outcome 1: Extended experimental investigation

Outcome 2: Written report of a practical activity

Outcome 3: A response to stimulus material

Unit 4 Description: *Chemistry at Work*

In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Specified areas of study are Industrial Chemistry and Supplying and Using Energy

Unit 4 School assessed coursework:

Outcome 1: A summary report,

Outcome 2: Written report of a practical activity

Outcome 3: Analysis of second hand data

Contribution of Units 3 and 4 to study score:

Unit 3 School Assessed Coursework (SACs)	17%
Unit 3 Exam (mid-year)	33%
Unit 4 School Assessed Coursework (SACs)	17%
Unit 4 Exam (end-of-year)	33%

VCE DANCE

Unit 1 Description:

In this unit students explore the potential of the body as an instrument of expression. They learn about and develop technical and physical skills. Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe use of technical and physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes. They discuss cultural influences on their own dance backgrounds, and on the expressive intentions and movement vocabulary in their own dances.

Unit 1 School assessed coursework:

Outcome 1	Analysis Task
Outcome 2	Practical Assessment
Outcome 3	Practical Assessment
Outcome 4	Written Report

Unit 2 Description:

This unit focuses on expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement; time, space (including shape) and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others. Students are also introduced to pre-1930 dance tradition/s, style/s and/or works. Students describe the movement vocabulary in their own and others' dances by identifying expressive body actions and ways the elements of movement have been manipulated.

Unit 2 School assessed coursework:

Outcome 1	Analysis Task
Outcome 2	Practical Assessment
Outcome 3	Practical Assessment

Unit 3 Description:

This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the physical execution of a diverse range of body actions and use of technical and performance skills. Students also learn a group dance work created by another choreographer. The dance-making and performance processes involved in choreographing, rehearsing and performing the solo dance work, and learning, rehearsing and performing the learnt group dance work are analysed. The students also focus on developing an understanding of the ways choreographers of prescribed twentieth and/or twenty-first century solo dance works arrange selected movement vocabulary into related phrases and movement sections to create formal structures to communicate their expressive intention.

Unit 4 Description:

This unit focuses on choreography, rehearsal and performance of a unified solo dance work which has a beginning, development/s and resolution. When rehearsing and performing this work students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of performance skills. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the unified solo dance work.

Units 3 and 4 School assessed coursework:

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In Dance the student's level of achievement will be determined by school-assessed coursework, an end-of-year performance examination and an end-of-year written examination.

Contribution of Units 3 and 4 to study score:

Unit 3 school-assessed coursework:	15 %
Unit 4 school-assessed coursework:	10 %
End-of-year performance examination:	50 %
End-of-year written examination:	25 %

VCE DRAMA

Unit 1 Description:

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulate expressive skills in the creation and presentation of characters. They develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts. This unit also involves analysis of a student's own performance work and analysis of a performance by professional and other drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.

Unit 1 School Assessed Coursework:

Outcome 1	Practical Assessment
Outcome 2	Analysis Task
Outcome 3	A multimedia presentation
Outcome 4	Analysis Task

Unit 2 Description:

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Theatrical conventions appropriate to the selected performance styles are also explored. This unit also involves analysis of a student's own performance work as well as the performance of an Australian work that reflects aspects of the Australian identity, for example the indigenous voice, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, the urban and bush perspectives. In this unit, students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism.

Unit 2 School Assessed Coursework:

Outcome 1 and 2	Practical Assessment
Outcome 3 and 4	Analysis Task

Unit 3 Description:

This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Unit 4 Description:

This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

Units 3 and 4 School assessed coursework:

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In Drama the student's level of achievement will be determined by school-assessed coursework, an end-of-year performance examination and an end-of-year written examination.

Contribution of Units 3 and 4 to study score:

Unit 3 school assessed coursework:	30%
Unit 4 school assessed coursework:	10%
End-of-year performance examination:	35%
End-of-year written examination:	25%

VCE ECONOMICS

The study of economics focuses on decisions about how production occurs, how resources are allocated and how the proceeds of production are distributed. These are economic decisions taken by individuals, groups, businesses and governments, which not only affect the well-being of particular nations and their people, but also increasingly influence living standards regionally and globally. Decisions about the use of resources require an understanding of the interdependence of economic factors and outcomes of economic decisions. Economic, political and social forces influence economic decision making, the quality of which is fundamental to the overall well being of nations.

Unit 1 Description: *The Australian Economy*

The focus of this unit is the study of economic decision-making and economic issues of importance to the Australian economy in the twenty-first century. Specified areas of study are A Market System and Economic Issues.

Unit 1 School assessed coursework:

Assessment tasks for this unit may include essays, folio, test, report, analysis of current newspaper articles and statistical evidence, debates and examination.

Unit 2 Description: *Australia and the Global Economy*

The focus of this unit is the study of Australia's external relationships and economic issues of importance in the global economy in the twenty-first century. Specified areas of study are Population, Employment and Change and Global Economic Issues.

Unit 2 School assessed coursework:

Assessment tasks for this unit may include essay, debate, media review, folio, tests, case study, report, analysis of current newspaper articles and statistical evidence and examination.

Unit 3 Description: *Economic Activity and Objective*

The focus of this unit is the study of economic activity in Australia and the factors that affect the achievement of the objectives of the Australian economy. Specified areas of study are an Introduction to Microeconomics and The Market System and Resource Allocation.

Unit 3 School assessed coursework:

Outcome 1 Essay

Outcome 2 Multiple Choice and Structured Questions Test.

Unit 4 Description: *Economic Management*

The focus of this unit is the study of the management of the Australian economy, which concentrates on budgetary, monetary and microeconomic policy used by the Australian government. Specified areas of study are Macroeconomic Demand Management Policies and Aggregate Supply Policies.

Unit 4 School assessed coursework:

Outcome 1 Essay

Outcome 2 Examination

Contribution to Units 3 and 4 study score

Unit 3 school-assessed coursework: 25 %

Unit 4 school-assessed coursework: 25 %

End-of-year examination: 50 %

VCE ENGLISH

The study of English encourages the development of literate individuals capable of critical and imaginative thinking

Units 1 and 2 Description:

Reading and responding – Students read a variety of texts and analyse how written structures and features can be used to construct meaning. They explore the ways in which texts are open to different interpretations, and construct responses that are supported by detailed textual evidence.

Creating and presenting - Students read widely and examine the effects of form, purpose, audience and context on the author's choice of language and structure. Students use this knowledge to create a range of written pieces for a variety of audiences and purposes.

Using language to persuade – Students identify and discuss how language is used in persuasive media texts in order to position readers. Students also make use of persuasive language techniques in order to present their own point of view.

Unit 1 and 2 Outcomes:

Unit 1

Outcome 1: Identify and discuss key aspects of a set text, and construct a response in oral form.

Outcome 2: Create and present a range of texts, taking into account context, purpose and audience.

Outcome 3: Identify and discuss how language can be used to persuade readers and/or viewers.

Unit 2

Outcome 1: Identify and discuss key aspects of a set text, and construct a response in written form.

Outcome 2: Create and present a range of texts, taking into account context, purpose and audience.

Outcome 3: Identify and analyse how language is used in a persuasive text, and present a reasoned point of view in oral or written form.

Units 3 and 4 Description:

Reading and responding – Students read a range of literary texts to develop critical and supported interpretations. In identifying and analysing the values embodied in texts, students examine the ways in which readers or viewers are invited to respond.

Creating and presenting – Students explore texts and examine the choices made by authors in order to construct meaning. Students then draw on these ideas in the construction of their own written pieces.

Using language to persuade – Students analyse and compare the use of language in texts that debate a topical issue. Students then put forward their own sustained point of view making use of their understanding of persuasive language.

Units 3 and 4 Outcomes:

Unit 3

Outcome 1: Analyse how a text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

Outcome 2: Create written texts for a specified audience and purpose, considering form, language and context.

Outcome 3: Analyse the use of language in texts that present a point of view, and construct a point of view on a selected issue.

Unit 4

Outcome 1: Develop and justify a detailed interpretation of a selected text.

Outcome 2: Create written texts for a specified audience and purpose, considering form, language and context.

Contribution to Units 3 and 4 study score

Unit 3 School Assessed Coursework: 25%

Unit 4 School Assessed Coursework: 25%

End of year examination: 50%

VCE FOOD AND TECHNOLOGY

VCE Food and Technology focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation and prepare a Design Portfolio.

Unit 1 Description: Food Safety and Properties of Food

In this unit students study safe and hygienic food handling and storage practices to prevent food spoilage and poisoning, and apply these practices to the preparation of food. They also examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used. Specified areas of study are Keeping Food Safe and Food Properties and Preparation.

Unit 1 Outcomes:

Outcome 1 Explain and apply safe and hygienic work practices when storing, preparing and processing food.

Outcome 2 Analyses the physical, sensory, chemical and functional properties of key foods, and select, prepare and process foods safely and hygienically to optimise these properties using the design process.

School assessed coursework:

Can be a selection of any of the following:

- records of production,
- design briefs;
- tests;
- practical tests;
- written reports;
- oral reports; and
- Online publications.

Unit 2 Description: Planning and Preparation of Food

In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. They work both independently and as members of a team to research and implement solutions to a design brief. Specified areas of study are Tools, equipment, preparation & processing and Planning & preparing meals.

Unit 2 Outcomes:

Outcome 1 Use a range of tools & equipment to demonstrate skills & implement processes in the preparation, processes, cooking and presentation of key foods to maximise their properties.

Outcome 2 Use the design process individually & as a member of a team to plan and evaluate meals for a range of contexts safely & hygienically.

School-assessed coursework:

Can be a selection of any of the following:

- records of production;
- design briefs;
- tests;
- oral reports; and
- online publications.

VCE GEOGRAPHY

This study focuses on the geography of place and change. Each place on the Earth's surface possesses characteristics that make it unique and subject to change. Geographers investigate the changing pattern of places using a range of geographical resources and skills. They observe, describe, explain and analyse patterns of phenomena, which affect places at or near the surface of the Earth. Patterns of phenomena can be studied at a range of scales.

Unit 1 Description: *Natural Environment*

This unit investigates the geographical characteristics of natural environments and the ways in which they change. It investigates different aspects of places and the long and short-term changes generated by natural processes and human activities. Specified areas of study are Characteristics of Natural Environments and Changes in Natural Environments.

Unit 2 Description: *Human Environments*

This unit investigates the characteristics of rural and human environments, which are developed by human activities and their interaction with natural environments. Rural and urban environments are dynamic. They can be changed in the long or short term by advances in technology, individual and organizations' decisions as well as by natural and human processes and events. Specified areas of study are Characteristics of Human Environments and Change in Human Environments.

Unit 1 and 2 School assessed coursework:

- recording and reporting on data collected in the field;
- data processing and presentations-maps, graphs, annotated visual display;
- research reports;
- written responses; and
- tests/examination.

Unit 3 Description: *Regional Resources*

This unit investigates the characteristics of resources and the concept of a region. A resource is anything which occurs naturally or is created by humans, provided that people use it to satisfy a need or want. This study investigates processes and relationships that operate over various timeframes and the factors that determine development and use of regional resources. Specified areas of study are Use and Management of an Australian Water Resource and Use and Management of Local Resources.

Unit 3 School assessed coursework:

- data Analysis;
- practical work exercises;
- field trip report; and
- test.

Unit 4 Description: *Global Perspectives*

This unit investigates the geographic characteristics of global phenomena and their impact on people and places. Global phenomena are major natural or human events or processes that possess the capacity to affect the globe or significant parts of it and require more than a local or national response. Examples of global phenomena include the spread of human activities, El Nino, international tourism, climate change and the spread of telecommunications. As well as investigating the global scale of events or processes, it is also to be acknowledged that they have local and regional impacts. Specified areas of study are Global Phenomena and Global Responses.

Unit 4 School assessed coursework:

- data analysis;
- analysis of geographic data; and
- individual Report

Contribution to Units 3 and 4 study score

Unit 3 School-assessed coursework	25%
Unit 4 School-assessed coursework	25%
End-of-year Examination	50%

VCE HEALTH AND HUMAN DEVELOPMENT

Health and Human Development studies the physical, social, intellectual and emotional development of individuals throughout their lifespan. It promotes the understanding that nutrition plays a major role in influencing both health status and individual human development. The subject is particularly relevant to students interested in teaching, childcare, welfare, social work, nursing and dietetics. This subject is useful to all students in preparation for independent living.

Unit 1 Description: *The Health and Development of Australia's Youth*

In this unit students are introduced to the concepts of health and individual human development. Students identify issues that impact on the health and individual human development of Australia's youth. Specified areas of study are Understanding Health and Development, Youth Health and Development and Health Issues for Australia's Youth

Unit 2 Description: *Individual Human Development and Health Issues*

Individual human development is perceived as involving a series of orderly and predictable changes. Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development. This unit focuses on the lifespan stages of childhood and adulthood. Specified areas of study are The Health and Development of Australia's Children, Adult Health and Development and Health Issues.

Unit 1 and 2 School assessed coursework:

- data analysis
- media analysis
- reports-written and oral
- case Study
- end of Unit examination

Unit 3 Description: *Australia's Health*

This unit examines the burden of disease and analyses the inequities in health status attributed to biological, behavioural and social determinants of health and the role of nutrition in public health. This unit also evaluates the roles and responsibilities of both government and non-government initiatives designed to promote health in Australia. Specified areas of study are Understanding Australia's Health and Promoting health in Australia.

Unit 4 Description: *Global health and human development*

This unit examines the health of people in Australia and developing countries. The focus of the study is to evaluate a range of sustainable health care initiatives developed by governments and international agencies to optimize global health and sustainable development. Specified areas of study are Introducing Global Health and Human Development and Promoting Global Health and Human Development.

Unit 3 and 4 School assessed coursework:

- written response
- data analysis
- case study
- structured questions

Contribution to Units 3 and 4 study score

Unit 3 School-assessed coursework	25%
Unit 4 School-assessed coursework	25%
End-of-year Examination	50%

VCE HISTORY

History is the study of people; not only those who are famous but everyday people. It involves students in the study of events and looks at how we have been informed of these events. We do this by looking at film, newspapers, books, people's stories and art. Emphasis is placed on analysis and evidence. This prepares students for their future as they learn to analyse what we are told, how we are told and the way in which this affects society.

Unit 1 Description: *Twentieth Century History 1900 – 1945*

This unit focuses on European and American events during the first half of the 20th century. Throughout this period new forms of economic and political organization and cultural expressions, reflecting different responses to these changes, emerged. Topics covered include the Russian Revolution, the effects of the Great War, the Great Depression and the rise of Nazism. Specified areas of study are Crisis and conflict, Social life and Cultural expression

Unit 1 School assessed coursework:

These may include an introductory activity on Social History (Biographical exercise), Essay on the emergence of new political ideas and movements, Research activity on social life, Analytical exercise on cultural life and an Examination (end of unit).

Unit 2 Description: *Twentieth Century History Since 1945*

This unit provides the opportunity to investigate major themes and principal events of post-war history: The Cold War, The Vietnam War, the emergence of social movements such as the black civil rights movements, the peace movements and the troubles in Ireland. Specified areas of study are Ideas and political power, Social movements, The growth of internationalism and Cultural expression.

Unit 2 School assessed coursework:

These may include an Introductory activity on specific post World War 2 event, Essay on the emergence of new political ideas and movements (cold war), Research activity on social life, Analytical essay on cultural life and an Examination (end of unit).

Unit 3 Description: *Revolutions*

This unit deals with two areas. The first area involves an examination of the role of ideas, events, movements and leaders in the collapse of the old regime in France. The second looks at the emergence of a new society undergoing the changes of the French Revolution. Specified areas of study are Revolutionary ideas, movements and leaders and Creating a new society.

Unit 3 School assessed coursework:

These may include an Analytical exercise (graphical and document) and a Research Report.

Unit 4 Description: *Revolutions*

The first area of this unit is an evaluation of the extent to which the ideas of revolution in Russia were achieved. The second area of focus investigates the problems and conflicts encountered when initiating social and political change. Specified areas of study are Revolutionary ideas, events, movements and leaders and Creating a new society.

Unit 4 School assessed coursework:

These may include a Historiographical exercise, Essay on the creation of the new society and an End of year examination on units 3 and 4.

Contribution to Units 3 and 4 study score

Unit 3 SACs	25%
Unit 4 SACs	25%
End-of-year examination	50%

VCE INFORMATION TECHNOLOGY

Unit 1 Description: *Information Technology in Action*

This unit focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains. They also explore how their lives are affected by ICT strategies for influencing how ICT is applied. Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information. Specified areas of study are IT techniques, Data Management and ICT Issues

Unit 1 Outcomes:

Outcome 1 On completion of this unit the student should be able to transform existing printed information product into an on-screen information product to meet a specific audience need, evaluate the success of this information product, and explain its likely impact on the audience's skills or work practices.

Outcome 2 On completion of this unit the student should be able to solve an information problem by collecting data and using database management software to manipulate that data.

Outcome 3 On completion of this unit the student should be able to contribute collaboratively to the creation of an on-screen information product that presents an analysis of a contemporary ICT issue and substantiates a point of view.

Unit 2 Description: *Information Technology Pathways*

This unit focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal and clients' needs. They also examine how networked information systems are used within organisations. Specified areas of study are Programming and pathways, Networks and Tools, Techniques and Procedures.

Unit 2 Outcomes:

Outcome 1 On completion of this unit the student should be able to demonstrate progression in the ability to use a programming or scripting language, record the learning progress electronically, and explain possible career pathways that require the use of the software skills.

Outcome 2 On completion of this unit the student should be able to represent a networked information system within an organisation, and describe the way a specified set of data flows through the system, where it is stored, and where it is processed.

Outcome 3 On completion of this unit the student should be able to work collaboratively to design a solution and an information product for a client, taking into account client feedback, solve the information problem, and evaluate the efficiency and effectiveness of the solution and product.

Unit 3 Description: *IT Applications*

This unit focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace. Students acquire and apply knowledge and skills in solving information problems to assist in decision-making and in managing tasks and timelines. The solutions and information products should meet the specific needs of organisations such as sporting clubs, newsagencies, charities, or the needs of individuals. Students also explore how the capabilities of networked information systems support teams of workers or learners to solve problems and share knowledge. Specified areas of study are Problem Solving and Organisations: Networks and collaborative problem-solving.

Unit 3 Outcomes:

Outcome 1 Propose and apply project management and problem-solving strategies to produce a solution and an information product, using database management software, which meets the decision-making needs of a specific audience.

Outcome 2 Design, create and evaluate a prototype website that meets an organisation's needs of sharing knowledge and collaborative problem-solving within a virtual team environment, and explain the requirements of the networked information system that supports the use of this website.

Unit 4 Description: *IT Applications*

This unit focuses on how ICT is used by organisations to solve ongoing information problems and on the strategies to protect the integrity of data and security of information. Students develop and acquire knowledge and skills in creating solutions and information products using spreadsheet software that can be re-used in the future with new sets of data. When solving information problems, students apply all of the problem-solving stages: analysis, design, development, testing, documentation, implementation and evaluation. Students apply their ICT knowledge and skills to record their decision-making strategies when solving information problems and to reflect on the effectiveness of these strategies.

Students are required to use two types of software for Outcome 1: spreadsheet and web authoring or multimedia authoring. Specified areas of study are Organisations and information needs and Data and information security.

Unit 4 Outcomes:

Outcome 1 Use spreadsheet software to solve an ongoing information problem, taking into account the information needs of an organisation, and evaluate the effectiveness of their problem-solving strategies.

Outcome 2 Evaluate the effectiveness of the strategies used by an organisation to manage the storage, communication and disposal of data and information, and recommend improvements.

Contribution to Units 3 and 4 study score

Unit 3 SACs	25%
Unit 4 SACs	25%
End of year examination	50%

VCE INTERNATIONAL POLITICS

This is a newly redesigned course focusing on the political decisions and actions taken by individuals, groups, organisations and governments and the increasingly global impact of these decisions. International Politics will enable students to understand and reflect on contemporary national and international political issues, problems and events and the forces that shape them. The study offers students the opportunity to engage with key political, social and economic issues, to become more informed citizens, voters and participants in their local, national and international communities.

Units 1 and 2: International Politics

These units provide:

- an introduction to politics, government and international relations
- do not have a specifically Australian focus
- act as a foundation for both sets of 3 and 4 units.

Unit 1: Politics, Power and People

Unit 1 considers key concepts, processes and relationships within and between different political structures and systems. It introduces students to the study of politics by considering key concepts and ideas including representation, power and democracy. Students compare a democratic and non democratic system and consider leadership through the study of a post-World War II leader/s.

Unit 2: The Global Picture

Unit 2 considers international relations through a consideration of key concepts, organisations and contemporary international relationships. Students consider key concepts and events in contemporary international relations. Students investigate how a selected state (or group of states) exercises power internationally and a current international conflict/area of instability.

There are two possible choices for Units 3 and 4: National Politics or International Studies

Units 3 and 4: National Politics

Unit 3: Democracy in the Making

This unit provides students with an overview of Australia's system of government with its influences from the British and the United States systems. Students undertake a comparative study of the Australian and United States systems by considering values, ideologies, structures and institutions. They consider reforms to the Australian system to better fulfil democratic values.

Unit 4: The Challenge of Power

This unit considers influences on and challenges to Australian domestic and foreign policy making. Students investigate a domestic policy issue and key elements of Australia's foreign policy.

Units 3 and 4: International Studies

Unit 3: Global Issues and Conflicts

Unit 3 investigates recent global politics and incorporates a detailed examination of the concepts of globalisation and internationalism. The second area of study in this unit examines the nature of conflict in the post-Cold War world including a look at key concepts such as 'superpower', 'terror' and 'terrorism' post September 11.

Unit 4: International Relations

This unit focuses on the Asia-Pacific region and Australia's interaction with the international community. The Asia-Pacific Region unit specifically examines the concept of power and the way that states use power in their relations with each other as they pursue their national interest. The unit finishes with a study of Australian foreign policy that examines the nature of Australia's position in the region and the world.

Assessment

Student achievement of the outcomes in Units 1 and 2 will be based upon the student's performance on a number of assessment tasks. The variety of School-assessed Coursework tasks is the same for both National Politics and International Studies. To assess the student's performance on each outcome teachers can choose to use one or more assessment tasks.

For further information on International Politics, please visit

<http://www.vcaa.vic.edu.au/vce/studies/intpolitics/summary.html>

VCE LEGAL STUDIES

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society. Legal Studies 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 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.

Unit 1: Criminal law in action

The law influences all aspects of society – at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature. Following an overview of the law in general, this unit focuses on criminal law. 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

The civil law regulates the rights and responsibilities that exist between individuals, groups and organisations. If legal rights have been infringed, the aggrieved party may pursue legal action through the court system, through a tribunal, or by using one of the methods of dispute resolution. 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. Individuals can influence a change in the law by taking a case to court. Students focus on cases that have had a broader impact on the legal system and on the rights of individuals. Students develop an appreciation of the role played by such cases and undertake an analysis of relevant legal issues.

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. Central to the investigation of law-making is the role played by the Commonwealth Constitution. Students develop an understanding of the importance of the Constitution in their lives and on society as a whole, and undertake a comparative analysis with another country. They learn of the importance of the role played by the High Court of Australia in interpreting and enforcing the Constitution, and ensuring that parliaments do not act outside their areas of power nor infringe protected rights. Students investigate the nature and importance of courts as law-makers and undertake an evaluation of their effectiveness as law-making bodies. They also investigate the relationships that exist between parliaments and courts. Throughout this unit, students examine relevant cases to support their learning and apply legal principles to these cases.

Unit 4: Resolution and justice

The legal system provides mechanisms by which legal disputes of both a criminal and a civil nature can be resolved in a fair and just manner. Dispute resolution bodies such as courts and tribunals employ a range

of means and processes that enables the resolution of legal disputes. 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. Throughout this unit, students examine current or recent cases to support their learning, and apply legal principles to these illustrative cases.

ASSESSMENT

Units 3 and 4

Unit 3 School-assessed Coursework:	25 %
Unit 4 School-assessed Coursework:	25 %
End-of-year examination:	50 %

VCE LITERATURE

The study of Literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their own interpretations and those of others. The study encourages independent and critical thinking demonstrated through analytical and creative responses to a range of texts.

Unit 1 Description:

This unit focuses on the ways literary texts represent human experience. Students develop reading practices to deepen their understanding of a variety of texts.

Unit 1 School assessed coursework:

- Journal/Oral presentation.
- Imaginative composition.
- Film interpretation and analysis.

Unit 2 Description:

The focus of this unit is on critical responses to texts, deepening students' understanding of styles of narrative, characters, language and structures.

Unit 2 School assessed coursework:

- Creative interpretation and response
- Critical comparative essay
- Close analysis essay

Unit 3 Description:

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of the text affects meaning, the social, historical and cultural contexts of works, and the way views and values are represented in texts.

Unit 3 School assessed coursework:

- Views and values essay
- Analysis of a review
- Evaluation of a text adaptation

Unit 4 Description:

This unit focuses on creative and critical responses to texts. Students consider context, concerns, style and point of view in both the original text and in their re-created or adapted responses. They also develop their own interpretation of a text based on close analysis of set passages.

Unit 4 School assessed coursework:

Assessment tasks for this unit may include:

- Imaginative composition
- Close analysis essay

Contribution to Units 3 and 4 study score

Unit 3 School-assessed coursework	25%
Unit 4 School-assessed coursework	25%
End-of-year Examination	50%

VCE LOTE – FRENCH

The study of a language other than English contributes to a student's overall education, 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 the communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond. The study of French develops the ability to understand and use a language which is widely learned internationally, and which is the "lingua franca" of many global organizations and international events. The ability to use and understand French also provides a direct means of access to the rich and varied culture of francophone communities around the world.

Note: Students who participate in the French Exchange are expected to complete Units 1 and 2. There is no obligation to complete Units 3 and 4, although this is preferred.

UNIT 1-4 Descriptions: Common Areas Of Study

The areas of study for French comprise themes and topics, grammar, text types, vocabulary and various kinds of writing. They are common to all four units of the study. The themes and topics are used to demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks. There are three prescribed themes: The individual, The French-speaking communities & the Changing World. The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together they add a further layer of definition to the knowledge and skills required for the successful achievement of outcomes. The common areas of study have been selected to provide the opportunity to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Unit 1 Outcomes

Outcome 1: Establish and maintain a spoken or written exchange related to personal areas of experience by participating in an informal conversation or by producing a reply to a personal letter/fax/email.

Outcome 2: Listen to, read and obtain information from spoken and written texts by listening to spoken texts (e.g. conversations, interviews, broadcasts) and also by reading written texts (e.g. extracts, advertisements, letters) in order to obtain information to complete notes, charts or tables, in French or English. Outcome 3: Produce a personal response to a text focusing on real or imaginary experience by completing either an oral presentation, a review or an article.

Unit 2 Outcomes

Outcome 1: Participate in a spoken or written exchange related to making arrangements and completing transactions by producing either a formal letter, a fax, or an email or by participating in a role-play or an interview. Outcome 2: Listen to, read, and extract and use information and ideas from spoken and written texts by listening to spoken texts (e.g. conversations, interviews, broadcasts) and also by reading written texts (e.g. extracts, advertisements, letters) in order to reorganise information and ideas in a different text type. Outcome 3: Give expression to real or imaginary experience in spoken or written form by producing a journal entry, a personal account or a short story.

Unit 3 Outcomes

Outcome 1: Express ideas through the production of original texts by completing a personal or imaginative written piece. Outcome 2: Analyse and use information from spoken texts by responding to specific questions, messages or instructions, extracting and using the information requested.

Outcome 3: Exchange information, opinions and experiences by participating in a three- to four-minute role-play which focuses on the resolution of an issue.

Unit 4 Outcomes

Outcome 1: Analyse and use information from written texts by responding to specific questions, messages or instructions, extracting and using information requested.

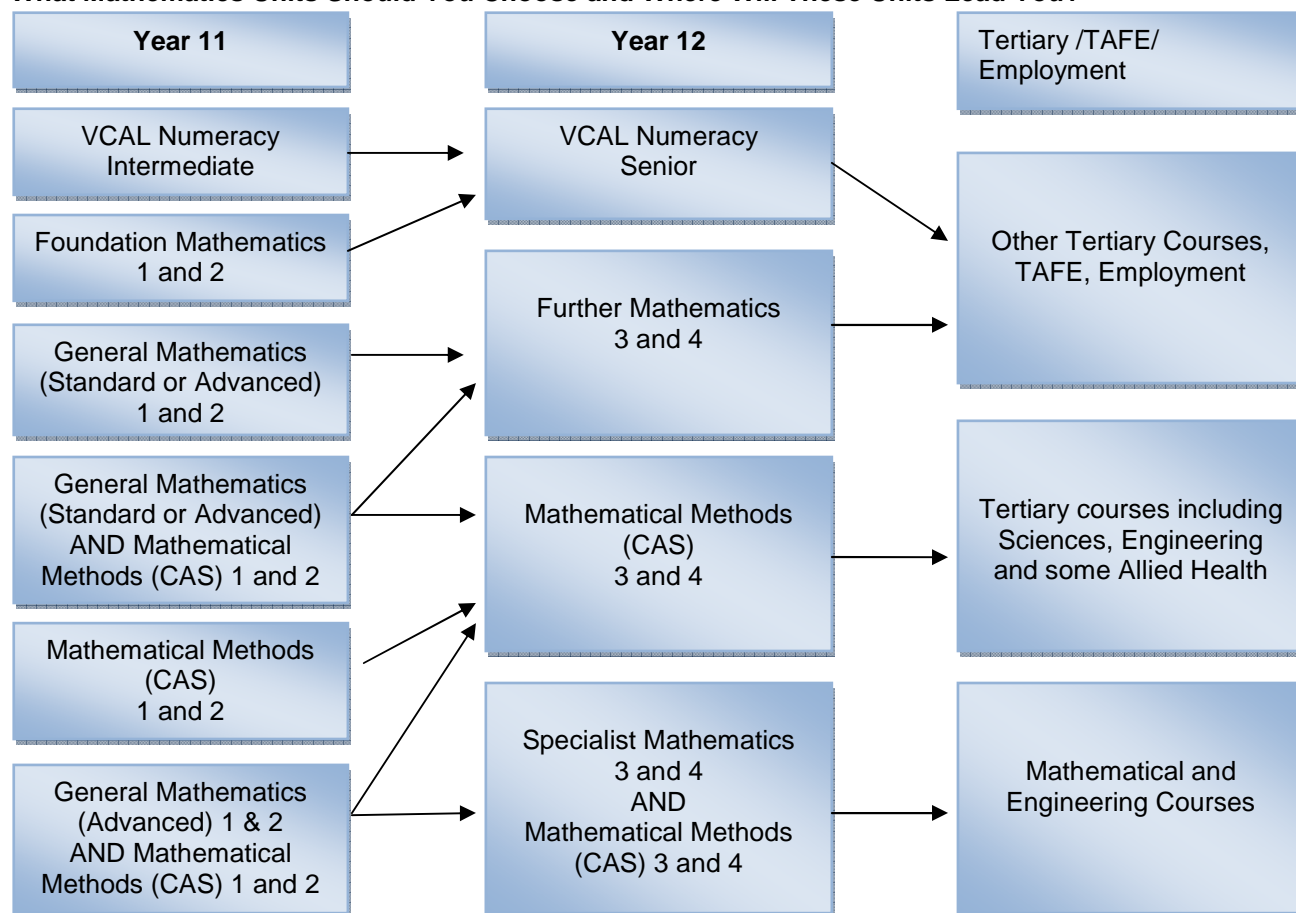
Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities by completing an informative, persuasive or evaluative written response such as a report, comparison or review and also participating in a three- to four-minute interview on an issue related to the texts studied.

Contribution to Units 3 and 4 study score

Unit 3 school-assessed coursework:	25 %
Unit 4 school-assessed coursework:	25 %
Examinations:	
oral component	12.5 %
written component	37.5 %

VCE MATHEMATICS UNITS

What Mathematics Units Should You Choose and Where Will These Units Lead You?



FOUNDATION MATHEMATICS

Units 1 and 2 Description:

Foundation Mathematics provides for the continuing mathematical development of students entering VCE. The course is for those who need to improve their mathematical skills to support their other VCE subjects, including VET studies, but they do not intend to undertake Units 3 and 4 Mathematics. There is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study. Specified areas of study are Space and Shape, Patterns in Numbers, Handling Data and Measurement and Design.

Units 1 and 2 School assessed coursework:

Assessment tasks for this unit may include:

- analysis tasks (tests);
- application tasks (Project – Investigation);
- application of technology; and
- examination.

GENERAL MATHEMATICS (STANDARD)

Units 1 and 2 Description:

General Mathematics (Standard) provides a broad course of study for a diverse group of students. Some students will not study mathematics beyond Units 1 and 2 and some will undertake Further Mathematics. Students with an astute mathematical ability and strong algebraic skills should consider taking General Mathematics (Advanced) as it may be a more suitable course. If you wish to study Specialist Mathematics (3 and 4) you should study General Mathematics (Advanced). Specified areas of study are Statistics and Probability, Linear Relations and Graphs, Arithmetic, Matrices, Trigonometry and Networks.

Units 1 and 2 School assessed coursework:

Assessment tasks for this unit may include:

- analysis tasks: (tests);
- application tasks (extended report) 1 per semester;
- application of technology; and
- examination.

GENERAL MATHEMATICS (ADVANCED)

Units 1 and 2 Description:

General Mathematics (Advanced) should be considered by the more mathematically astute students, especially those with strong algebra skills. The subject provides a rigorous course of study. This subject must be undertaken if you wish to study Specialist Mathematics at Year 12. Specified Areas of study are Geometry and Trigonometry (Coordinate geometry, Applications, Vectors), Arithmetic (Real and complex number systems, Matrices), Graphs of linear and non-linear relations and Kinematics.

Units 1 and 2 School assessed coursework:

Assessment tasks for this unit may include:

- analysis tasks: (tests);
- application tasks (extended report) 1 per semester;
- application of technology; and
- examination.

MATHEMATICAL METHODS (CAS)

Units 1 and 2 Description:

These units are designed to prepare you for all Units 3 and 4 Mathematics and later for tertiary studies including Engineering, Science and some Allied Health.

If you take Mathematical Methods (CAS), it is expected that you also study General Mathematics (Standard or Advanced). Students will be able to gain a better understanding of Mathematical Methods and Science (CAS) if it is taken in conjunction with General Mathematics. At the end of first semester, some students discontinue Mathematical Methods (CAS) and continue General Mathematics. If they are not already in a General Mathematics class they may find class size limits have been reached or that it runs in a block which interferes with their other studies. You must take both Mathematical Methods (CAS) and General Mathematics (Advanced) before you can do Specialist Mathematics (Units 3 & 4)..

Specified areas of study are Algebra, Linear, quadratic, trigonometric, and exponential functions and graphs, Probability and Calculus.

Units 1 and 2 School assessed coursework:

Assessment tasks for this unit may include:

- analysis tasks ;
- tests (technology and reference free);
- application tasks (extended report);
- application of technology; and
- examination.

Units 3 and 4 Description:

These units follow on directly from Mathematical Methods (CAS) (Units 1 and 2). They are intended to provide a suitable foundation for tertiary studies such as Engineering, Science and some Allied Health Sciences. You may take these units on their own or with Further Mathematics (Units 3 and 4) or Specialist Mathematics (Units 3 and 4). Specified areas of study are Functions and graphs, Algebra, Calculus and Probability.

Units 3 and 4 School assessed coursework:

Assessment tasks for this unit may include:

- analysis tasks: (tests/examinations);
- application tasks (extended report); and
- two external examination.

Contribution to units 3 and 4 study score

Unit 3 School assessed coursework:	20%
Unit 4 School assessed coursework:	14%
Two end of year examinations	66%

FURTHER MATHEMATICS

Unit 3 and 4 Description:

These units are designed to follow on directly from completed General Mathematics (Standard or Advanced) either in Year 10 or Year 11. They are intended to provide a broad base of Mathematical

experience which is considered suitable for employment or tertiary studies where mathematics is a supporting subject but not the main focus of the course. You may take these units on their own or with Mathematical Methods (CAS) Units 3 and 4. Specified areas of study are univariate data and bivariate data, regression and data transformation, time series, number patterns, networks and decision mathematics and matrices.

Units 3 and 4 School assessed coursework:

Assessment tasks for this unit may include:

- analysis tasks: (tests/examinations);
- application tasks (extended report); and
- two external examination.

Contribution to units 3 and 4 study score

Unit 3 School assessed coursework:	20%
Unit 4 School assessed coursework:	14%
Two end of year examinations	66%

SPECIALIST MATHEMATICS

Unit 3 and 4 Description:

These units are designed to prepare you for a tertiary course in Mathematics and Engineering. You must take Mathematical Methods (CAS) 3 and 4 in conjunction with Specialist Mathematics 3 and 4.

Specified areas of study are functions, relations and graphs, algebra, calculus and vectors and mechanics.

Units 3 and 4 School-assessed coursework:

Assessment tasks for this unit may include:

- analysis tasks: (tests/examinations);
- application tasks (extended report); and
- two external examination.

Contribution to units 3 and 4 study score

Unit 3 School assessed coursework:	20%
Unit 4 School assessed coursework:	14%
Two end of year examinations	66%

VCE MEDIA

The media has a significant impact on people's lives. They influence the way we spend our time and help shape the way we see the world and ourselves. In Media student's will explore how films, TV programs, and other media products are constructed and the relationship between the media and society and students will construct your own media products using video and 35mm still cameras, digital cameras and computer software. Media complements a range of programs in the humanities, communications, arts and graphics areas.

Unit 1 Description: *Representation and Technology*

The main purpose of this unit is to develop an understanding of the relationship between the media, technology, and the representations present in media forms. The unit involves the study of the implications of media technology for the individual and society through practical submissions across several media including video, black and white and digital photography. Specified areas of study are Representation, Technologies of Representation and New Media.

Unit 1 Outcomes:

Outcome 1 Description of the construction of specific representations in the media.

Outcome 2 Production and comparison of representation technologies.

Outcome 3 New Media use and implications and investigations.

Unit 2 Description: *Media Production & The Australian Media Industry*

The purpose of this unit is to enable students to develop an awareness of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills within specific stages of production activities of their choice. Students also analyse the contexts within which Australian media production takes place. Specified areas of study are Media production, Media industry production and Australian media organisations.

Unit 2 Outcomes:

Outcome 1 Media Production.

Outcome 2 Analysis of industry production issues.

Outcome 3 Investigation of Australian media organisations.

Unit 3 Description: *Narrative and Media Production Design*

The main aim of this study is to enable students to develop an understanding of production and story elements and the role and significance of narrative organisation in fictional media texts. In this context students also consider how production and story elements structure narratives to engage an audience. Specified areas of study are Narrative, Media production skills and Media production design.

Unit 4 Description: Media Process, Social Value and Media Influence

The main purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Students also develop an understanding of the role of social values in the construction of media texts and critically analyse issues raised about the role and influence of the media. Specified areas of study are Media Process, Social Values and Media Influence.

Unit 3 and 4 Outcomes:

Outcome 1 Analysis of the nature and function of production and story elements in fictional media texts and how combinations of these elements structure the narrative to engage an audience.

Outcome 2 Use of a range of technical equipment, applications and media processes to present ideas, achieve effects and explore aesthetic qualities in production design plan specification areas appropriate to a media form.

Outcome 3 Prepare a media production design plan incorporating the specifications appropriate for the chosen media product.

Outcome 4 Produce a media product for an identified audience from the media production design plan prepared by the student in Unit 3.

Outcome 5 Discuss the ways in which social values shape the content of media texts and analyse how social values are reflected in a text.

Outcome 6 Theories of media influence and analyse debates about the nature and extent of media influence.

Contribution to Unit 3 and 4 study score

Unit 3 School-assessed coursework:	8 %
Unit 4 School-assessed coursework:	12 %
Units 3 and 4 School-assessed task:	35 %
Units 3 and 4 End-of-year examination:	45 %

VCE MUSIC PERFORMANCE

What is Music Performance All About?

These units focus on building performance and musicianship skills. Students are able to present solo and group performances using one or more instruments, however, one must be chosen as the main instrument. Students need to take private lessons with an instrumental teacher at the College, or, by negotiation, with a private teacher.

Note: For solo and group performances, Learning Outcomes may involve evening and/or weekend concerts.

In each unit the following areas of study are covered:

1. **Performance:** Students develop knowledge and skills that are required to present engaging performances.
2. **Performance Technique:** Students study scales, arpeggios and exercises that will enhance their performances. They develop their sight reading and/or improvisation skills.
3. **Musicianship:** Students build their knowledge and skills in music theory, aural comprehension and music analysis

Unit 1 Outcomes:

Outcome 1 Performance of contrasting solo and group works, technical work and unprepared performance.

Outcome 2 An analysis of how technical work can support their development as a musician.

Outcome 3 Recognition vocally, aurally, and with notation of scales, intervals, chords, rhythms, melodies, and instruments used in combination.

Unit 2 Outcomes:

Outcome 1 Performance of contrasting solo and group works, technical work and unprepared performance.

Outcome 2 An analysis of how technical work can support their development as a musician.

Outcome 3 Recognition vocally, aurally, and with notation of scales, intervals, chords, rhythms, melodies, and instruments used in combination.

Outcome 4 Composition and/or improvisation exercises.

Unit 3 Outcomes:

Students will chose whether they will present their end-of-year performance examination program as a member of a group OR as a **soloist**.

Outcome 1 Performance of contrasting solo and group works.

Outcome 2 Performance of technical work and unprepared performance.

Outcome 3 Recognition vocally, aurally, and with notation of scales, intervals, chords, rhythms, melodies, and instruments used in combination.

Unit 4 Outcomes:

Outcome 1 Performance of contrasting solo and group works.

Outcome 2 Performance of technical work and unprepared performance.

Outcome 3 Recognition vocally, aurally, and with notation of scales, intervals, chords, rhythms, melodies, and instruments used in combination

Contribution to units 3 and 4 study score

Unit 3 School-assessed coursework	20%
Unit 4 School-assessed coursework	10%
End-of-year Solo performance examination	50%
End-of-year Aural and written examination	20%

MUSIC INVESTIGATION

What is Music Investigation all about?

Music Investigation allows students to choose a Focus Area of personal interest and to complete performances and research specific to this area.

Students are strongly recommended to undertake Units 3 and 4 Music Performance before or in the same year as they undertake Units 3 and 4 Music Investigation. Music Investigation Units 3 and 4 are designed for students with considerable music experience.

Students electing to undertake this study choose whether they will present their end-of-year performance examination as a member of a group OR as a soloist.

Units 3 and 4 Description: AREAS OF STUDY

In each unit the following areas of study are covered:

1. **Investigation:** Students select and describe a Focus Area and research issues relevant to performance practice in that Focus Area.
2. **Composition/Improvisation/Arrangement:** Using their research findings from Area 1 (Investigation) students undertake a variety of tasks to explore the characteristic features of repertoire from their Focus Area
3. **Performance:** Students plan, prepare, rehearse and perform a program of works representative of the Focus Area.

The areas of study in Unit 4 build on the knowledge and skills developed in Unit 3.

Unit 3 Outcomes:

Outcome 1 A report that discusses characteristics, techniques and performance practices of works representative of a Focus Area.

Outcome 2 Creation of a folio of compositions/arrangements or a set of recorded improvisations that demonstrate an understanding of the Focus Area.

Outcome 3 A performance of music works that communicate an understanding of the Focus Area

Unit 4 Outcomes:

Outcome 1 A report that evaluates their interpretive approach to a program of music works.

Outcome 2 Creation of a composition, improvisation or arrangement of a music work that uses characteristics and performance techniques relevant to the Focus Area

Outcome 3 Demonstration of performance techniques, technical work and exercises relevant to preparing for a program of works relevant to the Focus Area.

Contribution to Units 3 and 4 study score

Unit 3 School-assessed coursework	25% (Report 20%, Performance 5%)	
Unit 4 School-assessed coursework	25% (Composition/improvisation/arrangement Performance techniques 5%)	20%
End-of-year Solo performance examination	50%	

VCE PHILOSOPHY

Philosophy provides students with the opportunity to read and understand some of the powerful ideas that have shaped our culture. This course introduces students to methods of philosophical argument and analysis, and their application to contemporary issues. The study also focuses on philosophers and philosophical ideas at different stages in history.

Unit 1 Description: *Existence, knowledge and reasoning*

What is the nature of reality? How can we achieve certain knowledge? These are some of the questions which have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical problems through active, guided investigation, and critical discussion of two key areas of philosophy: epistemology and metaphysics.

Unit 2 Description: *Ethics and philosophical investigation*

This unit engages students in philosophical investigation and critical discussion of two key areas of philosophy, developing their abilities to analyse the reasoning of others and to formulate logical responses to philosophical questions. Students apply philosophical methods as they analyse problems, develop independent ideas, and explain and defend their views in philosophical exchanges with others, evaluating viewpoints and arguments.

Unit 3 Description: *The good life*

This unit considers the perennial question of what it is for a human to live well. What is the nature of happiness? What is the role of pleasure in the good life? What does the good life have to do with being morally decent to other people? The areas of study cover two different periods in which questions such as these have been at the forefront of discussion. Texts by both ancient and modern philosophers have had a significant impact on contemporary western ideas about the good life. Students critically compare the viewpoints and arguments in set texts from both these periods to their own views on how we should live, to contemporary experience, and to ideas about the good life presented in a range of other sources.

Unit 4 Description: *Mind, science and knowledge*

This unit explores two areas of contemporary philosophical debate and their historical development. It involves the study and evaluation of viewpoints and arguments in these debates that occur in the set texts, and the relationship between the contemporary and historical arguments. The first area of study looks at a topic from metaphysics: What is the mind? The second considers a topic from epistemology: Does science provide us with knowledge? Since it is by using our minds as well as our senses that we are capable of acquiring knowledge, and since philosophy suggests that what we can know will influence what we think the mind is, these two questions are interrelated.

Units 3 and 4 School assessed coursework:

Assessment tasks for this unit may include:

- essay (at least one for Unit 3 and 4);
- short-answer responses;
- test / examination;
- written analysis;
- written exercises;
- written reflection;
- presentations (oral, multimedia); and
- Dialogue (oral, written).

Contribution to Units 3 and 4 study score

Unit 3 School-assessed coursework:	25 %
Unit 4 School-assessed coursework:	25 %
End-of-year examination:	50 %

VCE PHYSICAL EDUCATION

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It provides the integration of theoretical knowledge and practical application through participation. The study prepares students for such fields of study as human movement, nursing or physiotherapy as well as providing valuable knowledge and skills for participating in their own sport and physical activity pursuits.

Please note: Unit 3 / 4 Physical Education is 80% theory and 20% practical based.

Unit 1 Description: *Bodies in Motion*

In this unit students look at how the body systems work together to produce movement and analyse this motion using biochemical principles. Through practical activities students explore the relationships between the body systems and physical activity. Students apply biomechanical principals to improve and refine movement. In this unit students will also look at injury prevention and rehabilitation.

Unit 1 School-assessed coursework:

Assessment tasks for this unit may include:

- written report;
- test / examination;
- laboratory reports;
- data analysis; and
- case study.

Unit 2 Description: *Sports Coaching and Physically Active Lifestyles*

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. They explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome.

Unit 2 School-assessed coursework:

Assessment tasks for this unit may include:

- written report;
- test / examination;
- oral presentation;
- laboratory reports; and
- data analysis.

Unit 3 Description: *Physical Activity Participation and Physiological Performance*

This unit focuses on patterns of physical activity and the National Physical Activity Guidelines. Using various subjective and objective methods, students assess their own and others' activity levels. Students will then analyse the advantages and limitations of these various methods. Throughout the unit students will look at physical activity promotion in schools, community settings and the workforce. Students investigate the contribution of energy systems to performance in physical activity and the multi-factorial causes of fatigue. They consider different strategies used to delay and manage fatigue and to promote recovery.

Unit 3 School-assessed coursework:

Assessment tasks for this unit may include:

- written report;
- data analysis;
- test / examination;
- practical laboratory reports; and
- case study.

Unit 4 Description: *Enhancing Physical Performance*

This unit focuses on fitness components and assessment of fitness. Students will consider the ways in which fitness can be improved by the application of appropriate training principles and methods. This will be achieved through participation in activity, data collection, fitness testing and fitness training. Throughout the unit students will examine how individuals adapt both physically (training response) and mentally (physiological factors) to a training program. Specified areas of study are Planning, implementing and evaluating a training program and Performance enhancement and recovery practices.

Unit 4 School-assessed coursework:

Assessment tasks for this unit may include:

- laboratory reports;
- written report / of a six week training program;
- test;
- folio;
- data analysis; and
- case study.

Contribution to Units 3 and 4 study score

Unit 3 School-assessed Coursework: 25 %

Unit 4 School-assessed Coursework: 25 %

End-of-year examination: 50 %

VCE PHYSICS

Physics is about studying phenomena that are all around us and trying to understand how these things work. We study things that seem to just happen, like light and sound; and try to work out where these things come from and how they travel. We also need to apply the principles of physics to practical situations such as sports and energy production. The study of Physics will enable students to pursue a range of careers from medicine to engineering to electronics.

Unit 1 Description: *Radioactivity and Electricity and Electric Circuits*

In this unit students will use conceptual models to describe and explain observed physical phenomena. These models will be developed within the areas of study (1) Electricity and Electric Circuits (2) Nuclear and radioactivity physics. Understanding of electricity and circuit analysis will be broadened using a theoretical and practical approach. A detailed study on nuclear energy will also be presented. Specified areas of study are Electricity and Electric Circuits, Nuclear and radioactivity physics and Nuclear energy.

Unit 1 School-assessed coursework:

Assessment tasks for this unit may include:

- test/Examination;
- assignments;
- experimental investigations; and
- practical activities.

Unit 2 Description: *Motion, Wavelike Properties of Light, and Astrophysics*

In this unit students further develop their understanding of physics through the application of models to more complex phenomena. Models of light and its interaction with matter are presented. Newtonian ideas of motion will be extended to a greater range of movements and more abstract ideas. A detailed study on Astrophysics will also be presented. Specified areas of study are Movement, Wavelength properties of light and Astrophysics.

Unit 2 School-assessed coursework:

Assessment tasks for this unit may include:

- test/examination;
- assignments;
- experimental investigations; and
- practical activities.

Unit 3 Description: *Motion, Electronics, Photonics, Structure and Materials*

This unit focuses on ideas that underpin much of the technology found in areas such as communications, commerce and industry. Students will study motion in one and two dimensions, electronics and photonics together with investigating structure and materials. Specified areas of study area Motion in one and two dimensions, Electronics and Photonics and Investigating structures and materials.

Unit 3 School-assessed coursework:

Assessment tasks for this unit may include:

- test/examination;
- reports; and
- experimental work

Unit 4 Description: *Light and Matter, Electric Power and Recording and Reproducing Sound*

In unit 4, students will consider models to explain complex interactions of light and matter. A field model is applied to the generation of electric power. A detailed study on recording and reproducing sound is presented. Specified areas of study area Electric Power, Interaction of Light and Matter and Recording and Reproducing Sound.

Unit 4 School-assessed coursework:

Assessment tasks for this unit may include:

- test/examination;
- reports; and
- experimental work

Contribution of Units 3 and 4 to study score:

Unit 3 School-assessed Coursework (SACs)	17%
Unit 3 Examination (mid-year)	33%
Unit 4 School Assessed Coursework (SACs)	17%
Unit 3 Examination (end-of-year)	33%

VCE PRODUCT DESIGN AND TECHNOLOGY: TEXTILES OR WOOD

Product Design and Technology is based on changing ideas into functional and attractive products. Students develop the knowledge and skills related to working with a client putting a folio together and making products. The folio includes different drawing styles, research and evaluations. A range of tools and equipment are safely used make the product and the social, environmental and economic issues related to the materials are covered. The subject has 3 main parts: a folio, making a product and understanding the links between design and industry. The course is seen as two years because the knowledge and skills gained in Units 1 & 2 (Year 11) are critical to Units 3 & 4 (Year 12).

Unit 1 Description: *Product re-design and sustainability*

The focus is on modification and improvement of a product design. Students examine an existing product and how it meets the needs of a user. Students write a design brief and explain how it will be modified and improved. One of the alterations should aim to improve the product's sustainability.

Unit 1 Outcomes:

Outcome 1: Product re-design for improvement. Re-design of a product using suitable materials to improved aesthetics, function, quality, including consideration of sustainability.

Outcome 2: Producing and evaluating a re-designed product. Use and evaluate materials, tools, processed to make a re-designed product and compare it with the original.

Unit 2 Description: *Collaborative design*

Students work in teams to design and develop and make an item in a product range focusing on human needs and wants; function, purpose and context of product design; aesthetics; materials and sustainability. Students gain inspiration from an historical design movement.

Unit 2 Outcomes:

Outcome 1: Designing within a team. Design and plan a product in response to a design brief based on a common theme, both individually and within a team.

Outcome 2: Producing and evaluating a collaboratively designed product that can be part of a range. Justify, manage and use materials and tools to make a product and evaluate it, individually and as a member of a team against a design brief.

Unit 3 Description: *Applying the product design process*

Using the Product design process students design and develop a product that meets the needs and expectations of the client. A range of factors are studied including purpose, function; human centred design; innovation and creativity; sustainability, etc. A design brief is written to meet client needs, which include drawings and related research.

Unit 3 Outcomes:

Outcome 1: The designer, client and/or end-user in product development. Students explain the roles of the designer, client. The Product design process is understood and followed.

Outcome 2: Product development in industry. Explain and analyse influences on the design, development and manufacture of products within an industrial setting.

Outcome 3: Designing for others. Presentation of a folio that documents the Product design process used to meet the needs of a client, and start production of a product.

Unit 4 Description: *Product development and evaluation*

Evaluations are made at various points of product design, development and production. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle are analysed and evaluated.

Unit 4 Outcomes:

Outcome 1: Product analysis and comparison. Compare, analyse and evaluate similar commercial products, taking into account a range of factor.

Outcome 2: Product manufacture. Make a product safely, managing time and resources.

Outcome 3: Product evaluation. Evaluate the design, planning and production activities.

Contribution of Units 3 and 4 to study score:

Unit 3 school-assessed coursework:	12%
Unit 4 school-assessed coursework:	8%
School-assessed task:	50%
End-of-year examination:	30%

VCE PSYCHOLOGY

Psychology is the systematic study of mental processes, and behaviour. It is a chance to enhance students understanding of themselves and others. Students will explore the different factors that influence thought, emotions and behaviour. They will develop skills in psychological research, and an appreciation of ethical considerations in this research. The study of psychology leads to a range of careers that involve working with children, adults, families and communities.

Unit 1 Description: *Introduction to Psychology*

This unit is designed to enable students to understand psychology as a science. It focuses on exploring how research has informed different psychology perspectives used to explain human behaviour, including visual perception. This unit also explores a range of psychological development theories related to different stages throughout the lifespan. Specified areas of study are What is Psychology and Lifespan Psychology.

Unit 1 Outcomes:

Outcome 1 Explore how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives

Outcome 2 Explore a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

Unit 2 Description: *Self and Others*

This unit focuses on how attitudes are formed and changed and investigates the factors that affect the behaviour of individuals and groups. The unit also compares different theories of intelligence and personality, and the different methodologies used in the measurement of these. Specified areas of study are Interpersonal and group behavior and Intelligence and personality.

Unit 2 Outcomes:

Outcome 1: Explain how attitudes are formed and changed and discuss the factors that affect the behaviour of individuals and groups.

Outcome 2: Compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.

Unit 3 Description: *The Conscious Self*

This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Specified areas of study are Mind, brain and body and Memory.

Unit 3 Outcomes:

Outcome 1: Explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of selected studies and brain research methods to the investigation of brain function.

Outcome 2: Compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory.

Unit 4 Description: *Brain, Behaviour and Experience.*

This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. The overall quality of functioning of the brain depends on experience, and its plasticity means that different kinds of experience change and configure the brain in different ways. Specified areas of study are Learning and Mental Health.

Unit 4 Outcomes:

Outcome 1: Explain the neural basis of learning, and compare and contrast different theories of learning and their applications.

Outcome 2: Differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress, simple phobia and a selected mental disorder.

Contribution of Units 3 and 4 to study score:

Unit 3 School-assessed Coursework (SACs)	17%
Unit 3 Examination (mid-year)	33%
Unit 4 School-assessed Coursework (SACs)	17%
Unit 4 Examination (end-of-year)	33%

VCE RELIGION & SOCIETY UNITS 3 & 4

The focus in this study is the religious tradition of Catholicism. Student's learning begins with the study of distinctive Catholic beliefs and the meaning that these beliefs can bring to significant life experiences. Various aspects of Catholicism - including the interplay between religious beliefs and significant life experiences, and religious challenges and responses - then remain the focus of our study throughout the year.

Completion of Religion and Society Units 1 and 2 is not a prerequisite, nor is prior knowledge of Catholicism. This subject does, however, require highly developed reading skills and a significant workload (as befits any 3 / 4 sequence).

Unit 3 Description: *The Search for Meaning*

In this unit students begin by studying the religious beliefs developed by one or more than one religious tradition in response to the big questions of life. They explore the ways in which these religious beliefs create meaning for religious traditions and their members. The religious beliefs of any religion arise from the beliefs held about ultimate reality, and these in turn inform particular beliefs about human existence; about its meaning, purpose and destiny. Religious beliefs may be expressed through the other aspects of religion, such as myths and other stories, sacred texts and other religious writings (such as formal creeds), rituals, symbols, social structures, ethical principles and oral or written codes of behaviour, religious experience and spirituality.

Unit 3 Outcomes:

Students should be able to explain the nature, purpose and expression of religious beliefs generally and for one or more than one religious tradition.

Students should be able to analyse the maintenance of religious beliefs for continuity in religious traditions.

Students should be able to explain and draw conclusions about the interplay between religious beliefs and significant life experiences.

Unit 4 Description: *Challenge and Response*

In this unit students explore challenge and response in historical and contemporary contexts. Students investigate historical challenges to religious traditions arising internally and externally. They explore the challenge to religious traditions in contemporary pluralistic society for action on behalf of social justice and for assessment of new problems arising from social and technological change.

Unit 4 Outcomes:

Students should be able to analyse how one or more than one religious tradition/s responded to a significant historical internal or external challenge, and evaluate the outcome for the religious tradition/s.

Students should be able to analyse the interplay between religious beliefs and their developed vision of religious tradition/s for society in response to contemporary challenge.

Contribution to Units 3 and 4 Study Score

Unit 3 School-assessed coursework	25%
Unit 4 School-assessed coursework	25%
End-of-year examination	50%

VCE STUDIO ART

Studio Arts enables students to specialise in a particular chosen form of studio production. Students generate, explore, and communicate ideas through these specific studio forms and develop and use specialised skills through a range of media and techniques. The theoretical component of the study informs students' practice through an investigation of the development of selected studio forms, an examination of artists' working methods and a study of professional practices.

Unit 1 Description: *Artistic Inspiration and Techniques*

The focus of this unit is the investigation of sources of inspiration and the exploration of a wide range of materials and techniques as tools for translating ideas, observation and experiences into visual form. Specified areas of study are Inspiration and Investigation: focuses on investigating sources of inspiration and recording observations and ideas. Materials and Techniques: focuses on developing skills in using materials and techniques and in examining their application for artists from different times and locations.

Unit 1 Outcomes:

Outcome 1 Source ideas and inspiration and use a variety of methods to translate these into artworks.

Outcome 2 Explore and use a variety of materials and techniques to record and develop ideas and sources of inspiration.

Outcome 3 Discuss the way artists from different times and locations interpret sources of inspiration and use materials and techniques.

Unit 2 Description: *Design, Exploration and Concepts*

The focus of this unit is to establish and develop skills in the visual analysis of art works. Specified areas of study are Design Exploration: focuses on the development of design process methodology for the production of art works. Design Aesthetics: focuses on an analysis of the ways in which artworks are used to communicate ideas and develop style.

Unit 2 Outcomes:

Outcome 1 Develop a design process methodology to explore sources of inspiration and produce art works.

Outcome 2 Examine and discuss the ways in which design elements and principles, signs, symbols, and images are used.

Unit 3 Description: *Studio Production and Professional Practices 33% of Final Score.*

The focus of this unit is the implementation of the design process leading to the production of a range of solutions. Students use a work brief to define an area of exploration and apply a design process to explore and develop their ideas. Specified areas of study are Design Process: this area of study focuses on defining and determining an area of exploration and the development of art works through the application of a design process and the use of a work brief.

Professional Practices: this area of study focuses on traditional and contemporary practices of artists and the ways in which artists develop distinctive styles and approaches to subject matter.

Unit 3 Outcomes:

Outcome 1 Present an exploratory proposal that defines an area of exploration in a work brief, explores and develops the ideas described in the work brief and produces a range of potential solutions.

Outcome 2 Examine and discuss traditional and contemporary working practices in relation to a particular art form.

Unit 4 Description: *Studio Production and Industry Contexts 33% of Final Score.*

The focus on this unit is to produce a cohesive folio of finished art works and to gain an understanding of artists' involvement in the art industry. Studio Production: focuses on the production of a cohesive folio of a works developed from the design process and resolving the aims and intentions set out in the exploratory proposal formulated in Unit 3. Focus, reflection and evaluation: students to reflect on their folio producing an evaluation of the finished artworks and provide visual and written documentation of the selected potential directions used as the basis for the final artworks. Art industry contexts: This study focuses on the analysis of requirements and conditions of gallery environments.

Unit 4 Outcomes:

Outcome 1 Produce a cohesive folio of finished art works which has developed from a design process and which resolves the aims and intentions set out in the exploratory proposal formulated in Unit 3.

Outcome 2 Research, analyse, and evaluate roles and methods involved in the presentation of art works to an audience and discuss contemporary art industry issues.

Contribution to Units 3 and 4 Study Score

Unit 3 school-assessed task:	33 %
Unit 4 school-assessed task:	33 %
End-of-year examination:	34 %

VCE TEXT AND TRADITIONS

The study of VCE Texts and Traditions equips students to come to a deeper understanding of the relationship between religious traditions and the written texts which grow from and shape the traditions. There is much to be learned about religious traditions if they are examined in relation to the texts upon which they are founded. These texts become a touchstone to the tradition as the tradition develops and responds to changing circumstances.

Units 1 Description: *Texts in Traditions*

This unit examines the place of texts and their literary forms within a religious tradition. Story-telling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. This unit explores the importance of texts at the source of a tradition and how we might find and describe their meaning for the earlier and continuing tradition. The discovery of meaning in a religious text is known as exegesis which is the establishing the intended meaning of an author given the times in which the text was written. Students are introduced to basic methods of exegesis. This unit also explores how texts have been used by people both within and beyond the religious tradition as a means of bringing meaning to the text, or using the text to bring meaning to issues or ideas in a new cultural setting. This unit requires the study of texts in a variety of literary forms. The texts may come from one religious tradition or from a range of religious traditions.

Unit 1 Outcomes:

Outcome 1 Students should be able to recognise and explain different literary forms and analyse their role within a tradition's scriptures.

Outcome 2 Students should be able to apply basic exegetical methods against the cultural background in which the texts are located.

Outcome 3 Students should be able to discuss understandings and interpretations of sacred text.

Unit 2 Description: *Texts in Society*

In this unit texts are studied as a means of investigating themes such as justice, racism and gender roles. Therefore, the texts selected for study should be potential sources of ideas about these or other themes in society. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, religious and political institutions. For the investigation students consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, and the kinds of authority attributed to them by traditions. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them. In this unit, students also compare how texts from different religious traditions treat common social themes.

Unit 2 Outcomes:

Outcome 1 Understand the origin and development of selected texts that express a tradition's relationship to society.

Outcome 2 Students should be able to understand the type of authority that a tradition attributes to its sacred texts and how the text affects a tradition's relation to society.

Outcome 3 Students should be able to discuss the similarities and differences between the ways sacred texts of two or more religious traditions view a particular social theme.

School-assessed coursework:

Assessment tasks for this unit may include:

- summaries;
- textual commentaries;
- essays;
- oral presentations; where appropriate, supported by multimedia presentations;
- short reports;
- exegetical exercises;
- comparative tables;
- Short-answer questions.

VCE VISUAL COMMUNICATION AND DESIGN

Visual Communication is a bridge between an idea and its intended audience. In the fields of Graphic Design, Fashion, Architecture, Industrial Design, Multimedia, Advertising and Marketing, Designers use text and images to communicate information to specific audiences. They work with clients, developing and refining ideas to find visual solutions for them. The study involves the use of freehand drawing and instrumental drawing conventions, design elements and principles. It also involves the application of a design process in response to the needs set down by a brief. Design software and other methods of image generation are used to create examples of visual communication.

Unit 1 Description: *Visual Communication*

Students will prepare instrumental drawings of objects and explore free-hand drawing from direct observation. The unit involves the study of a range of drawing methods, including Australian Standard conventions. Students develop practical skills in the application of design elements and principles and information and communications technology. The role of the design process in the production of visual communication is also studied. Specified areas of study are Instrumental Drawing, Freehand Drawing and Rendering, Design Elements and Principles and Design Process.

Unit 1 Outcomes:

- Outcome 1 An understanding of instrumental drawing systems
- Outcome 2 The use of free-hand drawings to develop rendered images
- Outcome 3 Application of design elements and principles to satisfy a specific purpose
- Outcome 4 An exploration of the Design process

Unit 2 Description: *Communication in Context*

Students develop and refine practical skills by generating images and developing them through freehand drawing, instrumental drawing and the use of information and communications technology. Students develop an awareness of how the design process facilitates exploration and experimentation and how information and ideas are communicated to specific audiences. Contemporary and historical example of visual communication will be explored. Specified areas of study are Representing and communicating form, Developing imagery, Developing visual communication solutions and Visual communication in context.

Unit 2 Outcomes:

- Outcome 1 Freehand and instrumental drawings to communicate form
- Outcome 2 Freehand drawing in the development of three-dimensional images
- Outcome 3 Application of the design process to develop a solution to a set task
- Outcome 4 Description and analysis of historical and contemporary examples of visual communication

Unit 3 Description: *Visual communication practices*

The main purpose of this unit is to enable students to develop an understanding of visual communication production through the application of the design process to satisfy specific communication needs. Within the unit, students consider existing visual communication and analyse and evaluate examples. Students will also investigate the production of visual communications in a professional setting and examine the nature of professional practice in the design and production of visual communications.

Unit 3 Outcomes:

- Outcome 1 Application of the design process in response to a communication need
- Outcome 2 Analysis and evaluation of the effectiveness of a range of visual communications
- Outcome 3 Examination of the roles and relationships within the context of professional practice

Unit 4 Description: *Designing to a brief*

The main purpose of this unit is to enable students to apply their knowledge of the components of the design process in the preparation of one design brief. Students apply their practical skills to the development and production of two distinct final visual communication presentations through application of the design process and based on the requirements of the brief.

Unit 4 Outcomes:

- Outcome 1 Prepare one brief that describes a client's communication need and specifies possible resolutions, and proposes two distinct final visual communication presentations suitable for a stated audience/s.
- Outcome 2 Prepare developmental work that explores design concepts relevant to the requirements of the brief developed for Outcome 1 and fulfils the requirements of that brief.
- Outcome 3 Produce two distinct final visual communication presentations that satisfy the requirements of the brief developed for Outcome 1.

Contribution to Units 3 and 4 Study Score

Unit 3 school-assessed coursework:	33 %
Unit 4 school-assessed task:	33 %
End-of-year examination:	34 %

FAITH IN ACTION (NON VCE)

“Faith in Action” is one of three options for Religious Education at Assumption College. As with the other two VCE options, Faith in Action reflects the fact that religious study is simply part of our nature as a Catholic school – it reflects who we are and what we do here. Faith in Action is not a VCE subject, it is simply an interesting unit for 4 periods per week, which does not count towards the VCE, but which does have academic rigour including exams, assessment tasks and a curriculum drawing on Diocesan texts and online resources for senior students.

This course will be based around the two key terms in its title: ‘Faith’ and ‘Action’. It will involve a detailed study of the core beliefs and teachings of the Catholic Church (with specific investigation of Catholic Social Doctrine and the inspiring, empowering and motivating force of Charisms). This learning will involve studying Scripture and various Church documents (e.g.: the Catechism and Papal Encyclicals).

This course will also involve studying the impact of faith on a person’s or group’s actions: in other words, it will require the investigation of how the beliefs of Catholic groups and individuals shape their decisions and actions (e.g.: Marist charism and the work of Marists around the world). It will explore challenges to just societies and the responses of religious groups to various challenges in our world.

Note:

VCAL students are encouraged to consider selecting this option as the project will enable them to meet their PDS requirements.

Key Content Areas:

- Catholic Core and Ancillary Beliefs including redemption, salvation and a study of Jesus
- Implications of religious beliefs in daily life – a study of ethics
- Catholic Faith and Morals platform
- World Religion
- Prayer and Meditation
- The human person as decision maker
- Happiness
- Respect for the body

Assessment:

A variety of assessment tasks will be used:

- Examinations;
- research Assignments (reports and essays);
- informative Presentations (requiring both audio and visual components); and

RULES FOR VET AND SBAT IN 2012

Students and parents please read and understand these rules. Speak to the Pathways Coordinator if you have any questions. SBAT students make sure you notify your employer NOW of the obligation days listed below that you are not able to work as you must attend ACK on these days. If you have TAFE on any of these days see Mrs. Fisher to assist you with making alternative arrangements for TAFE.

Attendance

Assumption College students must abide by the College's Code of Conduct whilst they are at TAFE, in the work place or with other relevant Registered Training Organizations. Failure to do so will result in the matter being referred to their House Coordinator.

Students will arrange with their subject teacher to sit any examinations that fall on a TAFE day on an alternative day. Students must attend all scheduled VET classes with the exemption of:

- Illness- in this instance a medical certificate is required;
- Retreat days Year 11 and Year 12;
- Assumption Feast Day; and
- Champagnat Day.

Please note that at times some TAFEs or RTOs may provide different information or advice regarding attendance. Please be reminded that you are an Assumption College student and therefore bound by ACK's policies, expectations and procedures.

No withdrawal from VET

VET courses run over all 4 terms. Students who undertake a VET course are committed to the full year. Students are **unable to change their mind** and pull out of their VET course once they have commenced. Some TAFEs allow two week probation where the student may withdraw in the first two weeks. If this is the case the student should contact the Pathways Coordinator immediately to discuss the situation. This does not apply to Hairdressing and Beauty courses.

Missed classes at Assumption

It is the responsibility of the student to catch up on any schoolwork they miss whilst at TAFE. VET/SBAT Students are given study periods in their timetable to allow this to happen. Students must follow up with their subject teachers regarding missed classes.

Structured Work Place Learning

All students must complete 5 days 1st year and 10 days in 2nd year of Structured Work Place Learning **during the school holidays** with an employer working in the area of the student's chosen VET. For example: those doing Hairdressing need to find work with a hairdresser. It is the responsibility of the student to find a suitable employer. Students must get a Structured Work Place Learning Form, available from the Pathways Coordinator, filled out by the employer, student and parents and signed by the Principal of Assumption College **before** they attend the work place so that they are covered for Work Cover. This signed and completed form must be given to the Pathways Coordinator before they commence placement. Assessment forms will be sent to the employers for feedback to the student and parents on the placement. Work Placement is an appropriate and important component of all VET programs. It complements the structured training undertaken at the Registered Training Organisation (RTO). It can often turn into a real job offer for the student in the future.

It provides for:

- enhancement of skills development;
- practical application of Industry knowledge;
- assessment of units of competence as determined by the RTO; and
- increased employment marketability.

Study Score

A Study Score is available in some VET programs. Students are able to undertake a VCAA examination in the following VET programs:

Business Administration, Community Services, Dance, Engineering Studies, Equine Industry,

VCE VET PROGRAMS

Why do a VET Program?

The World has changed! Industry, employers and providers of further education now expect more.

First year of VET is equivalent to Year 11 (Unit 1 & 2) and second year VET is equivalent to year 12 (Unit 3 & 4)

Resumes that show a person has a Certificate II or higher can put you ahead of others in job applications or even entry into higher certificate application.

You can do a VET in a wide range of Industries; here is just a sample of a few:

Aero skills Aviation Maintenance-New at Kangan TAFE
Allied Health-Mercy Health at Seymour Hospital
Animal Studies-1 year Online Must have 10 days placement organised
Automotive Studies (Paint and Panel)-New at Kangan TAFE
Automotive Studies (Electrical)-New at Kangan TAFE
Automotive-Pre Apprenticeship Seymour P-12 College
Aviation Certificate II in Flight Operations Cabin Crew -Kangan TAFE
Aviation Certificate IV in Commercial Pilot Aeroplane Licence-Gawne Aviation Shepparton
Beauty-Headmasters Collins St. Melbourne
Building and Construction-Kangan TAFE
Business Management at A.C.K
Community Services
Dance
Engineering-Kangan TAFE
Equine- Online Course
Fashion and Design-Kangan TAFE
Hairdressing-1 year course Pre Apprenticeship Headmasters Collins St. Melbourne
Hospitality - New at ACK in 2012
Information Technology - Online
Interactive Digital Media at A.C.K
Laboratory Skills NEW at A.C.K IN 2012
Music Technical Production- Broadford Secondary College
Sport and Recreation at A.C.K

VCE VET PROGRAM SUMMARY FOR 2011 (Please see below web site)

<http://www.vcaa.vic.edu.au/vcaa/vet/vcevetprogsummary.pdf>

A VET program can be a very individual choice.
Please contact me for further information.

Mrs Carol Fisher
Pathways Coordinator
Assumption College Kilmore
Ph: 5782 1422
Mobile: 0409 112 973
Email: carol.fisher@assumption.vic.edu.au

School Based Apprenticeships/Traineeships

Young Australians can get a head start with their careers by beginning an Australian Apprenticeship while still working towards their senior secondary school certificate. Australian School-based Apprenticeships are a great career option, allowing young Australians to get credits towards a vocational qualification and earn a wage while completing their senior secondary certificate. You must be 15 years of age.

How do I find an Australian School-based Apprenticeship?

Australian Apprenticeships are available in over 500 occupations, so chances are there will be one that matches your interests. Talk to your school's career advisers, pathways coordinator or teachers about Australian School-based Apprenticeships.

Investigate your training and career options at:

- www.myfuture.edu.au
- www.aajobpathways.com.au
- www.jobguide.deewr.gov.au
- www.aatinfo.com.au
- www.grouptraining.com.au

First find an employer willing to take you on as an Australian School-based Apprentice. (a part-time Australian Apprentice).

You can do this by:

- looking in the job vacancy ads in your local paper or on the web
- contacting the Job Services Australia provider in your region
- contacting employers in the industries you'd like to work in. Go and see them and leave a copy of your résumé
- contacting a Group Training Organisation.



Assumption College Year 11 VCE student Jessica Pendlebury.

Finalist in the 2011 Victorian School Based Apprentice of the year.

Certificate IV in Veterinary Nursing.

What is the VCAL?

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for Year 11 and 12 students. The VCAL gives students practical, work-related experience as well as Literacy and Numeracy skills and the opportunity to build personal skills that are important for life and work. Like the VCE, the VCAL is a recognised senior secondary qualification.

Students who do the VCAL are likely to be interested in going into training at a TAFE, starting an apprenticeship or traineeship, or going into employment after completing school. However, any VCE units completed as part of VCAL count towards either of the certificate courses.

The VCAL's flexibility enables students to undertake a study program that suits their interests and learning needs.

Fully accredited modules and units are selected for the following four compulsory strands:

- literacy and numeracy skills;
- work related skills;
- industry specific skills; and
- personal development skills.

Students who successfully complete their VCAL receive a certificate and Statement of Results that details the areas of study they have completed.

Why would I choose to do the VCAL?

While the VCE is a good option for students who would like to go on to further education at university, some students may feel that this is not the right option for them. The VCAL is an accredited senior secondary qualification based on 'applied learning', or 'hands-on' learning. If a student chooses to do the VCAL they will gain practical experience and employability skills, as well as the skills they need to go on to further training in the workplace or at TAFE.

The VCAL has three levels – Foundation, Intermediate and Senior. Students start, and complete, their VCAL at the level that matches their needs and abilities. At ACK most students complete a VCAL level in one year.

What counts towards my VCAL?

The completion of VCAL requires satisfactory completion of 10 units of study. In addition to the VCAL units outlined, students may include VCE and VCE VET units in their program. VCE VET or SBAT are integral components of eligibility for the award of VCAL.

Vocational Educational and Training (VET) training programs provide an opportunity for schools, training institutes and industry to work together in preparing students for employment and further training. ACK offers the opportunity to complete VET courses that contribute to satisfactory completion of the VCAL and provide a VET credential that is recognised nationally. An 'S' result for the satisfactory completion of a VCE unit will also count towards the VCAL. Students can also gain recognition and credit for part-time work while enrolled in the VCAL. This can include: School Based Apprenticeships, (some) part-time work and Structured Workplace Learning placements.

How is the VCAL assessed?

The VCAL is made up of accredited units/courses/certificates. The individual student's program is assessed by their teachers in accordance with assessment requirements for each part of the program.

Where can the VCAL take me?

If a student is considering going to university straight from school, VCAL is probably not the best option for them. Students planning to go straight into higher education usually do the VCE which allows them to gain an ATAR score

The VCAL on the other hand, gives students a practical, work related experience and a qualification that will be recognised by TAFE institutes and employers. Together, these will help the students to move from school into work, an apprenticeship or traineeship and/or further training at TAFE.

If a student has completed VET units/modules as part of their VCAL, they have earned credit towards a VET certificate and will have knowledge of areas such as occupational health and safety. This prior learning will be recognised and will count towards their apprenticeship or traineeship.

The VCAL is a fantastic alternative to the VCE. Students who participate in the VCAL program at ACK enjoy the applied learning and practical experiences which are offered. If a student wishes to enter a trade or industry, then the VCAL is the more appropriate choice of senior certificate for them.

VCAL UNIT DESCRIPTIONS

In addition to the units outlined below, additional units may be offered in 2012 and beyond. These could include **Business Management Units 1/2** and **Industry and Enterprise Unit 2**, but inclusion would be dependent on student interest and demand

VCAL Personal Development Skills

FOUNDATION UNIT 1

Unit Description

The purpose of this unit is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

Students design, organise and undertake a project related to one of the following:

- Personal Development
- Health and Fitness
- The Community
- Family

Learning Outcomes

- Plan and organise a simple activity
- Solve problems specific to an established goal
- Demonstrate knowledge specific to an established goal
- Demonstrate skills specific to an established goal
- Demonstrate teamwork skills

Assessment

Evidence of successful performance of the learning outcomes can include, but is not restricted to:

- A portfolio of accumulated evidence
- Teacher observation and/or checklists
- Evidence accumulated through project or program participation
- Self-assessment inventories
- Oral or written reports

INTERMEDIATE UNIT 1

Unit Description

The purpose of this unit is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

Students design, organise and undertake a project related to one of the following:

- Personal Development
- Health and Fitness
- The Community
- Family

Learning Outcomes

- Plan and organise a complex activity
- Demonstrate self-management skills for goal achievement
- Demonstrate knowledge, skills and abilities in the context of an activity or project
- Identify responsibility and leadership skills
- Utilise interpersonal skills to communicate ideas and information

Assessment

Evidence of successful performance of the learning outcomes can include, but is not restricted to:

- A portfolio of accumulated evidence
- Teacher observation and/or checklists
- Evidence accumulated through project or program participation
- Self-assessment inventories
- Oral or written reports

SENIOR UNIT 1

Unit Description

The purpose of this unit is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

Students design, organise and undertake a project related to one of the following:

- Personal Development
- Health and Fitness
- The Community
- Family

Learning Outcomes

- Plan and organise to completion a complex project goal involving a range of related activities
- Understand cultural values and cultural awareness
- Apply strategies to improve organisational communication
- Demonstrate leadership skills for group and teamwork
- Use decision-making skills in a group or team context

Assessment

Evidence of successful performance of the learning outcomes can include, but is not restricted to:

- A portfolio of accumulated evidence
- Teacher observation and/or checklists
- Evidence accumulated through project or program participation
- Self-assessment inventories
- Oral or written reports

VCAL Work Related Skills

FOUNDATION UNIT 2

Unit Description

The Work Related Skills Foundation unit provides a focus for the development of work related and pre-vocational skills in the context of practical work related experiences.

The focus is on:

- Integrating new learning about work skills with prior knowledge and experiences
- Enhancing the development of Key Competencies through work related contexts
- Developing basic critical thinking skills that apply to problem solving in work situations
- Developing basic planning and work related organisational skills
- Developing transferable skills for work related contexts

Learning Outcomes

- Collect, analyse and organise information to prepare for a basic work related activity
- Undertake basic planning and organisation of work related activities
- Communicate basic work ideas and information
- Work with others and in teams to complete a basic work related activity
- Use mathematical ideas and techniques in a basic work related activity
- Solve problems relevant to a basic work related activity

Assessment

Evidence of successful performance of the learning outcomes can include, but is not restricted to:

- A portfolio of accumulated evidence
- Teacher observation and/or checklists
- Evidence accumulated through project or program participation
- Self-assessment inventories
- Oral or written reports

INTERMEDIATE UNIT 2

Unit Description

The Work Related Skills Intermediate unit provides a focus for more complex development of work related and pre-vocational skills in a context appropriate to the task.

The focus is on:

- Integrating more complex learning about work related skills with prior knowledge and experiences
- Enhancing the development of Key Competencies at a more complex level in relevant work related contexts
- Developing more complex critical thinking skills that can be applied to work related problem solving situations
- Developing more complex work related planning and organisational skills that incorporate evaluation and review
- Developing more complex work related skills, which can be transferred to other work contexts.

Learning Outcomes

- Collect, analyse and organise information for a work related goal
- Plan and organise activities for a work related goal
- Communicate ideas and information for a work related goal
- Work with others and in teams to achieve a work related goal
- Use mathematical ideas and techniques for a work related goal
- Solve problems for a work related purpose

Assessment

Evidence of successful performance of the learning outcomes can include, but is not restricted to:

- A portfolio of accumulated evidence
- Teacher observation and/or checklists
- Evidence accumulated through project or program participation
- Self-assessment inventories
- Oral or written reports
- Students undertake Work Placement 1 day per week for a semester

SENIOR UNIT 2

Unit Description

The Work Related Skills Senior unit provides a focus for the development of work related and vocational skills in a workplace context or appropriate simulation.

The focus is on:

- Integrating learning of increasing complexity of work related skills with prior knowledge and experiences about work
- Further enhancing the development of Key Competencies through increasingly complex work related activity
- Developing increasingly complex critical thinking skills that apply to problem solving situations in the work context
- Developing planning and organisational skills that incorporate evaluation and review
- Applying increasingly complex transferable skills to work related contexts

Learning Outcomes

- Collect, analyse and organise information in a work environment
- Plan and organise activities in a work environment
- Communicate ideas and information in a work environment
- Work with others and in teams in a work environment
- Use mathematical ideas and techniques in a work environment
- Solve problems in a work environment

Assessment

Evidence of successful performance of the learning outcomes can include, but is not restricted to:

- A portfolio of accumulated evidence
- Teacher observation and/or checklists
- Evidence accumulated through project or program participation
- Self-assessment inventories
- Oral or written reports

VCAL LITERACY SKILLS UNITS: FOUNDATION

READING and WRITING ORAL COMMUNICATION

The purpose of the Literacy Skills Units is to develop the knowledge, skills and understanding needed for reading, writing and communicating in the social contexts of family, employment, further learning and the community. Based on a real-life approach to literacy, the curriculum is developed to meet the needs of the learner. Students work with a wide range of texts on everyday subject matters, including some unfamiliar material. Students learn to identify the audience and purpose of texts and produce texts that link several ideas or pieces of information. Students learn to identify how, and if, the writer has achieved his or her purpose, and form a point of view about the text.

Four Domains of Literacy will be used to achieve the unit outcomes:

- Literacy for Self Expression focuses on personal and family life and the cultures which shape these
- Literacy for Practical Purposes focuses on forms of communication used in the workplace
- Literacy for Knowledge focuses on theories and concepts which are relevant to education and training
- Literacy for Public Debate focuses on matters of public concern and the forms of argument, reason and criticism which are used in this context

Learning Outcomes:

- Reading, Writing and Speaking for Self Expression
- Reading, Writing and Speaking for Practical Purposes
- Reading, Writing and Speaking for Knowledge
- Reading, Writing and Speaking for Public Debate

Assessment:

A range of assessment indicators will be used to determine satisfactory performance of the learning outcomes and associated tasks. These may include:

- group and class discussion;
- debates;
- oral presentations;
- reading and writing a range of texts;
- comprehension exercises;
- publishing articles;
- letters;
- forms;
- reports; and
- graphic organizers.

These units will be assessed as **S or N**.

VCAL LITERACY SKILLS UNITS: INTERMEDIATE

READING and WRITING ORAL COMMUNICATION

The purpose of the Literacy Skills Units is to develop the knowledge, skills and understanding needed for reading, writing and communicating in the social contexts of family, employment, further learning and the community. Based on a real-life approach to literacy, the curriculum is developed to meet the needs of the learner. Students work with a wide range of texts on everyday subject matters, including some unfamiliar material. Students learn to identify the audience and purpose of texts and produce texts that link several ideas or pieces of information. Students learn to identify how, and if, the writer has achieved his or her purpose, and form a point of view about the text.

Four Domains of Literacy will be used to achieve the unit outcomes:

- Literacy for Self Expression focuses on personal and family life and the cultures which shape these
- Literacy for Practical Purposes focuses on forms of communication used in the workplace
- Literacy for Knowledge focuses on theories and concepts which are relevant to education and training
- Literacy for Public Debate focuses on matters of public concern and the forms of argument, reason and criticism which are used in this context

Learning Outcomes:

- Reading, Writing and Speaking for Self Expression
- Reading, Writing and Speaking for Practical Purposes
- Reading, Writing and Speaking for Knowledge
- Reading, Writing and Speaking for Public Debate
- Oracy for exploring issues and problem-solving

Assessment:

A range of assessment indicators will be used to determine satisfactory performance of the learning outcomes and associated tasks. These may include

- group and class discussion;
- debates;
- oral presentations;
- reading and writing a range of texts;
- comprehension exercises;
- publishing articles;
- letters;
- forms;
- reports; and
- graphic organizers.

These units will be assessed as **S or N**.

VCAL LITERACY SKILLS UNITS: SENIOR

READING and WRITING ORAL COMMUNICATION

The purpose of the Literacy Skills Units is to develop the knowledge, skills and understanding needed for reading, writing and communicating in the social contexts of family, employment, further learning and the community. Based on a real-life approach to literacy, the curriculum focuses on developing skills required for further study. Students work with a range of complex texts, including some abstract concepts and technical details. Students produce texts that incorporate a range of ideas, information, belief or processes. Students learn to identify the views shaping the text and the language devices and forms appropriate to those texts and to express an opinion about texts.

Four Domains of Literacy will be used to achieve the unit outcomes:

- Literacy for Self Expression focuses on personal and family life and the cultures which shape these
- Literacy for Practical Purposes focuses on forms of communication used in the workplace

- Literacy for Knowledge focuses on theories and concepts which are relevant to education and training
- Literacy for Public Debate focuses on matters of public concern and the forms of argument, reason and criticism which are used in this context

Learning Outcomes:

- Reading, Writing and Speaking for Self Expression
- Reading, Writing and Speaking for Practical Purposes
- Reading, Writing and Speaking for Knowledge
- Reading, Writing and Speaking for Public Debate

Assessment:

A range of assessment indicators will be used to determine satisfactory performance of the learning outcomes and associated tasks. These may include

- group and class discussion;
- debates and oral presentations;
- giving instructions and conducting interviews;
- reading and writing a range of complex texts;
- comprehension exercises, text analysis;
- publishing articles;
- letters;
- forms;
- reports; and
- graphic organizers.

These units will be assessed as **S or N**.

VCAL NUMERACY SKILLS UNITS : FOUNDATION

Unit Description

The Intermediate Unit of Numeracy looks at maths applied to tasks which are part of the student's normal routine and also outside their immediate personal environment such as the workplace and the community.

The purpose is to enable students to develop everyday numeracy to make sense of their daily personal and public lives. By the end of the year, students should be able to attempt a series of operations or tasks with some confidence, be able to select the appropriate method or approach required, and would be able to communicate their ideas both verbally and in written form. They should be at ease with straightforward calculations either manually and/or using a calculator. Students will also learn to use a basic spreadsheet using the computer program EXCEL.

Three Domains of Numeracy (Intermediate Level) that will be used to achieve the unit outcomes:

- Numeracy for Practical Purposes – this addresses aspects of the physical world to do with designing, making and measuring.
- Numeracy for Interpreting Society – this relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or community.
- Numeracy for Personal Organisation – this focuses on the numeracy involving personal organisation such as a money, time and travel.

Learning Outcomes:

- Numeracy for a Practical Purposes – Design
- Numeracy for a Practical Purposes – Measuring
- Numeracy for Personal Organisation – Money and Time
- Numeracy for Personal Organisation – Location
- Numeracy for Interpreting Society – Data
- Numeracy for Interpreting Society – Numerical Information

Assessment:

A range of assessment indicators will be used to determine satisfactory performance of the learning outcomes and associated tasks. These may include

- group and class discussion;
- internet research work;

- oral presentations;
- project work completed individually or in groups;
- competency exercises and textbook tasks;
- competency tests;
- EXCEL exercises;
- posters;
- making and designing 3-dimensional objects;
- surveying and reporting results found; and
- journal entries of Numeracy in the workplace.

These units will be assessed firstly as **S or N** and then with graded assessment for the major project tasks.

VCAL NUMERACY SKILLS UNITS: INTERMEDIATE

Unit Description

The Intermediate Unit of Numeracy looks at maths applied to tasks which are part of the student's normal routine and also outside their immediate personal environment such as the workplace and the community.

The purpose is to enable students to develop everyday numeracy to make sense of their daily personal and public lives. By the end of the year, students should be able to attempt a series of operations or tasks with some confidence, be able to select the appropriate method or approach required, and would be able to communicate their ideas both verbally and in written form. They should be at ease with straightforward calculations either manually and/or using a calculator. Students will also learn to use a basic spreadsheet using the computer program EXCEL.

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- Numeracy for Practical Purposes – this addresses aspects of the physical world to do with designing, making and measuring.
- Numeracy for Interpreting Society – this relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or community.
- Numeracy for Personal Organisation – this focuses on the numeracy involving personal organisation such as a money, time and travel.

Learning Outcomes:

- Numeracy for a Practical Purposes – Design
- Numeracy for a Practical Purposes – Measuring
- Numeracy for Personal Organisation – Money and Time
- Numeracy for Personal Organisation – Location
- Numeracy for Interpreting Society – Data
- Numeracy for Interpreting Society – Numerical Information

Assessment:

A range of assessment indicators will be used to determine satisfactory performance of the learning outcomes and associated tasks. These may include

- group and class discussion;
- internet research work;
- oral presentations;
- project work completed individually or in groups;
- competency exercises and textbook tasks;
- competency tests;
- EXCEL exercises;
- posters;
- making and designing 3-dimensional objects;
- surveying and reporting results found; and
- journal entries of Numeracy in the workplace.

These units will be assessed firstly as **S or N** and then with graded assessment for the major project tasks.

VCAL NUMERACY SKILLS UNITS: SENIOR

Unit Description

The Intermediate Unit of Numeracy looks at maths applied to tasks which are part of the student's normal routine and also outside their immediate personal environment such as the workplace and the community.

The purpose is to enable students to develop everyday numeracy to make sense of their daily personal and public lives. By the end of the year, students should be able to attempt a series of operations or tasks with some confidence, be able to select the appropriate method or approach required, and would be able to communicate their ideas both verbally and in written form. They should be at ease with straightforward calculations either manually and/or using a calculator. Students will also learn to use a basic spreadsheet using the computer program EXCEL.

Three Domains of Numeracy (Intermediate Level) that will be used to achieve the unit outcomes:

- Numeracy for Practical Purposes – this addresses aspects of the physical world to do with designing, making and measuring.
- Numeracy for Interpreting Society – this relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or community.
- Numeracy for Personal Organisation – this focuses on the numeracy involving personal organisation such as a money, time and travel.

Learning Outcomes:

- Numeracy for a Practical Purposes – Design
- Numeracy for a Practical Purposes – Measuring
- Numeracy for Personal Organisation – Money and Time
- Numeracy for Personal Organisation – Location
- Numeracy for Interpreting Society – Data
- Numeracy for Interpreting Society – Numerical Information
- Numeracy for Knowledge – Further study in Maths (formulae)
- Numeracy for Knowledge – Further study in Maths (problem-solving)

Assessment:

A range of assessment indicators will be used to determine satisfactory performance of the learning outcomes and associated tasks. These will include

- group and class discussion;
- internet research work;
- oral presentations;
- project work completed individually or in groups;
- competency exercises and textbook tasks;
- competency tests;
- EXCEL exercises;
- posters;
- making and designing 3-dimensional objects;
- surveying and reporting results found; and
- journal entries of Numeracy in the workplace.

These units will be assessed firstly as **S or N** and then with graded assessment for the major project tasks

POST SECONDARY OPTIONS

EMPLOYMENT

While the labour market is in a state of rapid change, it is important to take a positive attitude to the opportunities that do arise in full time positions in the paid workforce, and to prepare adequately so that advantage can be taken of these opportunities. Many Australian Apprenticeships and Traineeships require certain VCE or VCAL studies. Up to date information on job prospects, skill shortages and the workplace in general can be accessed on www.skillsinfo.gov.au

WHAT IS AN APPRENTICESHIP?

Australian Apprenticeships are a way to learn a vocation and to be paid while you learn. They combine on-the-job training with formal TAFE studies. Most Australian Apprenticeships culminate in the award of Certificate III in the area studied.

You will need to be employed for the duration of your apprenticeship training, which usually lasts for three or four years. Most employers would prefer their Australian Apprentices to have satisfactorily completed VCE Units 1 and 2 (Year 11) or VCAL at least.

WHAT IS A TRAINEESHIP?

A Traineeship is similar to an Apprenticeship but is usually for one year. It is an opportunity to enter the workforce while still receiving formal education. Traineeships combine work with formal training, which is usually delivered off-the-job at TAFE, or with another approved training provider. Some traineeships are conducted entirely on-the-job. Traineeships result in the award of Certificate I or II depending on the area studied

TAFE

TAFE offers a range of courses in more than 30 Colleges and 100 campuses across Victoria. TAFE Colleges provide training for many different types of occupations, as well as apprenticeships, traineeships and pre-apprenticeships. TAFE Colleges offer the following qualifications:

Certificate II Courses

Are skills based and qualify people to undertake work which often requires job entry level skills. They generally require satisfactory completion of VCE Units 1 & 2 or VCAL and they are usually at the same level as a traineeship certificate.

Certificate III Courses:

Is about the same level as a Trade Certificate, or that obtained by an Australian Apprentice. Some employers prefer an Australian Apprenticeship qualification as they believe there is more on - the - job training involved.

Certificate IV Courses

These qualify students for a range of supervisory and middle-management positions. They can be completed in one year full time post Year 12 study or an equivalent of part-time study.

Diplomas and Advanced Diplomas

Diplomas usually require 1 ½ to 2 years full time study or equivalent part time study. Emphasis is on practical skills and a general understanding of the field, leading to a para-professional qualification. Advanced Diplomas usually require 2 years full time or equivalent part time study. It involves study at a more advanced level than a diploma, but still with some emphasis on practical skills. Diplomas and Advanced Diplomas are also offered by some Universities.

HIGHER EDUCATION - UNIVERSITY

Bachelor Degrees

Provide professional qualifications for a higher level of work responsibility in occupational fields, with an emphasis on theory and the development of transferable skills. Some courses are vocational, leading to careers in clearly identified areas (e.g. Accounting) while others are 'generalist' with no particular industrial skills component. Further training is sometimes needed on completion of these courses to gain work - place skills.

MINIMUM ENTRANCE REQUIREMENTS

The minimum entrance requirements for all universities are:

- Satisfactory completion of the VCE; and
- Satisfactory completion of Units 3 and 4 of English.

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

Many tertiary institutions and courses specify a "clearly in" score which applicants must usually obtain if they wish to enter a particular course. Your ATAR will be derived from your Study Scores.

SCORE CALCULATION

Your ATAR will be calculated by the Victorian Tertiary Admissions Centre (VTAC). While it is not possible to calculate your ATAR its calculation will be based on your Study Score in English; your best three other Study Scores and 10% of up to two more Study Scores. The Study Scores used in the ATAR calculation will be adjusted to take account of the group of students taking a study compared to other studies, and differences in the difficulties of the VCE studies.

"CLEARLY IN" ATAR SCORES

ARE NOT pre-determined and cannot be predicted. They are affected each year by the quality and number of applicants seeking admission, changes in quotas and the percentage of school leavers and other categories to fill the quotas.

SELECTION INTO COURSES

At the present time this is a two-stage process. However, this could change in the future. The rank order produced by the score aggregate will be varied around the "clearly in score" in the light of broader criteria. Offers of places will then be made from the re-ranked order of merit. Broader criteria could involve an interview, and some use of detailed personal particular forms as part of assessment. SACS and examination results can be taken into account. In addition, there are special category applicants who have suffered disadvantage, and so on.

HIGHER EDUCATION – TERTIARY ENTRANCE

The best four studies must include English and are normally those in which the highest scores are obtained. However, some courses may specify that the course in a prerequisite study be included in the best four. An applicant may therefore be considered for entry to several courses with different scores, based on the same VCE results

PREREQUISITE STUDIES

As well as meeting the minimum entrance requirements for tertiary institutions, and obtaining a Tertiary Admissions Rank, you must also meet the prerequisite studies specified by particular courses. These vary from one course to the next. The same course (e.g. Engineering) can also have different prerequisite studies at different institutions and may differ each year.

IT IS YOUR RESPONSIBILITY TO CHECK PREREQUISITE STUDIES VERY CAREFULLY BEFORE YOU SELECT YOUR VCE UNITS OF STUDY.

A number of institutions also have special entry requirements in addition to, or instead of, a Tertiary Admissions Rank. You may be required to attend an interview, for example, or present a folio of work. In planning for tertiary courses therefore, you must take into account the following factors:

1. Prerequisite Studies
2. Tertiary Admissions Rank
3. "Best Four" Requirements Special
4. Minimum entrance requirements

It is important that you

1. Consult current resources (see Resource section in this booklet)
2. Consult appropriate people (e.g. Career Coordinator or Members of the Pathway Team)
3. Check your subjects and their eligibility
4. It is vital that you consult VICTER on www.vtac.edu.au

RESOURCES AT ASSUMPTION COLLEGE

THE CAREERS ROOM IN STUDENT SERVICES HAS THE FOLLOWING RESOURCES:

INTERNET ACCESS

A directory of web sites allows access to all information relating to post-school options. An outstanding site is www.skillsinfo.gov.au or www.myfuture.edu.au

CAREERS INTEREST TESTING

A series of questions are asked and the student's answers determine where their career interest lies.

VTAC COURSE LINK

A program where the student's subjects determine the courses that are available to them with the required prerequisite subjects available through Internet: www.vtac.edu.au

JOB GUIDES

A guide which determines all jobs available throughout Victoria and the training required for these jobs. Available on line: www.jobguide.deewr.gov.au

TAFE GUIDES

Guides that list all TAFE courses throughout Victoria and Australia.

VTAC GUIDES

Tertiary Entrance Requirements Handbooks are available from the Careers Coordinator, VCE Coordinator and the VCAL Coordinator.

HANDBOOKS

The Careers Room in student services also has all university handbooks and university and TAFE course brochures. As well as this there is an extensive video library described different courses and careers.

VCE/VET GLOSSARY OF TERMS

Australian tertiary admission rank (ATAR):

Formerly known as ENTER, it is the overall ranking on a scale of 0 – 99.95 that you receive, based on your Study Scores. The ATAR is used by Universities and TAFE institutes to select students for their courses.

GENERAL ACHIEVEMENT TEST (GAT):

An examination that is done by all students doing a Unit 3 and 4 sequence. It is used by VCAA to check that schools are marking School-assessed Coursework & Tasks to the same standard. Your GAT results are reported to students in their Statement of Results.

LEARNING OUTCOMES:

What the student must know, or be able to do, by the time they have finished a unit of study.

PATHWAYS:

A term used to describe different vocational directions and options which VCE/VCAL students may take as they move through the broad area of education and training, for example, from the VCE to tertiary study or work.

REGISTERED TRAINING ORGANISATION (RTO):

Is an organisation that abides by national guidelines while delivering an accredited VET program to students.

SATISFACTORY COMPLETION:

This is when a student has passed a unit of study. A student is awarded an 'S' (Satisfactory) for the unit when he/she has passed and an 'N' (Not Satisfactory) if he/she has not passed.

School-assessed COURSEWORK (SAC):

A task done in class under the teacher's supervision to show how the student is performing in his/her unit of study. They are set and marked by teachers conforming to the Study Design and VCAA specifications.

School-assessed TASKS (SAT):

A task done over a set period of time according to criteria set by VCAA. Strict authentication procedures are followed by teachers.

SCHOOL BASED APPRENTICESHIPS:

This is a course where students combine part time work and on the job skills with their VCE/VET/VCAL education program.

SEMESTER:

One half of the academic year. Most units last for one semester.

SEQUENCE:

The order in which you do your units, for example, a Unit 3 and 4 sequence.

SPECIAL PROVISION:

Students that suffer from significant hardship while undertaking their studies may apply for Special Provision which allows (to a degree) for their hardship.

STATEMENT OF RESULTS:

A set of documents which formally state the results you achieved in the VCE and whether you have qualified for the certificate.

STUDIES:

The subjects available in the VCE/VET or VCAL.

STUDY DESIGN:

The description of the content of a study and how students' work is to be assessed. A Study Design for each VCE/VET study is published by VCAA. Schools and other VCE/VET providers must adhere to the Study Designs.

STUDY SCORE:

A score from 0 – 50 which shows how you have performed in a study relevant to all other students doing the same study. It is based on your results in school assessments (SAC/SAT) and examinations.

UNITS:

The parts of a study. There are usually four units in a study numbered 1, 2, 3 and 4.

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL):

A certificate that provides a specific course concentrating on job pathways for students. It focuses on numeracy and literacy skills, personal development, work-related and industry-specific skills.

VICTORIAN CERTIFICATE OF EDUCATION (VCE):

The VCE is one of the courses a student undertakes in his/her senior years of school and provides a certificate which recognises the completion of secondary education.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY (VCAA):

A Victorian state government authority responsible to the Minister of Education for conducting the VCE and VCAL courses.

VICTORIAN TERTIARY ADMISSIONS CENTRE (VTAC):

The organisation responsible for administering a joint selection on behalf of the Victorian institutions of higher education including TAFE.

VOCATIONAL EDUCATION AND TRAINING (VET):

This refers to an expanding range of nationally recognised vocational studies, that relate to specific careers, all integrated within the VCE. VET programs run within schools are also known as VETIS (VET in Schools).

DISCLAIMER

To the best of our knowledge, information provided in this handbook is correct at the time of printing. Given that course content and career pre-requisites are subject to change, Assumption College takes no responsibility for incorrect information. Students should, and are encouraged to check information online via the VCAA website. Assistance can also be sought from the VCE Coordinator, VCAL Coordinator, Careers Coordinator, VET / SBAT Coordinator, or your House Coordinator.