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Introduction to the Senior School

Wellington has always taken a great deal of pride in the academic success of its students, however success can be measured in many ways: academic skills, personal or social achievements. At Wellington, we work with students to help them achieve their dreams and goals in life. Therefore, at the conclusion of their senior studies, students depart Wellington Secondary College in the knowledge that they had a first rate education, they have a direction in life and the skills, ability and confidence to meet the life challenges that lie ahead.

Students are easily identified by their navy College pullover and enjoy a number of privileges due to their seniority. As members of the College Community, senior students are expected to be positive role models by their consistent application to studies and total commitment to all areas of the College Program.

In all VCE studies, assessment methods focus on completion of tasks both during normal class time and after school. After school assessment allows for fairness and consistency in all classes in a given subject. All units require a minimum class attendance rate of 80% to achieve a satisfactory result.

VCAL students attend classes at school three days a week in addition to attending a VET course and undertaking Work Placement or part-time/casual employment. They must be organised to manage each of these components of their course.

Senior studies are stressful and require a lot of dedication. The Senior School Team of Year Level Coordinators as well as the Careers and Student Welfare Teams are always here to assist students. If you have any queries, please do not hesitate to contact me by phone or via Compass.

Jennifer LAVIN
Head of Senior School
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>August 2015</td>
<td>Publication of Senior School Handbook. Year 10’s - brief overview by Head of Senior School and Careers Adviser. Information Gathering (Job Guide, Careers Office, Open Days, etc.). Course Counselling occurring within all Year 10 classes</td>
</tr>
<tr>
<td>Thursday 13th August</td>
<td>Information Sessions: Session 1: Existing Year 10 students 4.30pm – 6.00pm in the Wellbeing Centre. Session 2: New Families Years 8 – 12 commencing at 6.15pm in MJP Theatre</td>
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<tr>
<td>Thursday 20th August</td>
<td>Course Selection with Course Counsellors for Year 10 students</td>
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<tr>
<td>Monday 24th August</td>
<td>Provisional Course Selection Forms returned by Year 10 students Course Selection with Course Counsellors for Year 11 students</td>
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<tr>
<td>Thursday 27th August</td>
<td>Provisional Course Selection Forms returned by Year 11 students</td>
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<tr>
<td>September</td>
<td>Planning regarding units to be offered by Wellington Secondary College</td>
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<tr>
<td>Early October</td>
<td>Preliminary blocking of units</td>
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<tr>
<td>October / November</td>
<td>Further counselling on course selections, where necessary, based on review of this year’s results. Individual interviews with students/parents where necessary</td>
</tr>
<tr>
<td>Late November</td>
<td>Final blocking of units and course selection completed</td>
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<tr>
<td>29th January 2016</td>
<td>Commence 2016 Senior School classes</td>
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Note: The College will endeavour to offer as many VCE/VCAL/VET units as possible. All offers of units are initially provisional and final classes are dependent on staff availability, level of student interest and blocking constraints of the timetable.

**Further Assistance**

If parents or students would like further assistance with any matters regarding VCE/VCAL/VET beyond that which is already offered, please ring the College and arrange an appointment.

**Contact Details**

Head of Senior School: Ms Jennifer LAVIN  
Director of Student Pathways: Ms Lucinda HUFFER  
VCAL Coordinator: Ms Jan MANN

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Introduction

The purpose of this Handbook is to provide a resource for students and their parents/guardians to assist them with planning for years 11 and 12.

In selecting courses and subjects students must plan carefully. These decisions form the basis of future pathways – whether this may be employment, an apprenticeship or further study at a tertiary institution (TAFE or University). Students should consider:

- The careers they are interested in pursuing. University courses have prerequisites (subjects which must be taken as part of VCE studies in order to be eligible for selection into a course). Subjects must be chosen with prerequisites in mind
- Their skills and abilities – they should ask themselves “what am I good at”? Consider past test and assessment results
- What they enjoy studying
- What will help provide more career options if they are undecided

Choosing between VCE & VCAL

At Wellington Secondary College students can choose to study the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). These options are described in more detail later in the Handbook. The key differences are summarised below:

- VCE is a two-year certificate with scored assessments leading to the award of an ATAR. An ATAR is required for entry into University courses
- VCAL consists of several one-year certificates, making it more suited to students who are not intending to go on to University study, or who are not sure whether they intend to undertake year 12 studies. Students who complete Senior VCAL (studied at year 12 level) are eligible for entry into many TAFE courses. However, many students undertaking VCAL are planning to go on to a trade or employment
- VCE students typically select 6 subjects at year 11 level and 5 at year 12 level
- VCAL students select a Vocational Education and Training (VET) course, with the remainder of their study consisting of compulsory units

There is more information on VCAL in a later section of this Handbook. Interested students can also contact Mrs Jan Mann, the VCAL Coordinator.

Support with Course & Subject Selection

All year 10 Personal Development classes will incorporate several lessons devoted to subject selection. Students will receive resources to help them identify prerequisites and plan their VCE or VCAL. In addition, there will be a course counselling day where each year 10 student will have an individual counselling appointment. Parents/guardians are invited to attend and notification regarding the day will be sent home via Compass.

Selecting a VCE Program

- Each VCE unit is numbered 1, 2, 3 or 4
- Units 1 & 2 are usually studied in Year 11, although some students may have already completed some Units 1 & 2 in Year 10
- Units 3 & 4 are normally completed in Year 12; however, some Units 3 & 4 may be studied by students in Year 11
Most students at Wellington Secondary College will do 22 units over two years:

- Year 11: 6 Units in Semester 1 and 6 Units in Semester 2 = 12 Units
- Year 12: 5 Units in Semester 1 and 5 Units in Semester 2 = 10 Units

Units 1 & 2 of a study can be done separately or as a sequence (i.e. a pair). Units 3 & 4 of all studies must be done as a sequence and completed in the same year in order for the student to be awarded a Study Score out of 50 which contributes to the ATAR.

### Satisfying the Requirements for the Award of the VCE

The minimum requirement for the award of the VCE is satisfactory completion of 16 units, which must include at least three units from the English group. These units may be selected from English, English as an Additional Language (EAL – only for eligible students), Literature or English Language.

- If a student does not satisfy the requirements of both Unit 3 and Unit 4 of an English study, he or she will not receive a Study Score and will not be awarded an ATAR.
- Students must also satisfactorily complete at least three sequences of Unit 3 & 4 other than English – this can include Vocational Education and Training (VET) studies. Further information on the selection of a VET course can be obtained from Ms Huffer.

Sample program outlines have been included in a later section of this Handbook. These sample outlines cover the main areas of learning and are designed to give students some guidance in selecting a program which best suits their needs.

### Assessment Structure for VCE Studies

Each VCE unit has a set of two to four learning outcomes set by the Victorian Curriculum and Assessment Authority (VCAA). For each outcome the student will be awarded either an ‘S’, indicating that he/she has produced and submitted work that does meet the required standard, or an ‘N’, indicating that he/she has not produced work that meets the required standard or has not met the College attendance requirements. The award of satisfactory completion of a unit (reported to parents/guardians as an ‘S’) is based on the students demonstrating achievement of the outcome. The teacher will assess the student’s performance.

In order to be awarded an ‘S’ a student must:

- Produce work that demonstrates achievement of the outcomes
- Submit work on time
- Submit work that is clearly his/her own
- Observe Victorian Curriculum and Assessment Authority (VCAA) and school rules, including meeting the 90% attendance requirement

### Assessment of Units 1 & 2

In Units 1 and 2 some tasks are graded A to UG to indicate level of performance. These assessments will provide a useful record for each student and introduces the way in which assessment will work in Year 12. Grades on Unit 1 and 2 tasks indicate a student’s preparedness for Year 12 studies and may be used in course counselling interviews. A student would need to achieve good grades in Year 11 to be well prepared for success in Year 12 studies.

Please note: Year 11 students MUST sit Unit 1 & 2 exams to gain an ‘S’ (for ‘Satisfactory’) in each unit.
Assessment of Units 3 & 4

A student’s level of performance is assessed using school-based assessment and external examinations. The weighting of examinations varies from subject to subject. These assessments will be reported as grades A+ to UG (ungraded). These grades are awarded to students by VCAA.

There are two forms of graded school assessment for Units 3 & 4; school assessed coursework (SAC) and school assessed tasks (SAT):

- SATs are used in studies where products are assessed, such as Studio Arts, Food and Technology, Product Design and Technology, Media and Visual Communication and Design
- SACs are the more common form of assessment tasks and are used to assess learning outcomes
- SACs provide teachers with the opportunity to monitor the progress and work of students and to provide students with feedback on how well they are achieving the outcome.

VCE Year 11 Course Structure

Students in Year 11 will select at least one subject from the English group at Units 1 & 2 level in addition to 5 other subjects. Where students are able to demonstrate commitment to their studies and are achieving very good or excellent results it may be appropriate to include a Unit 3 & 4 sequence in Year 11.

Year 11 Students Wishing to Undertake Units 3 & 4 Studies

Students interested in undertaking a Unit 3 & 4 study in Year 11 will apply through the normal course selection process. It is recommended that students have completed Unit 1 & 2 in the same study. Students who wish to enrol in VCE Unit 3 & 4 studies in Year 11 must meet the following requirements:

- A high attendance rate for the current year
- Demonstrated academic excellence over the entire curriculum in the current year
- Some studies cannot be taken at Unit 3 & 4 level without the completion of Units 1 & 2. Where this is the case, students must satisfactorily complete both Units 1 & 2 and achieve results which indicate that they will succeed with Units 3 & 4 of the study
- Demonstrated commitment to study and well-developed time management skills

Please Note: Undertaking a Unit 1 & 2 study in Year 10 does not automatically qualify students to continue with Unit 3 & 4 of that study in Year 11.

Progression to Year 12

Year 11 students are required to satisfactorily complete a minimum of 8 units to advance to Year 12. Parent/guardians will be contacted where their child is at risk of not meeting this requirement. Each student’s performance will be reviewed on an individual basis.
VCE Year 12 Course Structure

Students in Year 12 will study at least one subject from the English group at Units 3 & 4 and four other subjects. This means that in the 6 block timetable each student will have a spare block for supervised private study. Students are not permitted to study fewer than 4 studies at Wellington Secondary College in each academic year.

Students planning to select a subject at Unit 3 & 4 level that they did not study at Unit 1 & 2 level are advised to seek advice from the Careers staff. Some subjects require completion of Units 1 & 2 as a prerequisite for Units 3 & 4. Studies which may be suitable to commence at Unit 3 & 4 level include:

- Biology
- Business Management
- Drama
- Economics
- Health and Human Development
- History
- Computing
- Legal Studies
- Media
- Philosophy
- P.E.
- Psychology *

* more suited to students who have already studied a Science subject.

Extension Studies

High achieving students may wish to apply for Higher Education Extension Studies offered by universities. They would be required to meet the university selection requirements for entry and pay a charge for this study. Interested students can see Ms Lavin or Ms Huffer for further details.

Choice of Studies

While the school tries very hard to accommodate students’ subject selections, where there are clashes in the timetable or where a small number of students select a subject, some flexibility may be necessary.

Tertiary Entry Requirements & the ATAR

Each Unit 3 & 4 study will be scored out of 50 (known as a ‘study score’). The score which determines entry into university and TAFE courses, the ATAR, is calculated using:

- a student’s best score in any one of the English studies, plus
- the scores of their next best three permissible studies (which together with the English study make the ‘Primary Four’), plus
- 10 per cent of the scores for any fifth and sixth study which they may have completed (these are called increments).

These are added together to arrive at an aggregate score. The ATAR is a percentile ranking. For example, if a student achieves an ATAR of 60, this indicates that they have performed better than 60% of students who completed their VCE in the same year.
EAL Status – Non-English Speaking Background, Aboriginality, Hearing Impaired

Students whose major language of instruction has not been English for more than seven years may be considered eligible for EAL status. Students need to provide evidence (e.g. passport with date of entry stamp, documentary evidence of language of instruction) to support their application for EAL status. Students of Aboriginal or Torres Strait Islander descent or students who are hearing impaired may also be eligible for EAL status. All students in these categories should discuss the matter with the Head of Senior School. All students who wish to study EAL must complete the application form and get approval from Ms Lavin.

Special Provision

Students who may be eligible for Special Provision due to an ongoing medical condition or learning difficulty must provide current medical documentation to the Head of Senior School at the beginning of the year.

Students who experience a medical condition or difficulty that affects performance during an assessment task in Units 3 & 4 studies should apply for Special Provision to the Head of Senior School.
The Arts
Drama
Media
Music Performance
Studio Arts
Visual Communication & Design
Drama

Unit 1: Dramatic Storytelling

Topics Studied:

- Creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories
- Analysis of the student’s own performance work and of a performance by professional drama practitioners
- Performance styles from a range of contexts associated with naturalism and non-naturalism
- Storytelling through the creation of solo and/or ensemble devised performance/s
- Expressive skills in the creation and presentation of characters
- How characters are portrayed in naturalistic and non-naturalistic performance styles
- How performance is shaped and given meaning
- Stimulus material and stagecraft, conventions and performance styles from a range of contexts
- The terms ‘character’, ‘performance’, ‘story’ and ‘style’ can be understood as one or more characters, performances, stories or styles

Areas of Study:

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing drama performances presented by other practitioners

Learning Outcomes:

On completion of this unit the student should be able to:

- Devise and document solo and/or ensemble drama work/s based on experiences and/or stories
- Perform a devised drama work/s to an audience
- Analyse the development and performance to an audience of their non-naturalistic devised work
- Analyse the portrayal of stories and characters in a drama performance by professional or other drama practitioners

Unit 2: Non-Naturalistic Australian Drama

Topics Studied:

- The processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles
• Create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context
• Use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians
• Students’ knowledge of how dramatic elements can be enhanced or manipulated through performance is further developed in this unit
• Analyse performance work as well as undertake the analysis of a performance of an Australian work by other actors
• Use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism

Areas of Study:
• Using Australia as inspiration
• Presenting a devised performance
• Analysing a devised performance
• Analysing Australian drama performance

Learning Outcomes:
On completion of this unit the student should be able to:
• Devise and document the processes used to create a solo or ensemble non-naturalistic performance work
• Present a performance of a devised non-naturalistic work to an audience
• Analyse the creation, development and performance to an audience of their non-naturalistic devised work
• Analyse a performance of an Australian drama work

Assessment (Covers Units 1 & 2):
Devise and rehearse a devised non-naturalistic solo or ensemble drama and document the processes used in a journal; perform a solo and/or ensemble devised drama work/s that features stories and characters; analyse the drama work created and performed; undertake a written analysis.

Unit 3: Devised Non-Naturalistic Ensemble Performance

Topics Studied:
• Non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance
• Use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance
• Stages involved in the creation, development and presentation of the ensemble performance
• Analyse a professional performance that incorporates non-naturalistic performance styles and production elements

Areas of Study:
• Devising and presenting non-naturalistic ensemble performance
• Responding to devised ensemble performances
• Analysing non-naturalistic performance

Learning Outcomes:
On completion of this unit the student should be able to:
• Develop and present character/s within a devised non-naturalistic ensemble performance
• Analyse the use of processes, techniques and skills to create and present a devised ensemble performance.
• Analyse and evaluate a non-naturalistic performance

Unit 4: Non-Naturalistic Solo Performance

Topics Studied:
• Non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions
• Skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance
• Create a devised solo performance in response to a prescribed structure
• The stages involved in the creation, development and presentation of a solo performance.
• Students are encouraged to attend performances that incorporate non-naturalistic performance styles to support their work in this unit

Areas of Study:
• Working with stimulus material
• Devising a non-naturalistic solo performance
• Analysing devised non-naturalistic solo performance

Learning Outcomes:
On completion of this unit the student should be able to:
• Devise a solo performance in response to given stimulus material and describe the non-naturalistic qualities of the performance
• Create, develop and perform a non-naturalistic drama solo in response to a prescribed structure
• Analyse and evaluate the creation, development and presentation of a devised non-naturalistic solo performance

Assessment:
Percentage contributions to the study score in Drama are as follows:
• Units 3 and 4 School-assessed Coursework = 40%
• End-of-year performance examination = 35%
• End-of-year written examination = 25%
Media

Unit 1: Representation & Technologies of Representation

Topics Studied:
- The relationship between the media, technology and the representations present in media forms
- The relationships between media technologies, audiences and society
- Practical and analytical skills
- The creative and cultural impact of new media technologies

Areas of Study:
- Representation
- Technologies of representation
- New media

Learning Outcomes:
On completion of this unit the student should be able to:
- Describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it
- Construct media representations in two or more media forms and compare these representations that are produced by the application of different media technologies
- Discuss creative and cultural implications of new media technologies for the production and consumption of media products

Unit 2: Media Production & the Media Industry

Topics Studied:
- The specialist production stages and roles within the collaborative organisation of media production
- Specific stages of a media production, with students developing practical skills in their designated role Media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate

Areas of Study:
- Media production
- Media industry production
- Australian media organisations
Learning Outcomes:
On completion of this unit the student should be able to

- Demonstrate specialist production skills within collaborative media productions, and explain and reflect on the media production process
- Discuss media industry issues and developments relating to the production stages of a media product, and describe specialist roles within the media industry
- Describe characteristics of Australian media organisations and discuss the social, cultural and industrial framework within which such organisations operate

Assessment (Covers Units 1 & 2):
Assessment tasks for Media are selected from the following: radio or audio sequences; audio-visual or video sequences; photographs; print layouts; multimedia sequences or presentations; posters; tests; written responses; oral reports.

Unit 3: Narrative & Media Production Design

Topics Studied:
- An understanding of film, television or radio drama production and story elements, and the role and significance of narrative organisation in fictional film, television or radio drama texts
- How production and story elements work together to structure meaning in narratives to engage audiences
- Practical skills through undertaking exercises related to aspects of the design and production process
- Complete a media production design plan for a specific media form and audience
- Present the relevant specifications as a written planning document, with visual representations that employ media planning conventions appropriate to the media form in which the student chooses to work

Areas of Study:
- Narrative
- Media production skills
- Media production design

Learning Outcomes:
On completion of this unit the student should be able to:

- Analyse the nature and function of production and story elements in narrative media texts, and discuss the impact of these elements on audience engagement
- Use a range of technical equipment, applications and media processes and evaluate the capacity of these to present ideas, achieve effects and explore aesthetic qualities in media forms
- Prepare and document a media production design plan in a selected media form for a specified audience
Unit 4: Media: Process, Influence & Society’s Values

Topics Studied:

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

Areas of Study:

- Media process
- Media texts and society’s values
- Media influence

Learning Outcomes:

On completion of this unit the student should be able to:

- Produce a media product for an identified audience from the media production design plan prepared in Unit 3
- Discuss and analyse the construction, distribution and interpretation of society’s values as represented in media texts
- Analyse and present arguments about the nature and extent of media influence

Assessment:

Percentage contributions to the study score for Media are:

- Unit 3 School-assessed Coursework = 6%
- Unit 4 School-assessed Coursework = 12%
- School-assessed Task = 37%
- End-of-year examination = 45%
Music Performance

Unit 1: Music Performance

Topics Studied:
- Building performance and musicianship skills
- Present performances of selected group and solo music works using one or more instruments
- The work of other performers and explore strategies to optimise the approach to performance
- Identify technical, expressive and stylistic challenges relevant to works being prepared for performance and practise technical work to address these challenges
- Develop skills in performing previously unseen music
- Aural, theory and analysis concepts to develop musicianship skills and apply this knowledge when preparing and presenting performances

Areas of Study:
- Performance
- Performance technique
- Musicianship

Learning Outcomes:
On completion of this unit the student should be able to:
- Prepare and perform a practised program of group and solo works
- Demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance
- Identify, re-create, notate and transcribe elements of music, and describe ways in which expressive elements of music may be interpreted

Unit 2: Music Performance

Topics Studied:
- Build performance and musicianship skills
- Present performances of selected group and solo music works using one or more instruments
- The work of other performers through listening and analysis and the use of specific strategies to optimise the approach to performance
- Study strategies for developing technical and expressive performance skills
- Identify technical, expressive and stylistic challenges relevant to works being prepared for performance and practise related technical work
- Develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills
- Devise an original composition or improvisation
Areas of Study:
• Performance
• Performance technique
• Musicianship
• Organisation of sound

Learning Outcomes:
On completion of this unit the student should be able to:
• Prepare and perform a musically engaging program of group and solo works
• Demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance
• Identify, re-create, notate and transcribe elements of music, and describe how selected elements of music have been interpreted in performance
• Devise a composition or an improvisation that uses music language evident in work/s being prepared for performance

Assessment (Covers Units 1 & 2):
Assessment tasks for Music Performance may include: Performances of three works including at least one group work and one solo work with accompaniment as appropriate; a demonstration of technical work and exercises; a performance of unprepared material; aural, written and practical tasks; composition and/or improvisation exercises and accompanying documentation that describes use of music language in the exercise/s.

Unit 3: Music Performance
Topics Studied:
• Present convincing performances of group and solo works
• A program of group and solo works representing a range of styles and diversity of character for performance
• Instrumental techniques to interpret the works and expressively shape performance
• Performance conventions that can be used to enhance performance
• Unprepared performance, aural perception and comprehension, transcription, music theory and analysis
• Works and performances by Australian musicians
• Performance examination - Students choose whether they will present their external end-of-year performance examination program as a member of a group OR as a soloist

Areas of Study:
• Performance
• Performance technique
• Musicianship
Learning Outcomes:
On completion of this unit the student should be able to:

- Present an informed, accurate and expressive performance of a program of group and solo works
- Demonstrate performance techniques, technical work and exercises, and describe their relevance to the performance of selected group and/or solo works, and present an unprepared performance
- Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works

Unit 4: Music Performance

Topics Studied:
- Present convincing performances of group and solo works
- Complement works selected in Unit 3
- Further develop and refine instrumental and performance techniques that shape performance and communicate understanding of the music style of each work
- Aural perception and comprehension, transcription, theory, analysis and unprepared performance
- Australian performers - interpret works that have been created since 1910 by Australian composers/songwriters
- Students continue preparation to complete the end-of-year performance examination as a member of a group OR as a soloist

Areas of Study:
- Performance
- Performance technique
- Musicianship

Learning Outcomes:
On completion of this unit the student should be able to:

- Prepare and present accurate and expressive performances of informed interpretations of a program/s of group and solo works
- Demonstrate performance techniques, and technical work and exercises, and discuss their relevance to the performance of selected group and/or solo works, and present an unprepared performance
- Identify, re-create, notate and transcribe short excerpts of music, and analyse the interpretation of expressive elements of music in pre-recorded works

Assessment:
Percentage contributions to the study score in VCE Music are as follows:

- Units 3 and 4 School-assessed Coursework = 30%
- External end-of-year performance examination = 50%
- External end-of-year aural and written examination= 20%
Studio Arts

Unit 1: Artistic Inspiration & Techniques

Topics Studied:
- Using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through art-making
- The ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks

Areas of Study:
- Developing art ideas
- Materials and techniques
- Interpretation of art ideas and use of materials and techniques

Learning Outcomes:
On completion of this unit the student should be able to:
- Source inspiration, identify individual ideas and use a variety of methods to translate these into visual language
- Use a variety of materials and techniques to support and record the development of individual ideas to produce artworks
- Discuss how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks

Assessment:
- The assessment task for Outcomes 1 and 2 is:
  - A selection of exploratory work showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques.
- Assessment tasks for Outcome 3 are:
  - an extended response
  - short-answer responses
- Assessment tasks for Outcome 3 should include visual material

Unit 2: Design Exploration & Concepts

Topics Studied:
- Establish and use a design process to produce artwork
- The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks
- Develop skills in the visual analysis of artworks
• Artworks made by artists from different times and cultures are analysed to understand the artists’ ideas and how they have created aesthetic qualities and identifiable styles

Areas of Study:
• Design exploration
• Ideas and styles in artworks

Learning Outcomes:
On completion of this unit the student should be able to:
• Develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks
• Analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles

Assessment:
• The assessment task for Outcome 1 is:
  • A folio including design explorations and artworks.
• Assessment tasks for Outcome 2 are:
  • an extended response
  • short-answer responses
• Assessment tasks for Outcome 2 should include visual material

Unit 3: Studio Production & Professional Art Practices

Topics Studied:
• The implementation of an individual design process leading to the production of a range of potential directions and solutions
• Develop and use an exploration proposal to define an area of creative exploration
• Plan and apply a design process to explore and develop individual ideas
• Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4
• The design process is individually determined by the student. It records trialling, experimenting, analysing and evaluating the extent to which their art practices successfully communicate their aims and ideas. From this process students can develop directions for the development of finished artworks in Unit 4.
• The study of artists and their work practices and processes may provide inspiration for students’ own approaches to art-making
• Investigate and analyse the response of artists to a wide range of stimuli, and examine their use of materials and techniques
• Professional art practices of artists in relation to particular artworks and art form/s and the development of styles in artworks
• The issues that may arise from the use of other artists’ work in the making of new artworks
• Students are expected to visit at least two different exhibition spaces in their current year of study
Areas of Study:
- Exploration proposal
- Design process
- Professional art practices and styles

Learning Outcomes:
On completion of this unit the student should be able to:
- Prepare an exploration proposal that formulates the content and parameters of an individual design process, and that includes a plan of how the proposal will be undertaken
- Present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal
- Discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop their styles

Unit 4: Studio Production & Art Industry Contexts
Topics Studied:
- The production of a cohesive folio of finished artworks
- To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks
- Artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities
- Aspects of artists’ involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks
- Students are expected to visit at least two different exhibition spaces in their current year of study

Areas of Study:
- Folio of artworks
- Focus, reflection and evaluation
- Art industry contexts

Learning Outcomes:
On completion of this unit the student should be able to:
- Present a cohesive folio of finished artworks, based on selected potential directions developed through the design process, that demonstrates skilful application of materials and techniques and that realises and communicates the student’s ideas
- Provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrate a cohesive relationship between the works
- Examine and explain the preparation and presentation of artworks in at least two different exhibition spaces, and discuss the various roles, processes and methods involved in the exhibition of artworks
Assessment:
Percentage contributions to the study score in Studio Arts are as follows:

- Unit 3 School-assessed Task = 33%
- Unit 4 School-assessed Task = 33%
- End-of-year examination = 34%

Additional Information:

- Students taking Photography as their focus area must have a 35mm camera
- Study in these areas will provide students with further insight to possible careers in fine art and design, and help to prepare a folio for entry into art and design based studies at TAFEs and Universities
- There is a materials levy per year of study:
  - Units 1 & 2 = $140
  - Units 3 & 4 = $140
  - If students wish to purchase materials specific to their individual project some extra costs may be incurred
Visual Communication & Design

Unit 1: Introduction to Visual Communication Design

Topics Studied:
- Using visual language to communicate messages, ideas and concepts
- Acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible
- Practise drawing what is observed and use visualisation drawing methods to explore ideas and concepts
- Develop an understanding of the importance of presentation drawings to clearly communicate final visual communications
- Through experimentation and through exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived
- Review the contextual background of visual communication through an investigation of design styles
- The broader context of the place and purpose of design
- The three stages of the design process: researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts

Areas of Study:
- Drawing as a means of communication
- Design elements and design principles
- Visual communication design in context

Learning Outcomes:
On completion of this unit the student should be able to:
- Create drawings for different purposes using a range of drawing methods, media and materials
- Select and apply design elements and design principles to create visual communications that satisfy stated purposes
- Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors
Unit 2: Applications of Visual Communication Design

Topics Studied:

- The application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields
- Presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design
- How typography and imagery are used in visual communication design
- Apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field
- Develop an understanding of the design process as a means of organising thinking about approaches to solving design problems and presenting ideas
- In response to a brief, engage in the stages of research, generation of ideas and development of concepts to create visual communications

Areas of Study:

- Technical drawing in context
- Type and imagery
- Applying the design process

Learning Outcomes:

On completion of this unit the student should be able to:

- Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field
- Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright
- Engage in stages of the design process to create a visual communication appropriate to a given brief

Assessment (Covers Units 1 & 2):

Assessment tasks for VCD are selected from the following: folio of typography and image ideas and concepts created using manual and digital methods; folio of technical drawings created using manual and/or digital methods; written and/or oral descriptions and analysis of historical and contemporary design examples; folio demonstrating the design process created using manual and/or digital methods; folio of typography and image ideas; written report of a case study; final presentations of visual communications.
Unit 3: Design Thinking & Practice

Topics Studied:

- The process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists
- Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes
- Investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of design ideas and concepts
- Students use their research and analysis of visual communication designers to support the development of their own work
- Establish a brief and apply design thinking skills through the design process
- Identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need
- Design from a variety of historical and contemporary design fields is considered to provide directions, themes or starting points for investigation and inspiration for work
- Use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate ideas
- The brief and investigation work underpin the developmental and refinement work undertaken in Unit 4

Areas of Study:

- Analysis and practice in context
- Design industry practice
- Developing a brief and generating ideas

Learning Outcomes:

On completion of this unit the student should be able to:

- Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications
- Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices
- Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief
Unit 4: Design Development & Presentation

Topics Studied:
- Design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs
- Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief
- Utilise a range of digital and manual two- and three-dimensional methods, media and materials
- Investigate how the application of design elements and design principles creates different communication messages
- Refine and present two visual communications within the parameters of the design brief
- Reflect on the design process and the design decisions they took in the realisation of their ideas
- Evaluate visual communications and devise a pitch to communicate design thinking and decision making to the client

Areas of Study:
- Development of design concepts
- Final presentations
- Evaluation and explanation

Learning Outcomes:
On completion of this unit the student should be able to:
- Develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief
- Produce final visual communication presentations that satisfy the requirements of the brief
- Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief

Assessment:
Percentage contributions to the study score in Visual Communication Design are as follows:
- Unit 3 School-assessed Coursework = 20%
- Unit 4 School-assessed Coursework = 5%
- School-assessed Task = 40%
- End-of-year examination = 35%

Additional Information:
- Study in these areas will provide students with further insight to possible careers in fine art and design, and help to prepare a folio for entry into art and design based studies at TAFEs and Universities
- There is a $120 materials levy per year of study. If students wish to purchase materials specific to their individual project some extra costs may be incurred
The English Group

English/EAL

English Language Literature
**VCE Engishes**

In VCE you have the choice of doing ANY of: English, Literature or English Language. Any one of these subjects will count as your ‘English’ to get your ATAR. Please note that students are only able to select EAL if their major language of instruction has not been English for more than seven years.

You can elect to do more than one English subject.

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Literature</th>
<th>English Language</th>
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</thead>
<tbody>
<tr>
<td><strong>Texts studied</strong></td>
<td>A combination of film, novel, short story, play.</td>
<td>A combination of film, novel, short story, poetry, play.</td>
<td>No texts studied, however there is a lot of reading of newspaper articles, textbook chapters and excerpts from other texts that is compulsory</td>
</tr>
<tr>
<td><strong>Textbook required</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Holiday homework</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>What the subject focuses on</strong></td>
<td>How texts are constructed – both students’ own texts and literary and media texts; text study and responses, language analysis, persuasive, expository and imaginative writing, etc.</td>
<td>In-depth analysis of texts, personal and creative responses in written and oral form, developing interpretations of texts. Looking at structures of texts and how they inform the reader.</td>
<td>In-depth analysis of the English language – grammar, spelling, how words are formed, how we learn language, where English came from (history) and where it is going, globally.</td>
</tr>
<tr>
<td><strong>Exams</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td><strong>Essays</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td><strong>Oral presentations</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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English & English as an Additional Language (EAL)

Unit 1

Topics Studied:
- Read and respond to texts analytically and creatively
- Analyse arguments and the use of persuasive language in texts and create texts intended to position audiences
- Develop skills in creating written, spoken and multimodal texts

Areas of Study:
- Reading and creating texts
- Analysing and presenting argument

Learning Outcomes:
On completion of this unit the student should be able to:
- Produce analytical and creative responses to texts
- Analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences

Unit 2

Topics Studied:
- Compare the presentation of ideas, issues and themes in texts
- Analyse arguments presented and the use of persuasive language in texts and create texts intended to position audiences
- Develop skills in creating written, spoken and multimodal texts

Areas of Study:
- Reading and comparing texts
- Analysing and presenting argument

Learning Outcomes:
On completion of this unit the student should be able to:
- Compare the presentation of ideas, issues and themes in two texts
- Identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view

Assessment (Covers Units 1 & 2):
Assessment tasks for English/EAL: are selected from the following: an analytical response to a set text; a creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text; an analysis of the use of argument and persuasive language in text/s; a text intended to position an audience; a comparative analytical response to set texts; a persuasive text that presents an argument or viewpoint; an analysis of the use of argument and persuasive language in text/s.
Additional Information Regarding EAL:
Units 1 & 2 EAL will include a task designed to develop listening skills.

Unit 3
Topics Studied:
- Reading and responding both orally and in writing to a range of texts
- How the authors of texts create meaning and the different ways in which texts can be interpreted
- Develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors
- Across the Unit 3 and 4 sequence, English students must read and study at least four selected texts chosen by the school from a list approved by VCAA
- Across the Unit 3 and 4 sequence, EAL students must read and study at least three selected texts chosen by the school from a list approved by VCAA

Areas of Study:
- Reading and responding
- Creating and presenting
- Using language to persuade

Learning Outcomes:
On completion of this unit the student should be able to:
- Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations
- Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing decisions about form, purpose, language, audience and context
- Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue
Unit 4

Topics Studied:

• Reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation

• Create written or multimodal texts suggested by the student’s reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context

Areas of Study:

• Reading and responding

• Creating and presenting

Learning Outcomes:

On completion of this unit the student should be able to:

• Develop and justify a detailed interpretation of a selected text

• Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context

Assessment:

Percentage contributions to the study score in English/EAL are as follows:

• Unit 3 school-assessed coursework = 25%

• Unit 4 school-assessed coursework = 25%

• End-of-year examination = 50%

Additional Information Regarding EAL:

• Students who are eligible for EAL status usually complete their English studies in smaller classes taught by an EAL teacher

• Special cases in Year 11 will be considered for students from non-English speaking backgrounds who are experiencing difficulties with English and may require extra assistance

• In Year 12 students who are eligible for EAL must receive approval from VCAA (via Ms Lavin) before enrolling in EAL Units 3 & 4
Unit 1: Language & Communication

Topics Studied:

• Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members
• The way language is organised so that its users have the means to make sense of their experiences and to interact with others
• The various functions of language and the nature of language as an elaborate system of signs
• The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered
• Children’s ability to acquire language and the stages of language acquisition across a range of subsystems

Areas of Study:

• The nature and functions of language
• Language acquisition

Learning Outcomes:

On completion of this unit the student should be able to:

• Identify and describe primary aspects of the nature and functions of human language
• Describe what children learn when they acquire language and discuss a range of perspectives on how language is acquired

Unit 2: Language Change

Topics Studied:

• Languages are dynamic and language change is an inevitable and a continuous process
• Factors contributing to change over time in the English language and factors contributing to the spread of English
• Explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics
• Attitudes to language change vary considerably and these are also considered
• How English has been transformed over the centuries
• The various possibilities for the future of English
• The global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language
• Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages
• Consider the cultural repercussions of the spread of English
Areas of Study:
- English across time
- Engliishes in contact

Learning Outcomes:
On completion of this unit the student should be able to:
- Describe language change as represented in a range of texts and analyse a range of attitudes to language change
- Describe and explain the effects of the global spread of English in terms of both conformity and diversity, through a range of spoken and written texts

Assessment (Covers Units 1 & 2):
Assessment tasks for English Language may be selected from the following: a folio of annotated texts; an essay; an investigative report; an analysis of spoken and/or written text; a case study; short-answer questions; an analysis of data.

Unit 3: Language Variation and Social Purpose

Topics Studied:
- English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances
- The stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed
- Describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning
- How texts are influenced by the situational and cultural contexts in which they occur
- How function, field, mode, setting and the relationships between participants all contribute to a person’s language choices, as do the values, attitudes and beliefs held by participants and the wider community
- How speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse
- How language can be indicative of relationships, power structures and purpose through the choice of a particular variety

Areas of Study:
- Informal language
- Formal language

Learning Outcomes:
On completion of this unit the student should be able to:
- Identify and analyse distinctive features of informal language in written and spoken texts
- Identify and analyse distinctive features of formal language in written and spoken texts
Unit 4: Language Variation and Identity

Topics Studied:

- The role of language in establishing and challenging different identities
- The many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations
- Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users’ social and cultural identities
- Examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents
- How our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us
- Through our language we express ourselves as individuals and signal our membership of particular groups
- How language can distinguish between ‘us’ and ‘them’, creating solidarity and reinforcing social distance

Areas of Study:

- Language variation in Australian society
- Individual and group identities

Learning Outcomes:

On completion of this unit the student should be able to:

- Investigate and analyse varieties of Australian English and attitudes towards them
- Analyse how people’s choice of language reflects and constructs their identities

Assessment:

Percentage Contributions to the study score in VCE English Language are as follows:

- Unit 3 school-assessed Coursework = 25%
- Unit 4 school-assessed Coursework = 25%
- End-of-year examination = 50%
Literature

Unit 1: Approaches to Literature

Topics Studied:

- The ways in which the interaction between text and reader creates meaning
- Students’ analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles
- Respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience
- Develop familiarity with key terms, concepts and practices that equip them for further studies in literature
- How the views and values that readers hold may influence the reading of a text

Areas of Study:

- Reading practices
- Ideas and concerns in texts

Learning Outcomes:

On completion of this unit the student should be able to:

- Respond to a range of texts and reflect on influences shaping these responses
- Analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society

Unit 2: Context and connections

Topics Studied:

- The ways literary texts connect with each other and with the world
- The ways the student’s own culture and the cultures represented in texts can influence their interpretations and shape different meanings
- The relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted
- The similarities and differences across texts and establish connections between them
- Engage in close reading of texts and create analytical responses that are evidence-based
- By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis

Area of Study:

- The text, the reader and their contexts
- Exploring connections between texts
Learning Outcomes:
On completion of this unit the student should be able to

- Analyse and respond critically and creatively to the ways a text from a past era and/or a
different culture reflect or comment on the ideas and concerns of individuals and groups
in that context
- Compare texts considering the dialogic nature of texts and how they influence each other

Assessment (Covers Units 1 & 2):
Assessment tasks for Literature are selected from the following: an essay (comparative, interpretive,
analytical or discursive); a debate; journal entries; a close analysis of selected passages; an original
piece of writing responding to a text(s) studied; an oral or a written review; a multimedia presentation;
participation in an online discussion; performance and commentary.

Unit 3
Topics Studied:
- The ways writers construct their work and how meaning is created for and by the reader
- How the form of text (such as poetry, prose, drama, non-print or combinations of these)
affects meaning and generates different expectations in readers
- The ways texts represent views and values and comment on human experience, and the
social, historical and cultural contexts of literary works.

Areas of Study:
- Adaptations and transformations
- Views, values and contexts
- Considering alternative viewpoints

Learning Outcomes:
On completion of this unit the student should be able to:

- Analyse how meaning changes when the form of a text changes
- Analyse, interpret and evaluate the views and values of a text in terms of the ideas,
social conventions and beliefs that the text appears to endorse, challenge or leave
unquestioned
- Evaluate views of a text and make comparisons with their own interpretation

Unit 4
Topics Studied:
- Creative and critical responses to texts
- The context of the students responses to texts as well as the concerns, the style of the
language and the point of view in their re-created or adapted work
- Develop an interpretation of a text and learn to synthesise the insights gained by
engagement with various aspects of a text into a cogent, substantiated response

Areas of Study:
- Creative responses to texts
- Close analysis
Learning Outcomes:
On completion of this unit the student should be able to:

- Respond imaginatively to a text, and comment on the connections between the text and the response
- Analyse critically features of a text, relating them to an interpretation of the text as a whole

Assessment:
Percentage contributions to the study score in Literature are as follows:

- Unit 3 school-assessed coursework = 25%
- Unit 4 school-assessed coursework = 25%
- End-of-year examination = 50%
Health & Physical Education

Health & Human Development
Physical Education
Health & Human Development

Unit 1: The Health & Development of Australia’s Youth

Topics Studied:

- The concepts of health and individual human development
- The health and individual human development of Australia’s youth
- ‘Youth’ is defined as twelve to eighteen years of age
- Factors that influence health and individual human development of youth, including the importance of nutrition
- The health status of Australia’s youth is good and continues to improve as demonstrated by reductions in morbidity and mortality from communicable diseases, chronic diseases, suicide, motor vehicle accidents and other injuries
- However, Australia’s youth still experience a range of health issues that affect both their immediate and longer term health and individual human development.
- Issues that have an impact on the health and individual human development of Australia’s youth
- One health issue is examined in detail
- Personal, community and government strategies or programs that affect youth health and individual human development

Areas of Study:

- Understanding youth health and human development
- Youth issues

Learning Outcomes:

On completion of this unit the student should be able to:

- Describe the dimensions of, and the interrelationships within and between, youth health and individual human development, and analyse the health status of Australia’s youth using appropriate measurements
- Describe and explain the factors that have an impact on the health and individual human development of Australia’s youth, outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development
Unit 2: Individual Human Development & Health Issues

Topics Studied:

- This unit focuses on the health and individual human development for the lifespan stages of prenatal, childhood and adulthood
- Health and development during childhood has also been identified as having a significant impact on both health and development throughout the rest of the lifespan
- Determinants of health and development of Australia's children including social factors such as family and community
- The health and individual human development of adults can vary considerably and is influenced by a range of determinants, which include physical environment, biological, behavioural and social
- In this unit students identify issues that affect the health and individual human development of Australia’s mothers and babies, children and adults
- Health issues are investigated in detail, along with personal, community and government strategies and programs that affect the health and individual human development of mothers and babies, children and adults

Areas of Study:

- Prenatal health and individual development
- Child health and individual development
- Adult health and individual development

Learning Outcomes:

On completion of this unit the student should be able to:

- Describe and explain factors that affect the health and individual human development during the prenatal stage
- Describe and explain factors that affect the health and individual human development of Australia’s children
- Describe and explain the factors that affect the health and individual human development of Australia’s adults

Assessment (Covers Units 1 & 2):

Assessment tasks for Health and Human Development are selected from the following: a case study analysis; a data analysis; a visual presentation, such as a concept/mind map, poster or presentation file; a multimedia presentation, using more than two data types (for example, text, still or moving images, sound or numeric) and involving some form of interaction such as hyperlinks; an oral presentation; a test; a written response, such as a research assignment or written report.

Unit 3: Australia’s Health

Topics Studied:

- The health status of Australians can be measured in many ways, such as consideration of burden of disease, health adjusted life expectancy, disability adjusted life years (DALYs), life expectancy, under-five mortality rate, mortality and morbidity rates, incidence and prevalence of disease
- Despite Australia’s good health status, there is still potential for improvements
• The National Health Priority Areas (NHPAs) initiative provides a national approach that aims to improve health status in the areas that contribute most of the burden of disease in Australia.

• Different levels of health are experienced by different groups, which can be attributed to the determinants of health, including the physical environment, biological, behavioural and social

• Both government and non-government organisations play an important role in the implementation of a range of initiatives designed to promote health in Australia

Areas of Study:
• Understanding Australia’s health
• Promoting health in Australia

Learning Outcomes:
On completion of this unit the student should be able to:
• Compare the health status of Australia’s population with that of other developed countries, compare and explain the variations in health status of population groups within Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status

• Discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and non-government organisations in promoting health

Unit 4: Global Health & Human Development

Topics Studied:
• A global perspective on achieving sustainable improvements in health and human development

• Creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. Providing people with access to knowledge, health and a decent standard of living, and participating in the life of their community and decisions affecting their lives

• A significant focus of the United Nations (UN) Millennium Development Goals is reducing the inequalities that result in human poverty and lead to inequalities in health status and human development

• The World Health Organization (WHO) is the directing and coordinating authority for international health within the United Nations. Both the WHO and the UN have a range of strategies aimed at reducing global burdens of disease and promoting human development through the achievement of the Millennium Development Goals

• The Department of Foreign Affairs and Trade (DFAT) manages the Australian Government’s overseas aid program

• Non-government organisations also play a role in promoting sustainable human development
Areas of Study:
- Introducing global health and human development
- Promoting global health and human development

Learning Outcomes:
On completion of this unit the student should be able to:

- Analyse factors contributing to variations in health status between Australia and developing countries, and evaluate progress towards the United Nations' Millennium Development Goals
- Describe and evaluate programs implemented by international and Australian government and non-government organisations, and analyse the interrelationships between health, human development and sustainability

Assessment:
Percentage contributions to the study score for Health and Human Development are as follows:

- Unit 3 School-assessed Coursework = 25%
- Unit 4 School-assessed Coursework = 25%
- End-of-year examination = 50%
Physical Education

Unit 1: Bodies in Motion

Topics Studied:

• How the body systems work together to produce movement and biomechanical principles
• The relationships between the body systems and physical activity
• The aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway
• Apply biomechanical principles to improve and refine movement
• Use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity
• In Area of Study 3, there are two detailed studies: Technological advancements from a biomechanical perspective and Injury prevention and rehabilitation, which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2. One of these detailed studies will be selected to explore in greater depth

Areas of Study:

• Body systems and human movement
• Biomechanical movement principles
• Two detailed studies are available in Unit 1. One detailed study is to be selected from:
  • Technological advancements from a biomechanical perspective
  • Injury prevention and rehabilitation
Learning Outcomes:
On completion of this unit the student should be able to:

- Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.

- Collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.

- Depending upon the detailed study undertaken, one of the following outcomes must also be met:

- Analyse data collected through research and practical activities, to explain the technological advancements that have led to biomechanical changes in sporting technique or equipment in one selected sport, and explain the implications of the change.

- Observe, demonstrate and explain strategies used to prevent sports injuries, and evaluate a range of techniques used in the rehabilitation of sports injuries.

Unit 2: Sports Coaching & Physically Active Lifestyles
Topics Studied:

- Coaching practices and their contribution to effective coaching and improved performance of an athlete.

- By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching.

- Physical activity and the role it plays in the health and wellbeing of the population.

- 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.

- In Area of Study 3, there are two detailed studies:
  - Decision making in sport and Promoting active living. One of these detailed studies will be selected to explore in greater depth.

Areas of Study:

- Effective coaching practices.

- Physically active lifestyles.

- Two detailed studies are available in Unit 2. One detailed study is to be selected from:
  - Decision making in sport.
  - Promoting active living.

Learning Outcomes:
On completion of this unit the student should be able to:

- Demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.

- Collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.
Depending upon the detailed study undertaken, one of the following outcomes must also be met:

- Explain the importance of interpreting game play and selecting appropriate tactics and strategies in sports
- Use a subjective method to assess physical activity levels within a given population, and implement and promote a settings-based program designed to increase physical activity levels for the selected group

Assessment (Covers Units 1 & 2):
Assessment tasks for P.E. are selected from the following: a practical laboratory report linking key knowledge and key skills to practical activity; a case study analysis; a data analysis; a critically reflective folio/diary of participation in practical activities; a visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file; a multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction; a physical simulation or model; an oral presentation such as podcast; debate; a written report; a test.

Unit 3: Physical Activity Participation & Physiological Performance

Topics Studied:
- Understanding physical activity and sedentary behaviour from a participatory and physiological perspective
- Various methods of assessing physical activity and sedentary levels, and analyse data in relation to adherence to the National Physical Activity Guidelines
- The social-ecological model used to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity
- The contribution of energy systems to performance in physical activity
- The characteristics of each system and the interplay of the systems during physical activity
- The multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery

Areas of Study:
- Monitoring and promotion of physical activity
- Physiological responses to physical activity

Learning Outcomes:
On completion of this unit the student should be able to:

- Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines
- Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies
Unit 4: Enhancing Performance

Topics Studied:

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

Areas of Study:

- Planning, implementing and evaluating a training program
- Performance enhancement and recovery practices

Learning Outcomes:

On completion of this unit the student should be able to:

- Plan, implement and evaluate training programs to enhance specific fitness components
- Analyse and evaluate strategies designed to enhance performance or promote recovery

Assessment:

Percentage contributions to the study score in Physical Education are as follows:

- Unit 3 School-assessed Coursework = 25%
- Unit 4 School-assessed Coursework = 25%
- End-of-year examination = 50%
Humanities
(Including Business)

Accounting
Australian & Global Politics
Business Management
Economics
History
Legal Studies
Philosophy
Accounting

Unit 1: Establishing & Operating a Service Business

Topics Studied:
- The establishment of a small business and the accounting and financial management of the business
- Gathering and recording financial data and the reporting and analysing of accounting information by internal and external users
- The cash basis of recording and reporting
- Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business

Areas of Study:
- Going into business
- Recording financial data and reporting accounting information

Learning Outcomes:
- Describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business
- Identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business

Unit 2: Accounting for a Trading Business

Topics Studied:
- Accounting for a sole proprietor of a single activity trading business
- Use of a single entry recording system for cash and credit transactions and the accrual method for determining profit
- The performance of the business is analysed using financial and non-financial information
- Strategies for improving the performance of a business
- Use of ICT in the accounting process through experience of a commercial accounting software package

Areas of Study:
- Recording financial data and reporting accounting information
- ICT in accounting
- Evaluation of business performance
Learning Outcomes:
On completion of this Unit students should be able to:

- Record financial data and report accounting information for a sole trader
- Use a commercial accounting software package, and discuss the use of ICT in the accounting process
- Select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance

Assessment (Covers Units 1 & 2)
Assessment tasks for Accounting will be selected from the following: exercise/s using a commercial accounting software package; a folio of exercises (manual and ICT-based); a test (manual and/or ICT-based); an assignment (manual and/or ICT-based); a case study (manual and/or ICT-based); a classroom presentation (oral or multimedia); a report (written, oral or multimedia).

Unit 3: Recording & Reporting for a Trading Business

Topics Studied:
- Financial accounting for a single activity trading business as operated by a sole trader
- The role of accounting as an information system
- The double entry system of recording financial data and preparing reports using the accrual basis of accounting.
- The perpetual method of stock recording with the First In, First Out (FIFO)

Areas of Study:
- Recording financial data
- Balance day adjustments and reporting and interpreting accounting information

Learning Outcomes:
On completion of this unit students should be able to:

- Record financial data for a single activity sole trader using a double entry system, and discuss the function of various aspects of this accounting system
- Record balance day adjustments and prepare and interpret accounting reports

Unit 4: Control & Analysis of Business Performance

Topics Studied:
- This unit extends the recording and reporting processes studied in Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process
- The double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system
- The role and importance of budgeting for the business
- Practical completion of budgets for cash, profit and financial position
- Interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business
Areas of Study:
- Extension of recording and reporting
- Financial planning and decision making

Learning Outcomes:
On completion of this unit students should be able to:
- Record financial data using double entry accounting and report accounting information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system
- Prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business

Assessment (Covers Units 3 & 4):
Percentage contributions to the study score in VCE Accounting are as follows:
- School-assessed Coursework for Unit 3 = 25%
- School-assessed Coursework for Unit 4 = 25%
- End-of-year examination = 50%
Australian & Global Politics

Unit 1: The National Citizen

Topics Studied:

- Politics as the exercise of power by individuals, groups and nation-states
- Key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship
- The nature of and philosophical ideas behind democracy, as well as the operation and nature of contemporary Australian representative democracy
- The reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them
- The ways in which political power is exercised and how that power is challenged and resisted
- The role and influence of social and political movements as methods of organising political ideas and action
- The focus of this study is the twenty-first century and current events. However, historical events, examples and illustrations are studied as examples of the Australian political system

Areas of Study:

- Power, politics and democracy
- Exercising and challenging power

Learning Outcomes:

On completion of this unit the student should be able to:

- Describe and analyse the nature and purpose of politics and power in a broad sense and in the context of contemporary Australian democracy
- Explain why people seek political power, and the major political ideologies that influence political involvement and political movements

Unit 2: The Global Citizen

Topics Studied:

- The contemporary international community
- Students examine their place within this community through considering the debate over the existence of the ‘global citizen’
- The ways the students’ lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation
- The notion of an international community, and its ability to manage areas of global cooperation and respond to issues of global conflict and instability
- This unit is concerned with contemporary issues and events
Areas of Study:
- Global threads
- Global cooperation and conflict

Learning Outcomes:
On completion of this unit the student should be able to:
- Identify the ways in which the lives of citizens in the twenty-first century are interconnected globally
- Describe and analyse the extent to which the international community is cohesive, and whether it can effectively manage cooperation, conflict and instability in relation to selected case studies

Assessment (Covers Units 1 & 2):
Assessment tasks for these units are selected from the following: an analysis of visual materials, for example cartoons, websites, posters, films, plays, artwork; an audiovisual presentation; an oral presentation; a written research report; a web-based presentation; a case study; a debate; an essay; a test; an interactive presentation; a campaign; role-plays.
Business Management

Unit 1: Small Business Management

Topics Studied:

- Small rather than large businesses make up the large majority of all businesses in the Australian economy
- It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail
- The small business sector is a vital component in the success, growth and stability of Australia
- Explore the operations of a small business and its likelihood of success

Areas of Study:

- Introducing business
- Small business decision-making, planning and evaluation
- Day-to-day operations

Learning Outcomes:

On completion of this unit students should be able to:

- Explain a set of generic business characteristics and apply them to a range of businesses
- Apply decision-making and planning skills to establish and operate a small business, and evaluate the management of an ethical and a socially responsible small business
- Discuss one or more of the day-to-day operations associated with an ethical and a socially responsible small business, and apply the operation/s to a business situation

Unit 2: Communication & Management

Topics Studied:

- The importance of effective communication in achieving business objectives
- Communication both internal and external to the business
- Aspects of business communication and skills related to its effective use in different contexts
- An understanding of the important role marketing and public relations play in the ultimate success of a business

Areas of Study:

- Communication in business
- Managing the marketing function
- Managing the public relations function
Learning Outcomes:
On completion of this unit students should be able to:

- Explain, apply and justify a range of effective communication methods used in business-related situations.
- Analyse effective marketing strategies and processes and apply these strategies and processes to business-related situations
- Apply public relations strategies to business related situations and analyse their effectiveness

Assessment (Covers Units 1 & 2):
Assessment tasks will be selected from the following: case study analysis; business research (print and online); development of a marketing and/or public relations plan; interview and report on contact with business; business simulation exercise; essay; test; computer applications and simulations; business survey and analysis; analytical exercises; media analysis; report (written, visual, oral).

Unit 3: Corporate Management

Topics Studied:
- How large-scale organisations operate
- The environment (both internal and external) in which large-scale organisations conduct their business
- Aspects of individual business’ internal environment and how the operations of the business are managed
- The complexity and challenge of managing large-scale organisations and compare theoretical perspectives with practical applications

Areas of Study:
- Large-scale organisations in context
- Internal environment of large-scale organisations
- The operations management function

Learning Outcomes:
On completion of this unit students should be able to:

- Discuss and analyse the context in which large-scale organisations operate
- Discuss and analyse strategies related to operations management

Unit 4: Managing People & Change

Topics Studied:
- Continue the examination of corporate management
- The human resource management function
- Key aspects of human resource management and strategies used to most effectively manage human resources
- The management of change
- Key change management processes
Areas of Study:
- The human resource management function
- The management of change

Learning Outcomes:
On completion of this Unit students should be able to:
- Analyse and evaluate practices and processes related to human resource management
- Analyse and evaluate the management of change in a large-scale organisation, and evaluate the impact of change on the internal environment of a large-scale organisation

Assessment Units 3 and 4
Percentage contributions to the study score in VCE Business Management are as follows:
- Unit 3 School-assessed Coursework = 25%
- Unit 4 School-assessed Coursework = 25%
- End-of-year examination = 50%
Economics

Unit 1: Economics: Choices & Consequences

Topics Studied:
- How a society organises itself to meet the needs and wants of its citizens
- The effect of decisions made by individuals, firms, governments and other relevant groups on what is produced, how it is produced and who receives the goods and services that are produced
- Market structure including competition and how market power may affect the allocation of resources and the welfare and living standards of the general population
- The importance of maintaining sustainable rates of economic growth for current and future living standards
- The potential trade-offs between economic growth and sustainable development
- The role of key economic decision makers
- The importance of international efforts to maintain the long-term economic security of the world economy
- Important economic issues that are currently affecting the Australian and world economies. This may involve a study of inflation or the distribution of wealth and income or another relevant economic issue that may be of interest
- Factors that influence the issue and how changes in this area will affect living standards

Areas of Study:
- A market system
- Economic issues

Learning Outcomes:
On completion of this unit the student should be able to:
- Explain the role of markets in the Australian economy, how markets operate to meet the needs and wants of its citizens, and apply economic decision making to current economic problems
- Describe the nature of economic growth and sustainable development and one other contemporary economic issue, explain how these issues are affected by the actions of economic decision-makers, and evaluate the impact of these issues on living standards

Unit 2: Economic Change: Issues & Challenges

Topics Studied:
- The impact of the changing Australian population upon future rates of economic growth and living standards
- How factors that affect demographic makeup and change affect the potential challenges facing businesses wishing to expand, government budgeting and future living standards
- The impacts of high unemployment on both society and the individual
• The effectiveness of government policies aimed at reducing unemployment and potential skills shortages, and the impact that these may have on future living standards

• Australia’s trading relationships and the factors that influence Australia’s balance of payments and exchange rate

• Increased volume of world trade, movement of capital and migration of people will all be examined in the context of how they affect living standards in Australia

Areas of Study:
• Population, employment and change
• Global economic issues

Learning Outcomes:
On completion of this unit the student should be able to:

• Describe the factors that influence Australia’s population and labour markets, and analyse how changes in these areas may impact upon living standards

• Describe the nature of two contemporary global economic issues, explain how each issue is affected by the actions of economic decision-makers, and evaluate the impact of the issue on living standards

Assessment (Covers both Units 1 & 2):
Assessment tasks for this unit are chosen from the following: an analysis of written, visual and statistical evidence; a folio of applied economic exercises, problem-solving tasks; a folio of annotated media commentaries using print or electronic materials; a report of an investigation; case studies; a debate; an essay; a presentation (oral, multimedia, visual); a web page; economic simulation activities; a test.

Unit 3: Economic Activity

Topics Studied:
• Factors that affect the price and quantity traded in individual markets (price mechanism)

• The importance of competition and the degree of market power in different industries and how this affects the efficiency of resource allocation

• Situations where the market does not operate freely and the role of government in the allocation of resources

• A range of federal government macroeconomic goals which are monitored with appropriate statistical indicators

• Five key economic goals which may vary in importance from time to time and which are pushed for economic, political and social reasons

• The trend in these goals over the last four years and the role that each goal plays in improving living standards

• The role of trade with international households, businesses, governments and other groups, and the importance of international movement of capital for Australia’s living standards

• The reasons for income inequality and the social costs and benefits, and the impact on living standards associated with inequity
Areas of Study:

- An introduction to microeconomics: The market system and resource allocation
- An introduction to macroeconomics: Output, employment and income

Learning Outcomes:
On completion of this unit the student should be able to:

- Explain how markets operate to allocate scarce resources, and discuss the extent to which markets operate freely in Australia
- Explain the nature and importance of key economic goals in Australia, describe the factors that may have influenced the achievement of these goals over the past four years, and analyse the impact each of these goals may have on living standards

Unit 4: Economic Management

Topics Studied:

- The federal government attempts to influence the achievement of its economic goals using a range of policies
- The government can influence the level of aggregate demand in the economy by relying upon its demand management policies
- The primary aggregate demand management tool has been monetary policy whereby the Reserve Bank of Australia alters the cost and availability of credit in the economy
- How changes in interest rates will affect inflation, the rate of unemployment and the rate of economic growth
- How the federal government alters the composition and magnitudes of its receipts and expenditure to influence directly and indirectly the components of aggregate demand
- Budgetary policy may also be used to target or influence the achievement of external stability and equity in the distribution of income
- The relationship between the two macroeconomic demand policies is analysed in terms of their impact upon domestic economic goals
- The government also aims to improve living standards through effective management of the supply side of the economy
- The productive capacity of the economy needs to be expanded to meet growing demand
- How the government has utilised fiscal policy to influence aggregate supply directly in the economy
- The role of microeconomic reform in promoting competition, efficiency and expanding the productive capacity is also evaluated in terms of its impact on domestic and international economic goals

Areas of Study:

- Macroeconomic demand management policies
- Aggregate supply policies
Learning Outcomes:

On completion of this unit the student should be able to:

- Explain the nature and operation of government macroeconomic demand management policies, explain the relationship between budgetary and monetary policy, and analyse how the policies may be used to achieve key economic goals and improve living standards in Australia

- Explain the nature and operation of government aggregate supply policies, analyse how they may be used to achieve key economic goals and improve living standards in Australia, and analyse the current government policy mix

Assessment:

Percentage contributions to the study score in Economics are as follows:

- Unit 3 school-assessed coursework = 25%
- Unit 4 school-assessed coursework = 25%
- End-of-year examination = 50%
Unit 1: Twentieth Century. 1900–1945

**Topics Studied:**

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

**Areas of Study:**

- Ideology and conflict
- Social and cultural change

**Learning Outcomes:**

On completion of this unit the student should be able to:

- Explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two
- Explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years
Unit 2: Twentieth century history 1945 –2000

Topics Studied:
- The nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century
- The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety
- The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights
- Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order

Areas of Study:
- Causes of revolution
- Consequences of revolution

Learning Outcomes:
On completion of this unit the student should be able to:
- Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements
- Analyse the consequences of revolution and evaluate the extent of change brought to society

Assessment:
Percentage contributions to the study score in History are as follows:
- Unit 3 School-assessed Coursework = 25%
- Unit 4 School-assessed Coursework = 25%
- End-of-year examination = 50%

Units 3 & 4: Revolutions

Topics Studied:
- Either the Russian Revolution or the French Revolution will be studied in Unit 3
- Either the Chinese Revolution or the Russian Revolution will be studied in Unit 4
- Revolutions mark deliberate attempts at new directions
- They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation
- Revolutions have a profound impact on the country in which they occur, as well as important international repercussions
- Revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution
- Revolutionary governments often deploy armed force and institute policies of terror and repression
- The process of revolution concludes when a point of stability has been reached and a viable revolutionary settlement made
Areas of Study:

- Revolutionary ideas, leaders, movements and events
- Creating a new society

Learning Outcomes:

On completion of this unit the student should be able to:

- Evaluate the role of ideas, leaders, movements and events in the development of the revolution
- Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution

Assessment:

Percentage contributions to the study score in History are as follows:

- Unit 3 school-assessed coursework = 25%
- Unit 4 school-assessed coursework = 25%
- End-of-year examination = 50%
Legal Studies

Unit 1: Criminal Law in Action

Topics Studied:
- The need for laws in society
- The key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime
- Different types of crimes
- Rights and responsibilities under criminal law
- The role of parliament and subordinate authorities in law-making
- The impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria

Areas of Study:
- Law in Society
- Criminal law
- The criminal courtroom

Learning Outcomes:
On completion of this unit the student should be able to:
- Explain the need for effective laws and describe the main sources and types of law in society
- Explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on the individual and society
- Describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice

Unit 2: Issues in Civil Law

Topics Studied:
- The importance of civil law in everyday life
- How to distinguish between civil and criminal law
- How a situation can result in both criminal and civil action
- The process of lawmaking by judges and courts through the operation of the doctrine of precedent and through statutory interpretation
- Torts and their related defences

Areas of Study:
- Civil law
- The civil law in action
- The law in focus
- A question of rights
Learning Outcomes:
On completion of this unit the student should be able to:

- Explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases
- Explain and evaluate the processes for the resolution of civil disputes
- Explain one or more area/s of civil law, and discuss the legal system’s capacity to respond to issues and disputes related to the selected area/s of law
- Describe an Australian case illustrating rights issues, and discuss the impact of the case on the legal system and the rights of individuals

Assessment (Covers Units 1 & 2):
Assessment tasks for Legal Studies will be selected from the following: structured assignments, essays, mock courts or role-plays, folios and reports, case studies, tests and reports.

Unit 3: Law-making

Topics Studied:
- The institutions that determine our laws, and their law-making powers and processes
- The effectiveness of law-making bodies and the need for the law to keep up to date with changes in society
- The key features and operation of parliament, and influences on law-making, with a focus on the role of the individual
- The role played by the Commonwealth Constitution and a comparative analysis with another country
- The role played by the High Court of Australia in interpreting and enforcing the Constitution
- The nature and importance of courts as law-makers and an evaluation of their effectiveness as law-making bodies
- The relationships that exist between parliaments and courts

Areas of Study:
- Parliament and the citizen
- The Constitution and the protection of rights
- Role of the courts in law-making

Learning Outcomes:
On completion of this unit the student should be able to:

- Explain the structure and role of parliament, including its processes and effectiveness as a law-making body, describe why legal change is needed, and the means by which such change can be influenced
- Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights
- Describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament
Unit 4: Resolution & Justice

Topics Studied:

- 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 and processes that enable the resolution of legal disputes
- The institutions that adjudicate criminal cases and civil disputes
- Methods of dispute resolution that can be used as an alternative to civil litigation
- The processes and procedures followed in courtrooms, 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
- The elements of an effective legal system are used to consider the extent to which court processes and procedures contribute to the effective operation of the legal system
- Reforms or changes that could further improve the effective operation of the legal system

Areas of Study:

- Dispute resolution methods
- Court processes and procedures, and engaging in justice

Learning Outcomes:

On completion of this unit the student should be able to:

- Describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.
- Explain the processes and procedures for the resolution of criminal cases and civil disputes, and evaluate their operation and application, and evaluate the effectiveness of the legal system

Assessment:

Percentage contributions to the study score in VCE Legal Studies are as follows:

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

Unit 1: Existence, Knowledge & Reasoning

Topics Studied:

- What is the nature of reality? How can we acquire certain knowledge?
- Fundamental philosophical questions are explored through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics.
- Philosophical inquiry – ‘doing philosophy’ – and hence the study and practice of techniques of logic are central to this unit.
- Learn to think philosophically, studying appropriate examples of philosophical viewpoints and arguments, both contemporary and historical.
- Relevant debates in applied epistemology and metaphysics, and whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives.

Areas of Study:

- Metaphysics
- Epistemology
- Introduction to logic and reasoning

Learning Outcomes:

On completion of this unit the student should be able to:

- Analyse metaphysical problems, evaluate viewpoints and arguments arising from these, and identify philosophical problems in relevant contemporary debates.
- Analyse epistemological problems, evaluate viewpoints and arguments arising from these, and analyse philosophical problems in relevant contemporary debates.
- Apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in metaphysics and epistemology.

Unit 2: Questions of Value

Topics Studied:

- What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised?
- Explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics.
- Ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

Areas of Study:

- Ethics and moral philosophy
- Further problems in value theory
- Techniques of reasoning
Learning Outcomes:
On completion of this unit the student should be able to:

- Analyse problems in ethics and moral theory and related contemporary debates, evaluate viewpoints and arguments in response to these problems, and discuss the interplay between philosophical thinking and contemporary ethical and moral debates
- Analyse selected problems in value theory, evaluate viewpoints and arguments in response to these problems, and discuss philosophical issues in the context of relevant contemporary debates
- Apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in value theory

Assessment (Covers Units 1 & 2):
Assessment tasks for Philosophy are selected from the following: an essay; written analysis; short-answer responses; tests; written reflections; written exercises; presentations (oral, multimedia); dialogue (oral, written).

Unit 3: Minds, Bodies and Persons

Topics Studied:

- Basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates
- It is important for students to understand that arguments make a claim supported by reasons and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning
- Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics

Areas of Study:
- Minds and bodies
- Personal identity

Learning Outcomes:
On completion of this unit the student should be able to:

- Discuss concepts relating to the mind, psyche and body, and analyse and evaluate viewpoints and arguments concerning the relationship between the mind and body, and psyche and body, found within and across the set texts and in contemporary debates
- Analyse, compare and evaluate theories of personal identity in the set texts and discuss related contemporary debates
Unit 4: The Good Life

Topics Studied:

• This unit considers the crucial question of what it is for a human to live well.

• What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life?

• Explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life.

• Critically compare the viewpoints and arguments in set texts from both ancient and modern periods to the students’ own views on how we should live, and use their understandings to inform their analysis of contemporary debates.

• It is important for students to understand that arguments make a claim supported by reasons and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning.

• Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

Areas of Study:

• Conceptions of the good life.

• Living the good life in the twenty-first century.

Learning Outcomes:

On completion of this unit the student should be able to:

• Analyse, compare and evaluate the philosophical viewpoints and arguments in the set texts in relation to the good life.

• Discuss contemporary debates related to the good life and the interplay between social and technological developments and conceptions of the good life.

Assessment:

Percentage contributions to the study score in VCE Philosophy are as follows:

• Unit 3 School-assessed Coursework = 25%

• Unit 4 School-assessed Coursework = 25%

• End-of-year examination = 50%
Computing
Computing Units 1 & 2
Informatics Units 3 & 4
Unit 1: Computing

Topics Studied:

- Data, information and networked digital systems can be used to meet a range of users’ current and future needs
- Collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation
- Use the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity
- Predict the impact on users if the network solution were implemented
- Apply knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue

Areas of Study:

- Data and graphic solutions
- Networks
- Collaboration and communication

Learning Outcomes:

On completion of this unit the student should be able to:

- Acquire, secure and interpret data, and design and develop a graphic solution that communicates the findings of an investigation
- Design a network with wireless capability that meets an identified need or opportunity, explain its configuration and predict risks and benefits for intended users
- Design and develop a website collaboratively with others that presents an analysis of a contemporary issue and the team’s point of view on the issue

Unit 2: Computing

Topics Studied:

- Data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data
- Develop computational thinking skills when using a programming or scripting language to create solutions
- The design and development stages of the problem-solving methodology
- Data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data
- Apply all stages of the problem-solving methodology to create a solution using database management software and explain the personal affected of students own interactions with a database system
Areas of Study:
- Programming
- Data analysis and visualisation
- Data management

Learning Outcomes:
On completion of this unit the student should be able to:
- Design working modules in response to solution requirements, and use a programming or scripting language to develop the modules
- Apply the problem-solving methodology and use appropriate software tools to extract relevant data and create a data visualisation that meets a specified user’s needs
- Apply the problem-solving methodology to create a solution using database management software, and explain the personal benefits and risks of interacting with a database

Assessment (Covers Units 1 & 2):
Assessment tasks for Computing Units 1 & 2 are selected from the following: using digital systems and techniques, create a solution in response to a need or opportunity; visual presentations; oral presentations; written reports.

Unit 3: Informatics

Topics Studied:
- Data, information and information systems
- Data and how it is acquired, managed, manipulated and interpreted to meet a range of needs
- The way organisations acquire data using interactive online solutions, such as websites and applications (apps), and how users interact with these solutions when conducting online transactions
- How relational database management systems (RDBMS) store and manipulate data typically acquired this way
- Use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution
- The power and risks of using complex data as a basis for decision making
- Frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis
- This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis

Areas of Study:
- Organisations and data management
- Data analytics: drawing conclusions
Learning Outcomes:
On completion of this unit the student should be able to:

- Design a solution, develop it using a relational database management system, and diagrammatically represent how users interact with an online solution when supplying data for a transaction
- Use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis, and formulate a project plan to manage progress

Unit 4: Informatics

Topics Studied:

- Strategies and techniques for manipulating, managing and securing data and information to meet a range of needs
- In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings
- Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project.
- How different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information

Areas of Study:

- Data analytics: presenting the findings
- Information management

Learning Outcomes:
On completion of this unit the student should be able to:

- Design, develop and evaluate a multimodal online solution that confirms or refutes a hypothesis, and assess the effectiveness of the project plan in managing progress
- Compare and contrast the effectiveness of information management strategies used by two organisations to manage the storage and disposal of data and information, and recommend improvements to their current practices

Assessment:
Percentage contributions to the study score in Informatics are as follows:

- Unit 3 School-assessed Coursework = 10%
- Unit 4 School-assessed Coursework = 10%
- School-assessed Task (the student’s level of achievement in Outcome 2 in Unit 3 and Outcome 1 in Unit 4 will be assessed through a school-assessed task) = 30%
- End-of-year examination = 50%
Possible mathematics pathways at VCE

Year 10
- Mathematical Methods Units 1 & 2
- Year 10 Mathematics
- Recovery Mathematics

Year 11
- Mathematical Methods Units 1 & 2
- Specialist Mathematics Units 1 & 2
- Mathematical Methods Units 3 & 4
- Further Mathematics Units 3 & 4
- General Mathematics Units 1 & 2
- No Mathematics

Year 12
- Specialist Mathematics Units 3 & 4
- Mathematical Methods Units 3 & 4
- Further Mathematics Units 3 & 4
- Specialist Mathematics Units 3 & 4
- Mathematical Methods Units 3 & 4
- Further Mathematics Units 3 & 4

NOTE:
• Progression along a pathway is dependent upon demonstration of a thorough understanding of the previous course
• Mathematical Methods 3 & 4 is required to study Specialist Mathematics Units 3 & 4
• To undertake Units 1 & 2 Mathematical Methods it is strongly recommended that students have achieved a 70% average in Year 10 Mathematics
VCE Mathematics Choices

Mathematics is not compulsory in VCE but you must be aware that many tertiary courses have some form of mathematics as a prerequisite study.

Students undertaking Mathematical Methods Units 1 & 2 in Year 10 (Extension Classes)

If recommended by your mathematics teacher you may proceed into Mathematical Methods Units 3 & 4 next year. You may also choose Specialist Mathematics Units 1 & 2.

Mathematics Calculator

The use of calculators is integral to the study of all VCE Mathematics units. The Victorian Curriculum and Assessment Authority, when setting the Unit 3 & 4 exams, assumes that all students have a CAS calculator. For this reason, the Maths Domain has made it essential for all VCE Mathematics students to purchase a CAS calculator.

The school has a preferred calculator which will be available through the College via stationery orders.

VCAA regulations specify that CAS calculators may only be used in Maths exams.

Mathematics

- General Mathematics Units 1 & 2 prepares students to go on to Further Mathematics Units 3 & 4. It is also suitable for students who want to complete Units 1 & 2 Mathematics but do not intend to continue with maths at Units 3 & 4 level.

- Specialist Mathematics Units 1 & 2 prepares students for Units 3 & 4 of Specialist Mathematics. Students undertaking Specialist Mathematics Units 1 & 2 will also be studying Mathematical Methods 1 & 2 or, with teacher recommendation, may be completing Mathematical Methods Units 3 & 4.
General Mathematics

Units 1 & 2

Topics Studied:

- General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 & 4 level
- In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology
- Students should have facility with relevant mental and by-hand approaches to estimation and computation
- The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable

Areas of Study:

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics

Learning Outcomes:

On completion of this unit the student should be able to:

- Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures
- Select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts
- Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

Assessment (Covers Units 1 & 2):

Assessment tasks for General Mathematics Units 1 & 2 are selected from the following: assignments; tests; summary or review notes; modelling tasks; problem-solving tasks; mathematical investigations.

Additional Information:

Please note that General Mathematics Units 1 & 2 is a minimum requirement for all Teaching/Education degrees and for many (but not all) Nursing degrees. It can also be helpful for entry into a number of trades and TAFE courses.
Further Mathematics

Units 3 & 4

Topics Studied:
- Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4
- The Core comprises ‘Data Analysis’ and ‘Recursion and Financial Modelling’
- The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: ‘Matrices’, ‘Networks and Decision Mathematics’, ‘Geometry and Measurement’ and ‘Graphs and Relations’
- There is assumed knowledge from General Mathematics Units 1 & 2
- Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs
- Students should be able to use relevant mental and by-hand approaches to estimation and computation
- The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable

Areas of Study:
- Data analysis
- Recursion and financial modelling
- Two modules from the following four modules will be selected by the teacher for Area of Study Two: Matrices; Networks and Decision Mathematics; Geometry and Measurement; Graphs and Relations

Learning Outcomes:
On completion of these units the student should be able to:
- Define and explain key concepts and apply related mathematical techniques and models in routine contexts
- Select and apply the mathematical concepts, models and techniques in a range of contexts of increasing complexity
- Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches
Assessment:
Percentage contributions to the study score in Further Mathematics are as follows:

- Unit 3 School-assessed Coursework = 20%
- Unit 4 School-assessed Coursework = 14%
- End-of-year examination 1 = 33%
- End-of-year examination 2 = 33%

Additional Information:
Please note that Further Mathematics Units 3 & 4 is often a prerequisite for entry into Business and I.T. degrees and is required for some Commerce degrees and some Health Science courses (e.g. Podiatry, Occupational Therapy, etc.)
Mathematical Methods

Units 1

Topics Studied:

- Mathematical Methods Units 1 & 2 provide an introductory study of simple functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts
- These units are designed as preparation for Mathematical Methods Units 3 & 4 and contain assumed knowledge and skills for these units
- Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology
- Students should be able to use relevant mental and by-hand approaches to estimation and computation
- The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable

Areas of Study:

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

Learning Outcomes:

On completion of this unit the student should be able to:

- Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures
- Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics
- Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches
Mathematical Methods

Units 2

Topics Studied:

• Simple transcendental functions and the calculus of simple algebraic functions
• Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti-differentiation with and without the use of technology
• Students should be able to use relevant mental and by-hand approaches to estimation and computation
• The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable

Areas of Study:

• Functions and graphs
• Algebra
• Calculus
• Probability and statistics

Learning Outcomes:

On completion of this unit the student should be able to:

• Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures
• Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics
• Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

Assessment (Covers Units 1 & 2):

Assessment tasks for Mathematical Methods are selected from the following: assignments; tests; summary or review notes; modelling tasks; problem-solving tasks; mathematical investigations.
Mathematical Methods

Units 3 & 4

Topics Studied:

- Extends the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.
- Assumed knowledge and skills for Mathematical Methods Units 3 & 4 are contained in Mathematical Methods Units 1 & 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills.
- For Unit 3 a selection of content would typically include the areas of study ‘Functions and graphs’ and ‘Algebra’, and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the ‘Calculus’ area of study.
- For Unit 4, this selection would typically consist of remaining content from the areas of study: ‘Functions and Graphs’, ‘Calculus’ and ‘Algebra’, and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions.
- For Unit 4, the content from the ‘Calculus’ area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.
- Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology.
- Students should be able to use relevant mental and by-hand approaches to estimation and computation.
- The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Areas of Study:

- Functions and graphs
- Calculus
- Algebra
- Probability and statistics
Learning Outcomes:
On completion of these units the student should be able to:

- Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures
- Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics
- Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

Assessment:
Percentage contributions to the study score in Mathematical Methods are as follows:

- Unit 3 School-assessed Coursework = 17%
- Unit 4 School-assessed Coursework = 17%
- Units 3 and 4 examination 1 = 22%
- Units 3 and 4 examination 2 = 44%

Additional Information:
Mathematical Methods Units 3 & 4 is a prerequisite for Commerce at Monash University and the University of Melbourne, for all Engineering degrees, for some Science degrees, for Computer Science and for most Biomedicine degrees.
Specialist Mathematics

Units 1 & 2

Topics Studied:

- Specialist Mathematics Units 1 & 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.
- This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.
- Mathematical Methods Units 1 & 2 and Specialist Mathematics Units 1 & 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 & 4.

Areas of Study:

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics

Learning Outcomes:

On completion of these units the student should be able to:

- Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.
- Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Assessment:

Assessment tasks for Specialist Mathematics Units 1 & 2 are selected from the following: assignments; tests; summary or review notes; modelling tasks; problem-solving tasks; mathematical investigations.
Specialist Mathematics

Units 3 & 4

Topics Studied:

• Specialist Mathematics Units 3 & 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 & 2, the key knowledge and skills from Specialist Mathematics Units 1 & 2 topics ‘Number Systems and Recursion’ and ‘Geometry in the Plane and Proof’, and concurrent or previous study of Mathematical Methods Units 3 & 4

• In Unit 3 a study of Specialist Mathematics would typically include content from ‘Functions and Graphs’ and a selection of material from the ‘Algebra’, ‘Calculus’ and ‘Vectors’ areas of study. In Unit 4 this selection would typically consist of the remaining content from the ‘Algebra’, ‘Calculus’, and ‘Vectors’ areas of study and the content from the ‘Mechanics’ and ‘Probability and Statistics’ areas of study

• Students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology

• Students should be able to use relevant mental and by-hand approaches to estimation and computation

• The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable

Areas of Study:

• Functions and graphs
• Algebra
• Calculus
• Vectors
• Mechanics
• Probability and statistics

Learning Outcomes:

On the completion of these units the student should be able to:

• Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures

• Apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics

• Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches
Assessment:
Percentage contributions to the study score in Specialist Mathematics are as follows:

- Unit 3 School-assessed Coursework = 17%
- Unit 4 School-assessed Coursework = 17%
- Units 3 & 4 examination 1 = 22%
- Units 3 & 4 examination 2 = 44%

Additional Information:
Specialist Mathematics Units 3 & 4 is useful for students intending to study Engineering, Actuarial Studies and Physics at university. However, most universities specify Mathematical Methods OR Specialist Mathematics.
Science

Biology
Chemistry
Physics
Psychology
Biology

Unit 1: How do Living Things Stay Alive?

Topics Studied:

- The challenges to an organism in sustaining life
- The cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs
- Types of adaptations that enhance the organism’s survival in a particular environment and the role homeostatic mechanisms play in maintaining the internal environment
- How a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat
- The role of a keystone species in maintaining the structure of an ecosystem
- How the planet’s biodiversity is classified and the factors that affect the growth of a population
- A practical investigation related to the survival of an organism or species

Areas of Study:

- How do organisms function?
- How do living systems sustain life?

Learning Outcomes:

On completion of this unit the student should be able to:

- Investigate and explain how cellular structures and systems function to sustain life
- Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth
Unit 2: How is Continuity of Life Maintained?

Topics Studied:

- Cell reproduction and the transmission of biological information from generation to generation
- Cells are derived from pre-existing cells through the cell cycle
- The process of DNA replication and cell division in both prokaryotic and eukaryotic organisms
- The mechanisms of asexual and sexual reproductive strategies, and the advantages and disadvantages of these two types of reproduction
- The role of stem cells in the differentiation, growth, repair and replacement of cells in humans, and their potential use in medical therapies
- Chromosome theory and terminology from classical genetics is used to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses
- The relationship between genes, the environment and the regulation of genes in giving rise to phenotypes
- The role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions
- The uses of genetic screening and its social and ethical issues

Areas of Study:

- How does reproduction maintain the continuity of life?
- How is inheritance explained?
- Investigation of an issue

Learning Outcomes:

On completion of this unit the student should be able to:

- Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies
- Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance
- Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science

Assessment (Covers Units 1 & 2):

Assessment tasks for Biology are selected from the following: a report of a fieldwork activity; annotations of a practical work folio of activities or investigations; a bioinformatics exercise; media response; data analysis; problem solving involving biological concepts, skills and/or issues; a reflective learning journal/blog related to selected activities or in response to an issue; a test comprising multiple choice and/or short answer and/or extended response; a report of an investigation. Practical work is a central component of learning and assessment.
Unit 3: Signatures of Life

Topics Studied:

• The molecules and biochemical processes that are indicators of life
• The synthesis of biomacromolecules and biochemical processes that are common to autotrophic and heterotrophic life forms
• The significant role of proteins in cell functioning; how technological advances have enabled scientists to determine differences in the molecular structure of proteins, how the structure of a protein relates to its function in an organism’s tissues, and how technological advances have given rise to applications such as the design of proteins for specific purposes. Students consider advances in proteomics applied, for example, to medical diagnosis
• Structure of the cell membrane and the transport of substances across it
• Requirements for photosynthesis and cellular respiration and their role in fulfilling the energy requirements of the cell
• How cells communicate with each other at molecular level in regulating cellular activities; how they recognise ‘self’ and ‘non-self’ in detecting possible agents of attack; and how physical barriers and immune responses can protect the organism against pathogens
• Technological advances that have contributed to our knowledge and understanding of molecular biology and thereby appreciate the dynamic nature of science
• The structure, function, activities, needs and regulated death of cells

Areas of Study:

• Molecules of life
• Detecting and responding

Learning Outcomes:

On completion of this unit the student should be able to:

• Analyse and evaluate evidence from practical investigations related to biochemical processes
• Describe and explain the use of the stimulus response
• Model in coordination and regulation and how components of the human immune system respond to antigens and provide immunity
Unit 4: Continuity & Change

Topics Studied:

- Evidence for evolution of life forms over time
- Explore hypotheses that explain how changes to species have come about
- Observable similarities and differences between organisms
- The universality of DNA and conservation of genes as evidence for ancestral lines of lines of life that have given rise to the present biodiversity of our planet
- How the study of molecular genetics has expanded into genomics – the study of whole sets of genes possessed by an organism
- How genes are transmitted from generation to generation by examining meiosis and patterns of inheritance including pedigree analysis
- The relationship between heritable variations and the environment in accounting for changes to species over time, and for speciation and extinction
- The interrelationships between biological, cultural and technological evolution
- The dynamic nature of science, the human factors that influence developments in science and its increasing reliance on evidence
- Emerging technological applications and the implications of advances in molecular genetics
- Apply technologies that can change the genetic composition of individual organisms and species, including humans, raising controversial issues for individuals and society. Students examine these issues and consider their implications from a variety of perspectives

Areas of Study:

- Heredity
- Change over time

Learning Outcomes:

On completion of this unit the student should be able to:

- Analyse evidence for the molecular basis of heredity, and patterns of inheritance
- Analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes through selective breeding and applications of biotechnology

Assessment (Covers Units 3 & 4):

Percentage contributions to the study score in VCE Biology are as follows:

- Unit 3 School-assessed Coursework = 20%
- Unit 4 School-assessed Coursework = 20%
- End-of-year examination = 60%
Chemistry

Unit 1: How can the Diversity of Materials Be Explained?

Topics Studied:

- The chemical properties of a range of materials from metals and salts to polymers and nanomaterials
- The relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms
- The modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications
- Quantitative concepts in chemistry including the mole concept
- The relative masses of elements and the composition of substances
- Use of chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena
- A research investigation is undertaken in Area of Study 3

Areas of Study:

- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research investigation

Learning Outcomes:

On completion of this unit the student should be able to:

- Relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities
- Investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose
- Investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question
Unit 2: What Makes Water Such a Unique Chemical?

Topics Studied:

- The physical and chemical properties of water, the reactions that occur in water and various methods of water analysis
- The polar nature of a water molecule and the intermolecular forces between water molecules
- The relationship between these bonding forces and the physical and chemical properties of water
- Solubility, concentration, pH and reactions in water including precipitation, acid-base and redox
- Stoichiometry and analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants
- Use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena
- The solvent properties of water and selected issues associated with substances dissolved in water
- A practical investigation into an aspect of water quality is undertaken in Area of Study 3

Areas of Study:

- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical investigation

Learning Outcomes:

On completion of this unit the student should be able to:

- Relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts
- Measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases
- Design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data

Assessment (Covers Units 1 & 2):

Assessment tasks for Chemistry are selected from the following: annotations of a practical work folio of activities or investigations; a report of a practical activity or investigation; a modelling activity; media response; problem solving involving chemical concepts, skills and/or issues; a reflective learning journal/blog related to selected activities or in response to an issue; data analysis; a test comprising multiple choice and/or short answer and/or extended response; a report of a student-designed quantitative laboratory investigation using an appropriate format, for example digital presentation, oral communication, scientific poster or written report. Practical work is a central component of learning and assessment.
Unit 3: Chemical Pathways

Topics Studied:

- The scope of techniques available to the analytical chemist such as forensic scientists, geologists, food scientists and environmental chemists
- Each technique of analysis depends on a particular property or reaction of the chemical being investigated. Consequently, an understanding of the chemistry is necessary in learning how and why the techniques work, for example gas chromatography and mass spectrometry, or carbon-13 and proton nuclear magnetic resonance spectroscopy
- Organic reaction pathways and the chemistry of particular organic molecules
- The role of organic molecules in the generation of biochemical fuels and medicines
- Use the language and symbols of chemistry, and chemical formulas and equations to explain observations and data collected from experiments

Areas of Study:

- Chemical analysis
- Organic chemical pathways

Learning Outcomes:

On completion of this Unit the student should be able to:

- Evaluate the suitability of techniques and instruments used in chemical analyses
- Identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules

Unit 4: Chemistry at Work

Topics Studied:

- The industrial production of chemicals and the energy changes associated with chemical reactions
- How chemical reactions produce a diverse range of products we use and depend on every day
- Features that affect chemical reactions such as the rate and yield or equilibrium position
- How an understanding of these features is used to obtain optimum conditions in the industrial production of a selected chemical
- The renewability of a range of energy sources and consider their energy efficiencies
- The operating principles of galvanic and electrolytic cells, both in the laboratory and in important commercial and industrial applications including fuel cells
- Continue to use the language and symbols of chemistry, and chemical formulas and equations to explain observations and data collected from experiments

Areas of Study:

- Industrial chemistry
- Supplying and using energy
Learning Outcomes:
On completion of this unit the student should be able to:

• Analyse the factors that affect the extent and rate of chemical reactions and apply this analysis to evaluate the optimum conditions used in the industrial production of the selected chemical

• Analyse chemical and energy transformations occurring in chemical reactions

Assessment:
Percentage contributions to the study score in Chemistry are as follows:

• Unit 3 School-assessed Coursework = 20%
• Unit 4 School-assessed Coursework = 20%
• End-of-year examination = 60%
Physics

Unit 1: What Ideas Explain the Physical World?

Topics Studied:

• How physics explains phenomena, at various scales, which are not always visible to the unaided human eye
• Some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world
• Thermal concepts are examined by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter
• Use thermodynamic principles to explain phenomena related to changes in thermal energy
• Apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment
• The motion of electrons and explain how it can be manipulated and utilised
• Current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe

Areas of Study:

• How can thermal effects be explained?
• How do electric circuits work?
• What is matter and how is it formed?

Learning Outcomes:

On completion of this unit the student should be able to:

• Apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts
• Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community
• Explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms
Unit 2: What do Experiments Reveal about the Physical World?

Topics Studied:

- The power of experiments in developing models and theories
- Investigate a variety of phenomena by making observations and generating questions, which in turn lead to experiments
- Observations of physics phenomena and the ways in which phenomena that may not be directly observable can be explored through indirect observations
- The ways in which forces are involved both in moving objects and in keeping objects stationary
- The class will study one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science

Areas of Study:

- How can motion be described and explained?
- Options - Twelve options are available for selection in Area of Study 2 and the class teacher will indicate the option to be studied
- Design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data

Learning Outcomes:

On completion of this unit the student should be able to:

- Investigate, analyse and mathematically model the motion of particles and bodies
- The learning outcome in relation to Area of Study 2 is dependent upon the Option chosen for study
- Design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data

Assessment (Covers Unit 1 & 2):

Assessment tasks for Physics are selected from the following: an annotated folio of practical activities; data analysis; design, building, testing and evaluation of a device; an explanation of the operation of a device; a proposed solution to a scientific or technological problem; a report of a selected physics phenomenon; a modelling activity; a media response; a summary report of selected practical investigations; a reflective learning journal/blog related to selected activities or in response to an issue; a test comprising multiple choice and/or short answer and/or extended response; a report of a practical investigation (student-designed or adapted) using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation. Practical work is a central component of learning and assessment.
Unit 3

Topics Studied:

- Unit 3 consists of two prescribed areas of study: Motion in one and two dimensions; and Electronics and photonics
- Synchrotron and its applications
- The ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry
- Motion in one and two dimensions is introduced and applied to moving objects on Earth and in space
- Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonic devices are introduced
- Design and carry out an extended practical investigation
- Collect accurate data, evaluate the quality of data and measurement processes, and make conclusions based on the data
- Mathematical modelling, including calculations, is applied to all areas of study to organise first-hand and second-hand data, make predictions and link concepts
- Analyse and solve more complex qualitative and quantitative problems
- Computer and/or graphics calculator programs are used to collect and analyse first-hand and second-hand data, and to present investigation findings
- Select focused research questions and formulate a quantitatively testable hypothesis
- Identify variables of significance to an investigation and decide the appropriate variables to be controlled
- Adapt or extend given methods, and design methods for the control of variables and the systematic collection of sufficient relevant data for focused investigations
- Record raw qualitative and quantitative data accurately and present processed data, including correct use of units, symbols and formulas, to ensure that relationships between variables are evident
- Select and use appropriate materials, apparatus and measurement procedures to ensure a high degree of reliability and accuracy in the data
- Identify sources of error and estimate uncertainties in, and reliability of, data and derived quantities. Analyse procedures and results, taking into account limitations of, and weaknesses and errors in, techniques and equipment
- Alternative interpretations of data and results are identified and explained
- Identify and apply safe and responsible practices when designing and completing independent and collaborative investigations

Areas of Study:

- Motion in one and two dimensions
- Electronics and photonics

Learning Outcomes:

On completion of this unit the student should be able to:

- Investigate motion and related energy transformations experimentally, and use the Newtonian model in one and two dimensions to analyse motion in the context of transport and related aspects of safety, and motion in space
- Investigate, describe, compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems.
Unit 4

Topics Studied:

- Unit 4 consists of two prescribed areas of study: Electric power and Interactions of light and matter
- Synchrotron and its applications
- The development and limitations of models in explaining physical phenomena
- A field model of electromagnetism is applied to the generation of electricity, and the development of models that explain the complex interactions of light and matter are considered
- Detailed studies provide examples of innovative technologies used for research and communication
- Continue to undertake extensive and regular experimental work in the laboratory
- Design and carry out investigations, collect accurate data, evaluate the quality of data and measurement processes and make conclusions based on the data
- Mathematical modelling, including calculations, continues to be used to organise first-hand and second-hand data, to link concepts, to make predictions and to identify trends
- Analyse and solve more complex qualitative and quantitative problems
- Computer and/or graphical calculator programs are used to collect and analyse first-hand and second-hand data, and to present investigation findings
- Develop conceptual understanding by investigating practical activities and demonstrations
- Record raw qualitative and quantitative data and present processed data, including correct use of units, symbols and formulas, accurately and to ensure that relationships between variables are evident. Select and use appropriate materials, apparatus and measurement procedures to ensure a high degree of reliability and accuracy in the data
- Analyse results to draw relevant conclusions
- Identify sources of error and uncertainties to determine the reliability of data and derived quantities
- Alternative interpretation of data and results are identified and explained

Areas of Study:

- Electric power
- Interactions of light and matter
- Synchrotron and its applications

Learning Outcomes:

On completion of this unit the student should be able to:

- Investigate and explain the operation of electric motors, generators and alternators, and the generation, transmission, distribution and use of electric power
- Use wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms
- Describe the basic design and operation of The Australian Synchrotron and the production, characteristics and interactions with targets of synchrotron radiation

Assessment:

Percentage contributions to the study score in Physics are as follows:

- Unit 3 School-assessed Coursework = 16%
- Unit 4 School-assessed Coursework = 24%
- End-of-year examination = 60%
Psychology

Unit 1: How are Behaviour and Mental Processes Shaped?

Topics Studied:
- Human development involves changes in thoughts, feelings and behaviours
- The structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system
- Brain plasticity and the influence that brain damage may have on a person’s psychological functioning
- The complex nature of psychological development, including situations where psychological development may not occur as expected
- The contribution that classical and contemporary studies have made to an understanding of the human brain and its functions and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours

Areas of Study:
- How does the brain function?
- What influences psychological development?

Learning Outcomes:
On completion of this unit the student should be able to:
- Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning
- Identify the varying influences of nature and nurture on a person’s psychological development, and explain different factors that may lead to typical or atypical psychological development
Unit 2: How do External Factors Influence Behaviour and Mental Processes?

Topics Studied:
- A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors
- Perception of stimuli enables a person to interact with the world around them and how perception of stimuli can be distorted
- The role social cognition plays in a person’s attitudes, perception of themselves and relationships with others
- Factors and contexts that can influence the behaviour of an individual and groups
- The contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways

Areas of Study:
- What influences a person’s perception of the world?
- How are people influenced to behave in particular ways?
- Student-directed research investigation

Learning Outcomes:
On completion of this unit the student should be able to:
- Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions
- Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently
- Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques

Assessment (Covers Units 1 & 2):
Assessment tasks for Psychology are selected from the following: a report of a practical activity involving the collection of primary data; a research investigation involving the collection of secondary data; a brain structure modelling activity; a logbook of practical activities; analysis of data/results including generalisations/conclusions; media analysis/response; problem solving involving psychological concepts, skills and/or issues; a test comprising multiple choice and/or short answer and/or extended response; a reflective learning journal/blog related to selected activities or in response to an issue; a report of an investigation into brain function and/or development that can be presented in various formats, for example digital presentation, oral presentation, or written report.
Unit 3: The Conscious Self

Topics Studied:

- The relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory
- Advances in brain research methods have opened new ways to understanding the relationship between mind, brain and behaviour
- The structure and functioning of the human brain and nervous system, and the nature of consciousness and altered states of consciousness including sleep
- Memory involves the selective retention and retrieval of information and it plays an important role in determining behaviour
- The function of the nervous system in memory and the ways in which information is processed, stored and utilised
- Apply different theories of memory and forgetting to everyday learning experiences
- Research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking investigations

Areas of Study:
- Mind, brain and body
- Memory

Learning Outcomes:
On completion of this unit the student should be able to:

- Explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of selected studies to the investigation of brain function
- 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: Brain, Behaviour & Experience

Topics Studied:

- 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
- Learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours
- The mechanisms of learning, the cognitive processes that affect readiness for learning, and how people learn informs both personal and social issues
- Conceptual understanding of learning as one of several important facets involved in a biopsychosocial approach to the analysis of mental health and illness
- Different concepts of normality, and differentiating between normal responses such as stress to external stimuli, and mental disorders
- Use a biopsychosocial framework – a conceptual model which includes psychological and social factors in addition to biological factors in understanding a person's mental state – to explore the nature of stress and a selected mental disorder
- Causes of mental illness, avenues of assistance and factors that promote mental wellbeing
- Analyse research methodologies associated with classic and contemporary theories

Areas of Study:

- Learning
- Mental health

Learning Outcomes:

On completion of this unit the student should be able to:

- Explain the neural basis of learning, and compare and contrast different theories of learning and their applications
- Differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress and a selected mental disorder.

Assessment:

Percentage contributions to the study score in Psychology are as follows:

- Unit 3 School-assessed Coursework = 20%
- Unit 4 School-assessed Coursework = 20%
- End-of-year examination = 60%
Technology

Food Technology
Product Design
& Technology
Food & Technology

Unit 1: Food Safety & Properties of Food

Topics Studied:

- Safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning
- Apply these practices in the preparation of food
- Food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business
- The selection and use of a range of tools and equipment suitable for use in food preparation
- The links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used
- Apply this knowledge when preparing food
- Quality and ethical considerations in food selection
- Use of design briefs to maximise the qualities of key foods

Areas of Study:

- Keeping food safe
- Food properties and preparation

Learning Outcomes:
On completion of this unit the student should be able to:

- Explain and apply safe and hygienic work practices when storing, preparing and processing food
- Analyse 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

Unit 2: Planning & Preparation of Food

Topics Studied:

- Appropriate tools and equipment to produce optimum results, including the latest developments in food technology
- Research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food
- Research and implement solutions to a design brief
- Use the design process to respond to challenges of preparing food safely and hygienically for a range of contexts and consumers, taking into account nutritional considerations, social and cultural influences, and resource access and availability
- Explore environmental considerations when planning and preparing meals

Areas of Study:

- Tools, equipment, preparation and processing
- Planning and preparing meals
Learning Outcomes:
On completion of this unit the student should be able to:

- Use a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods to maximise their properties
- Individually and as a member of a team, to use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts

Assessment (Covers Units 1 & 2):
Assessment tasks for Food Technology are selected from the following: production work and records of planning and production; designing and developing a solution in response to a design brief, including production work; tests (short and/or extended answer); short written reports (for example, report or comparative analysis on a food testing activity, industry visits, or product evaluation); oral reports supported by visual presentations (for example, multimedia).

Unit 3: Food Preparation, Processing & Food Controls

Topics Studied:
- Food safety in Australia and the relevant national, state and local authorities and their regulations, including the Hazard Analysis and Critical Control Points (HACCP) system
- Causes of food spoilage and food poisoning and apply safe work practices while preparing food
- Key foods, analyse the functions of the natural components of key foods and apply this information in the preparation of foods
- Cooking techniques and justify the use of the techniques they select when preparing key foods
- The primary and secondary processes that are applied to key foods, including food processing techniques to prevent spoilage
- Preserve food using these techniques
- Devise a design brief and develop a detailed design plan
- In preparing their design plan, students conduct research and incorporate their knowledge about key foods, properties of food, tools, equipment, safety and hygiene, preparation, cooking and preservation techniques. They make decisions related to the specifications of the brief
- In developing the design plan, students establish an overall production timeline to complete the set of food items (the product) to meet the requirements of the brief for implementation in Unit 4

Areas of Study:
- Maintaining food safety in Australia
- Food preparation and processing
- Developing a design plan

Learning Outcomes:
On completion of this unit the student should be able to:

- Explain the roles and responsibilities of and the relationship between national, state and local authorities in ensuring and maintaining food safety within Australia
- Analyse preparation, processing and preservation techniques for key foods, and prepare foods safely and hygienically using these techniques
- Develop a design brief, evaluation criteria and a design plan for the development of a food product
Unit 4: Food Product Development & Emerging Trends

Topics Studied:
- Develop individual production plans for the proposed four to six food items and implement the design plan they established in Unit 3
- Apply safe and hygienic work practices using a range of preparation and production processes, including some which are complex
- Use appropriate tools and equipment and evaluate their planning, processes and product.
- Food product development, and research and analyse driving forces that have contributed to product development
- Issues underpinning the emerging trends in product development, including social pressures, consumer demand, technological developments, and environmental considerations
- Food packaging, packaging systems and marketing

Areas of Study:
- Implementing a design plan
- Food product development

Learning Outcomes:
On completion of this unit the student should be able to:
- Safely and hygienically implement the production plans for a set of four to six food items that comprise the product, evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria, and evaluate the efficiency and effectiveness of production activities
- Analyse driving forces related to food product development, analyse new and emerging food products, and explain processes involved in the development and marketing of food products

Assessment:
Percentage contributions to the study score for Food Technology are as follows:
- Unit 3 School-assessed Coursework = 18%
- Unit 4 School-assessed Coursework = 12%
- Units 3 and 4 School-assessed Task = 40%
- End-of-year examination = 30%

Additional Information:
Food preparation is an integral part of the course so students will be required to contribute towards the food costs for each year of study.

Units 1 & 2 = $120
Units 3 & 4 = $120
Product Design & Technology

Unit 1: Product Re-design & Sustainability

Topics Studied:

- The analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability
- Knowledge of material use and suitability for particular products
- The use of materials from a sustainable viewpoint
- Sustainable practices claimed to be used by designers are examined
- The Product design process and Product design factors
- Intellectual property (IP), its implications related to product design and the importance of acknowledging the IP rights of the original designer
- Produce a re-designed product safely using tools, equipment, machines and materials, compare it with the original design and evaluate it against the needs and requirements outlined in the design brief
- A prototype made of less expensive materials can be presented
- A prototype is expected to be of full scale and considered to be the final design of a product before production of multiples

Areas of Study:

- Product re-design for improvement
- Producing and evaluating a re-designed product

Learning Outcomes:

On completion of this unit the student should be able to:

- Re-design a product using suitable materials with the intention of improving aspects of the product's aesthetics, functionality or quality, including consideration of sustainability
- Use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype, and compare the finished product or prototype with the original design

Unit 2: Collaborative Design

Topics Studied:

- Work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product
- Factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution
- The use of ICT to facilitate teams that work collaboratively but are spread across the globe
• Gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics
• Work both individually and as a member of a small design team to address a problem, need or opportunity and consider the associated human-centred design factors
• Design a product within a range, based on a theme, or a component of a group product
• Research and refer to a chosen style or movement

Areas of Study:
• Designing within a team
• Producing and evaluating a collaboratively designed product

Learning Outcomes:
On completion of this unit the student should be able to:
• Design and plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team
• Justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group product against the design brief

Assessment (Covers Units 1 & 2):
Assessment tasks for this study are selected from the following: a design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report; a prototype or product and records of production and modifications; a multimedia presentation supported by speaker’s notes; a short written report that includes materials testing or trialling activities; industry visits; technical reports; a case study analysis; an oral report supported by notes and/or visual materials.

Unit 3: Applying the Product Design Process

Topics Studied:
• The design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology
• This unit examines different design settings (including industrial settings) and takes students through the Product design process as they design for others
• In the initial stage of the Product design process, a design brief is prepared. It outlines the context or situation around the design problem and describes the needs and requirements in the form of constraints or considerations
• How a design brief is structured, how it addresses particular Product design factors and how evaluation criteria are developed from the constraints and considerations in the brief
• An understanding of techniques in using the design brief as a springboard to direct research and design activities
• How a range of factors, including new and emerging technologies, and international and Australian standards, influence the design and development of products within industrial manufacturing settings
• Consider issues associated with obsolescence and sustainability models
• The application of the Product design process for a product design for a client and/or an end-user, including writing the student’s own design brief which will be completed and evaluated in Unit 4

Areas of Study:
• The designer, client and/or end-user in product development
• Product development in industry
• Designing for others

Learning Outcomes:
On completion of this unit the student should be able to:
• Explain the roles of the designer, client and/or end-user/s, the Product design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to product design development
• Explain and analyse influences on the design, development and manufacture of products within industrial settings
• Present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product

Unit 4: Product Development & Evaluation

Topics Studied:
• Learn that evaluations are made at various points of product design, development and production
• Judge the suitability and viability of design ideas and options, referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user
• 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
• Use comparative analysis and evaluation methods to make judgments about commercial product design and development
• Develop and safely manufacture the product designed in Unit 3
• Using materials, tools, equipment and machines, and record and monitor the production processes and modifications to the production plan and product
• Evaluate the effectiveness and efficiency of techniques used and the quality of the product with reference to evaluation criteria and client and/or end-user feedback
• Make judgments about possible improvements
• Produce an informative presentation to highlight the product’s features to the client and/or an end-user and explain its care requirements

Areas of Study:
• Product analysis and comparison
• Product manufacture
• Product evaluation
Learning Outcomes:
On completion of this unit the student should be able to:

- Compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques
- Safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently
- Evaluate the outcomes of the design, planning and production activities, explain the product’s design features to the client and/or an end-user and outline its care requirements

Assessment:
Percentage contributions to the study score in VCE Product Design and Technology are as follows:

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

Additional Information:
The production component in each of these units will require the student to purchase materials. There will be a materials levy of:

- Units 1 & 2 = $50
- Units 3 & 4 = $50

However, this cost may increase depending upon the product the student elects to build and the materials used in construction.
Vocational Education & Training (VET)

VET programs are designed to help students make the transition to further education or training, work, or a blend of both training and work. Students considering a VET program are welcome to talk to Ms Huffer.

The Benefits of Studying a VET Program

- A VET program is compulsory for all VCAL students, under the Industry Specific strand
- For all students, both VCAL and VCE, a VET program offers the following benefits:
  - Increases the options available for students to participate in vocational education and training during their secondary schooling
  - Provides students with the option of undertaking a broad range of studies to meet their individual needs
  - Increases employability and work readiness

VCE/VCAL VET Studies

VCE/VCAL VET programs provide the opportunity to undertake entry level TAFE training within the VCE or VCAL. On successful completion, students will have obtained their VCE and a Vocational Education and Training certificate, which will allow them to either move on to further education and training or to seek employment, including part time or casual employment whilst continuing with other studies. These programs broaden post-school options with workplace and training experience, which enhance student readiness for further training and employment.

Recognition for VET Programs within the VCE

VCE VET programs are fully recognised within the Unit 1-4 structure of the VCE and may therefore contribute towards satisfactory completion of VCE. VCE VET units have equal status with other VCE studies. Some VCE VET units are scored and can be included in the student’s primary four subjects in their ATAR calculation. Non-scored units at Units 3 and 4 are calculated as 10% of the average scaled score of the primary four VCE studies so long as the student undertakes 4 other VCE subjects – otherwise a study score cannot be obtained.

VET Program Delivery

VET programs are delivered by TAFE Institutes and through local schools organised via a VET Network. This means that students will be required to travel to and from the VET provider. Most programs are offered on a Wednesday; some run for the entire day, with others requiring the student to attend on a Wednesday afternoon. This does mean that VCE students would miss some classes at school to undertake a VET program.

There may be some additional costs for materials, equipment or uniform. This can range from nearly $500 in the case of Beauty Therapy, to less than $100. However, the school pays the tuition fees still outstanding after the government subsidy.
VET Programs Available to VCAL & VCE Students

Students interested in undertaking a VET program are advised to see Ms Huffer in the Careers Office. The list below gives some indication of programs available. However, the list is not exhaustive.

- Automotive (Mechanical OR Paint and Panel)
- Beauty Therapy
- Building and Construction
- Business
- Children’s Services
- Community Services
- Computer Assembly and Repair
- Digital Media and Technology
- Electrotechnology – Electrical Career Start
- Engineering
- Event Management
- Games Development
- Hairdressing
- Health
- Hospitality
- I.T.
- Music
- Plumbing
- Retail Make-Up
- Sport and Recreation
- Visual Arts
The Victorian Certificate of Applied Learning - VCAL

What is VCAL?
VCAL is a state-accredited certificate which sits alongside the VCE and is available to students enrolled in Year 11 or Year 12. It is based on the following principles of applied learning and is, therefore, an appropriate alternative for those students who succeed with a more ‘hands on’ approach to learning:

- Start where the learners are at
- Negotiate the curriculum
- Share knowledge
- Connect with communities and real life experiences
- Build resilience, confidence and self-worth
- Integrate learning
- Assess appropriately

Assessment in VCAL
Students are not required to do exams or tests, but there are a whole lot of others ways of showing that they have demonstrated the Learning Outcomes to the required standard. These are called evidence.

All evidence should be retained by the student for assessment purposes.

Some different kinds of evidence for VCAL units are:

- A journal which records thinking and decisions
- Photos
- A video
- Documents used e.g. letters to employers, surveys
- Teacher observation
- Participation in discussions and debates
- Role plays
- Checklists
- Logbook
- Self-assessment rubrics
- Oral presentations
- Group presentation
- PowerPoint presentations
- Certificates and awards
Certificate Structure

The VCAL is a one-year certificate designed to give students with practical abilities an incentive to stay at school while gaining valuable work experience.

There are three award levels for VCAL:

• Foundation
• Intermediate
• Senior

Upon successful completion of the program, the student will receive a VCAL Certificate for that award level. A student who completes a Foundation or Intermediate VCAL Certificate may decide to return to the College the following year to attempt VCAL at the next award level.

The level at which a student is enrolled will be determined after consultation with the Director of Student Pathways and the VCAL Coordinator, giving consideration to prior learning and performance.

A VCAL program requires a student to complete a minimum of 10 units, each delivered over 100 nominal hours. These units may comprise of school-based VCAL units, VCE/VET units, modules from accredited VET courses at TAFE or VCE units available at the College.

The combination of units in a VCAL program will vary for each student but MUST include:

• At least one Literacy unit, at the award level
• At least one Personal Development unit, at the award level
• At least one Numeracy unit
• At least one unit from the Industry Specific Strand
• At least one unit from the Work Related Skills Strand
• At least SIX units at the award level

Students gain credits for completed units and are assessed as ‘satisfactory’ according to specific learning outcomes – they do not receive graded assessment.

Meeting the Work Related Skills Requirements

The satisfactory completion of the Work Related Skills Units at any level relies heavily on the student completing sufficient hours (240) in the workplace developing employability skills. Consequently, students who decide to enrol in a VCAL program should organise work placement and complete a Structured Workplace Learning Form before the commencement of the school year or seek part-time employment. A student’s VCAL program is organised on an individual basis, according to their interests and possible career path.

Meeting the Industry Specific Skills Requirements

For the Industry Specific Strand, students choose a VET course available at TAFE or local secondary colleges or enrol in an Australian School Based Apprenticeship.

Popular VET/TAFE courses include:

1. Automotive
2. Carpentry, Building and Construction
3. Electrical
4. Hairdressing
5. Children’s Services
6. Hospitality
7. Business Administration

Australian School Based Apprenticeships are available in most of these areas, as well as Retail Operations and Children’s Services.
Attendance Requirements
The College’s VCAL Program will require students to attend College on MONDAY, TUESDAY and THURSDAY to complete the Learning Outcomes for Literacy, Numeracy, Personal Development Skills and Work Related Skills. This will allow students to attend TAFE or VET courses on either Wednesday or Friday ONLY to address the Industry Specific Strand of their program and complete the required hours of Structured Workplace Learning or part time employment on the alternative day.

If a VCAL student has a part-time job, work hours outside normal school times contribute to the required 240 hours. As with all senior students at the College, VCAL students must meet the 80% attendance requirement to successfully achieve their VCAL.

Transferring from VCE to VCAL
On some occasions, students who initially enrol in a VCE course apply to transfer to a VCAL program at midyear. Due to the compulsory nature of the VET component to satisfy the Industry Specific Strand, if a suitable VET course cannot be found for midyear commencement, the student will be strongly discouraged from transferring. Consequently, all students should use the Course Counselling process to make considered decisions about their Senior School pathway.

Further Details Regarding VCAL
Further information about VCAL, including translation into other languages, can be found on the VCAA website through the following link: http://www.vcaa.vic.edu.au/pages/lote/lotecontentindex.aspx

Program Outlines
The following sample programs provide some options for students who enrol in a VCAL program: These samples show the MINIMUM enrolment units.
## Sample Intermediate Level VCAL Program

<table>
<thead>
<tr>
<th>Literacy Strand</th>
<th>Numeracy Strand</th>
<th>Industry Specific Skills Strand</th>
<th>Work Related Skills Strand</th>
<th>Personal Development Skills Strand</th>
<th>Delivery by</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCAL Literacy Reading and Writing Unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>VCAL Literacy Oral Communication Unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>VCAL Numeracy Unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>VCAL WRS Foundation Unit 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School and employer</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>VCAL WRS Foundation Unit 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School and employer</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>VCAL WRS Intermediate Unit 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School and employer</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>VCAL WRS Intermediate Unit 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School and employer</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>VET/ TAFE course in area of interest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TAFE or school</td>
<td>200</td>
<td>2</td>
</tr>
</tbody>
</table>

| | 2 | 1 | 2 | 4 | 2 | 11 |
### Sample Senior Level VCAL Program

<table>
<thead>
<tr>
<th>Literacy Strand</th>
<th>Numeracy Strand</th>
<th>Industry Specific Skills Strand</th>
<th>Work Related Skills Strand</th>
<th>Personal Development Skills Strand</th>
<th>Delivery by</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCAL Literacy Reading and Writing Unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>VCAL Literacy Oral Communication Unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>VCAL Numeracy Unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>VCAL WRS Intermediate Unit 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School and employer</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>VCAL WRS Senior Units 1 &amp; 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School and employer</td>
<td>200</td>
<td>2</td>
</tr>
<tr>
<td>VCAL PDS Senior Units 1 &amp; 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School</td>
<td>200</td>
<td>2</td>
</tr>
<tr>
<td>VET/ TAFE course in area of interest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TAFE or school</td>
<td>200</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
Careers Information

Senior School Pathways & Programs

Students are encouraged to check that their Senior School program fulfils the entrance requirements for any tertiary course that they are contemplating. More information on these requirements, including prerequisites is available from:

- The Tertiary Entry Newspaper lift-out (supplied free to all students in Year 10 in July/August)
- VICTER (Victorian Tertiary Entrance Requirements), which lists all tertiary entry requirements for students in Years 10-12. VICTER can be accessed on the VTAC website under the ‘Publications’ section
- The Careers Office (located in the Wellbeing Centre)

Students are advised that tertiary entrance requirements can differ from year to year. Looking on university websites or at the current VTAC Guide can be misleading. Students are strongly advised to use the VICTER information (either online or in the newspaper lift-out), which publishes the entrance requirements two years ahead.

The Importance of Prerequisites

If a student does not complete the prerequisites required for entry into a course it does not matter how high his/her ATAR is, it will not be possible to get into the course. The course counselling process in Year 10 is vital in identifying prerequisite subjects.

Some students may not have a clear idea of what they wish to study after school. In this situation it is best that they choose subjects that most interest them and that they believe that are best at. The greatest restriction to entry to university courses is because of results in Unit 3 & 4 in the student’s English subject, or because a student has not met the Mathematics prerequisite. If possible, students should attempt a Maths subject, at least in Year 11.

However, students must choose carefully; attempting a Maths which is too difficult can actually further limit choices. Year 10 students are advised to listen to the advice of their current Mathematics teacher in selecting a Maths which best suits them. Also, keep in mind that there are a number of courses which do not require Maths. If a course does and the student is not academically strong in Maths, it may be that this course is not a good choice for him/her.

University & TAFE Institute Entrance Requirements

There is no one set of entrance requirements that covers all tertiary institutions. Not only are there differences between the universities there are also differences among individual universities. For example Accounting at Monash Clayton requires completion of Units 3 & 4 Mathematical Methods with a study score of 25 while Accounting at Monash Caulfield requires Units 3 & 4 Further Mathematics with a 25.

Entry requirements for courses are very competitive. The basic entry requirement is the satisfactory completion of VCE or, in some cases, VCAL. However, some courses have extra requirements which must be met for a student to be considered for selection, in addition to the prerequisite subjects. This may include folio presentations, interviews, pre-selection kits or tests. For VCE students an ATAR is also used to determine selection.
VCAL & Tertiary Courses

VCAL students will generally be eligible to apply for TAFE Certificates up to Certificate Level IV. Once they have successfully completed a Certificate IV students may apply for Diplomas or Advanced Diplomas.

Assistance in Choosing Your Career

Your best contact for careers information is the Careers staff at school. Assistance can also be found through other staff, parents/guardians and advisors at TAFE institutes or universities.

Managed Individual Pathways (MIPS)

In addition to the Director of Student Pathways, the College has a full-time counsellor to assist students with careers and pathways decisions. The MIPs Coordinator, Anita Saxton, is available to talk to if students are not sure if they want to complete their senior studies or to give advice regarding options for further study and training. Students should see Mrs Saxton as soon as they begin to question their motivation to complete their VCE or VCAL. Come to the Careers Office to see her.

Staff to Consult:

- Ms Lavin       Head of Senior School
- Ms Huffer      Director of Student Pathways
- Ms Mann        VCAL Coordinator
- Mrs Saxton     MIPS Coordinator
- Years 10,11 & 12 Year Level Coordinators
- Domain Leaders for information on individual subjects

Useful Resources

University Websites
- www.acu.edu.au
- www.deakin.edu.au
- www.federation.edu.au
- www.latrobe.edu.au
- www.monash.edu.au
- www.rmit.edu.au
- www.swin.edu.au
- www.unimelb.edu.au
- www.vu.edu.au

TAFE Institute Websites
- www.angliss.edu.au
- www.bhtafe.edu.au
- www.chisholm.edu.au
- www.holmesglen.edu.au
- www.nmit.edu.au
- www.rmit.edu.au
- www.tafe.swin.edu.au
- www.vu.edu.au
Job Guide
This is where you can look up different occupations and find out what they do and what training/education is required.

VTAC Guide
This guide lists most courses and their pre-requisites/requirements in Victoria.
www.vtac.edu.au

VICTER Guide
Available in the Tertiary Planner newspaper supplement or on the VTAC website under ‘Publications’. This publication lists the pre-requisites that have been set for university courses for the year that you will enter tertiary education.

VCAA Study Designs
This website includes detailed study designs.
Program Outlines

These program outlines are provided to assist you with planning a VCE program and are suggested as a basic core of units directed towards a variety of common career pathways.

They are by no means prescriptive and many adjustments are possible, but they are designed to meet most tertiary prerequisites in the particular area.

You are encouraged to investigate a wide range of possible University and TAFE options and look closely at course prerequisites and recommended subjects from the appropriate VICTER document before finalising your choice of units.

Remember, Universities generally determine their own prerequisite requirements; these can differ from one University to the next and even from campus to campus within the same University.

A reminder: The ‘English Group’ is made up of:
- English/EAL
- English Language
- Literature

Art/Graphics/Performing Arts

This program outline has been provided as a basis for career pathways in Fine Arts, Visual Communication, Art & Design, Graphic Art, Film, Photography, Art Teaching, Interior Design, Industrial Design, Music, Drama, Furniture Design, etc.

<table>
<thead>
<tr>
<th>Year 1 Semester 1</th>
<th>A unit from the English Group 1</th>
<th>Visual Communication &amp; Design (VCD) 1</th>
<th>Studio Arts or Product Design &amp; Technology 1</th>
<th>Drama or Music Performance or Media 1</th>
<th>Any other VCE unit</th>
<th>Any other VCE unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 Semester 2</td>
<td>A unit from the English Group 2</td>
<td>VCD 2</td>
<td>SA or PDT 2</td>
<td>Drama or Music Performance or Media 2</td>
<td>VCE Unit</td>
<td>VCE unit</td>
</tr>
<tr>
<td>Year 2 Semester 1</td>
<td>A unit from the English Group 3</td>
<td>VCD 3</td>
<td>SA or PDT 3</td>
<td>Drama or Music Performance or Media 3</td>
<td>VCE unit</td>
<td></td>
</tr>
<tr>
<td>Year 2 Semester 2</td>
<td>A unit from the English Group 4</td>
<td>VCD 4</td>
<td>SA or PDT 4</td>
<td>Drama or Music Performance or Media 4</td>
<td>VCE unit</td>
<td></td>
</tr>
</tbody>
</table>
Business/Commerce/Accounting

This program outline provides the basis for career pathways in Business, Accounting, Commerce, Marketing, Information Technology, Computing, Business Information Systems, Banking, Finance, International Trade, Office Administration, Tourism, Education etc. Students could elect to take more than one Mathematics subject each year.

Please note that some Commerce degrees (e.g. at Monash University and the University of Melbourne) require completion of Mathematical Methods, while other Business degrees (e.g. at Monash Caulfield Campus) require Further Mathematics. There are some Business and Commerce degrees that do not require completion of Units 3 & 4 Mathematics.

<table>
<thead>
<tr>
<th>Year 1 Semester 1</th>
<th>A unit from the English Group 1</th>
<th>Accounting 1</th>
<th>Computing or Legal Studies 1</th>
<th>General Maths and Specialist Maths</th>
<th>Economics 1 or BM 1</th>
<th>Any other VCE unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 Semester 2</td>
<td>A unit from the English Group 2</td>
<td>Accounting 2</td>
<td>Computing or Legal Studies 2</td>
<td>GM or SM or MM 2</td>
<td>Eco or BM 2</td>
<td>VCE unit</td>
</tr>
<tr>
<td>Year 2 Semester 1</td>
<td>A unit from the English Group 3</td>
<td>Accounting 3</td>
<td>Informatics or LS 3</td>
<td>Further Maths or MM or Specialist Maths 3</td>
<td>Eco 3 or BM 3</td>
<td></td>
</tr>
<tr>
<td>Year 2 Semester 2</td>
<td>A unit from the English Group 4</td>
<td>Accounting 4</td>
<td>Informatics or LS 4</td>
<td>FM or MM or SM 4</td>
<td>Eco 4 or BM 4</td>
<td></td>
</tr>
</tbody>
</table>

Humanities

This program outline has much flexibility in the subjects that could be included with only some of the combinations shown – other possibilities include Media, LOTE, Music Performance, Economics, etc. It would provide a basis for career pathways in Arts, Law, Education, Social Science, Journalism, Public Relations, Media, Social Work, Welfare Studies, Psychology, etc.

<table>
<thead>
<tr>
<th>Year 1 Semester 1</th>
<th>A unit from the English Group 1</th>
<th>An additional English 1</th>
<th>Psychology or Maths 1</th>
<th>Australian &amp; Global Politics or History 1</th>
<th>Philosophy 1</th>
<th>Any other VCE unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 Semester 2</td>
<td>A unit from the English Group 2</td>
<td>An additional English 2</td>
<td>Psychology or Maths 2</td>
<td>Australian &amp; Global Politics or History 2</td>
<td>Philosophy 2</td>
<td>VCE unit</td>
</tr>
<tr>
<td>Year 2 Semester 1</td>
<td>A unit from the English Group 3</td>
<td>An additional English 3</td>
<td>Psychology 3</td>
<td>History: Revolutions 3</td>
<td>Philosophy 3</td>
<td></td>
</tr>
<tr>
<td>Year 2 Semester 2</td>
<td>A unit from the English Group 4</td>
<td>An additional English 4</td>
<td>Psychology 4</td>
<td>History: Revolutions 4</td>
<td>Philosophy 4</td>
<td></td>
</tr>
</tbody>
</table>
**Health Sciences**

This program outline provides the basis for career pathways in Health Care, Occupational Therapy, Social Work, Physiotherapy, Paramedicine, Nursing, Speech Pathology, Podiatry, Child Care, Psychology, Education, etc.

<table>
<thead>
<tr>
<th>Year 1 Semester 1</th>
<th>A unit from the English Group 1</th>
<th>Health &amp; Human Development (HHD) or PE 1</th>
<th>Biology or Psychology 1</th>
<th>Chemistry 1</th>
<th>General Maths or Maths Methods 1</th>
<th>Any other VCE unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 Semester 2</td>
<td>A unit from the English Group 2</td>
<td>HHD or PE 2</td>
<td>Biology or Psychology 2</td>
<td>Chemistry 2</td>
<td>GM or MM 2</td>
<td>VCE unit</td>
</tr>
<tr>
<td>Year 2 Semester 1</td>
<td>A unit from the English Group 3</td>
<td>HHD or PE 3</td>
<td>Biology or Psychology 3</td>
<td>Chemistry 3</td>
<td>FM or MM 3</td>
<td></td>
</tr>
<tr>
<td>Year 2 Semester 2</td>
<td>A unit from the English Group 4</td>
<td>HHD or PE 4</td>
<td>Biology or Psychology 4</td>
<td>Chemistry 4</td>
<td>FM or MM 4</td>
<td></td>
</tr>
</tbody>
</table>

**Science/Engineering**

This program outline provides the basis for career pathways in the Sciences, Engineering, Medicine, etc. There is not a great deal of flexibility in this area because of the limitations caused by the prerequisites in many tertiary courses in this field. For these courses Specialist Mathematics is not a prerequisite, although subject bonuses might be available. In all cases course prerequisites must be looked at closely.

Please note that in this field of study, after the English and Mathematics requirements, Chemistry is the most common prerequisite. However, students are encouraged to look at a wide variety of universities, as prerequisites can differ.

<table>
<thead>
<tr>
<th>Year 1 Semester 1</th>
<th>A unit from the English Group 1</th>
<th>Maths Methods 1</th>
<th>Specialist Maths 1</th>
<th>Chemistry 1</th>
<th>Physics or Biology 1</th>
<th>Any other VCE unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 Semester 2</td>
<td>A unit from the English Group 2</td>
<td>Maths Methods 2</td>
<td>SM 2</td>
<td>Chemistry 2</td>
<td>Physics or Biology 2</td>
<td>VCE unit</td>
</tr>
<tr>
<td>Year 2 Semester 1</td>
<td>A unit from the English Group 3</td>
<td>MM 3</td>
<td>Specialist Maths 3</td>
<td>Chemistry 3</td>
<td>Physics or Biology 3</td>
<td></td>
</tr>
<tr>
<td>Year 2 Semester 2</td>
<td>A unit from the English Group 4</td>
<td>MM 4</td>
<td>Specialist Maths 4</td>
<td>Chemistry 4</td>
<td>Physics or Biology 4</td>
<td></td>
</tr>
</tbody>
</table>
### Technology

This program outline provides the basis for career pathways in Building, Cabinet Making, Drafting, Surveying, Industrial Design, Planning etc. Other VCE units which could be included in the program are Studio Arts, Information Technology or Media.

<table>
<thead>
<tr>
<th>Year 1 Semester 1</th>
<th>A unit from the English Group 1</th>
<th>Product Design &amp; Technology 1</th>
<th>Visual Communication &amp; Design 1</th>
<th>General Maths or Maths Methods 1</th>
<th>Any other VCE unit</th>
<th>Any other VCE unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 Semester 2</td>
<td>A unit from the English Group 2</td>
<td>PDT 2</td>
<td>VCD 2</td>
<td>GM or MM 2</td>
<td>VCE unit</td>
<td>VCE unit</td>
</tr>
<tr>
<td>Year 2 Semester 1</td>
<td>A unit from the English Group 3</td>
<td>PDT 3</td>
<td>VCD 3</td>
<td>Further Maths or MM 3</td>
<td>VCE unit</td>
<td></td>
</tr>
<tr>
<td>Year 2 Semester 2</td>
<td>A unit from the English Group 4</td>
<td>PDT 4</td>
<td>VCD 4</td>
<td>FM or MM 4</td>
<td>VCE unit</td>
<td></td>
</tr>
</tbody>
</table>

### Environmental Sciences

This program outline provides the basis for career pathways in Environmental Management, Horticulture, Agriculture, Forestry, Education etc. Other VCE units which could be included in such a program are Chemistry, Legal Studies or Physical Education.

<table>
<thead>
<tr>
<th>Year 1 Semester 1</th>
<th>A unit from the English Group 1</th>
<th>General Maths or Maths Methods 1</th>
<th>Biology 1</th>
<th>Chemistry 1</th>
<th>Any other VCE unit</th>
<th>Any other VCE unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 Semester 2</td>
<td>A unit from the English Group 2</td>
<td>GM or MM 2</td>
<td>Biology 2</td>
<td>Chemistry 2</td>
<td>VCE unit</td>
<td>VCE unit</td>
</tr>
<tr>
<td>Year 2 Semester 1</td>
<td>A unit from the English Group 3</td>
<td>Further Maths or MM 3</td>
<td>Biology 3</td>
<td>Chemistry 3</td>
<td>VCE unit</td>
<td></td>
</tr>
<tr>
<td>Year 2 Semester 2</td>
<td>A unit from the English Group 4</td>
<td>FM or MM 4</td>
<td>Biology 4</td>
<td>Chemistry 4</td>
<td>VCE unit</td>
<td></td>
</tr>
</tbody>
</table>
Glossary of Terms

Australian Tertiary Admission Rank (ATAR)
The overall percentile ranking on a scale of zero to 99.95 that a student receives, based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.

Authentication
The process of ensuring that the work submitted by students for assessment is their own.

Examinations
External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Most written examinations are held in October and November, with a small number in June. Performance examinations and oral components of LOTE examinations are held in October.

General Achievement Test (GAT)
A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. All students enrolled in VCE Unit 3 and 4 sequence must sit the GAT. It is used by the VCAA to check that schools are marking School-assessed Tasks to the same standard, as part of the statistical moderation of School-assessed Coursework and as a quality assurance check on the VCAA's marking of examinations and School-assessed Tasks.

Outcomes
An Outcome is the knowledge and skills by which the student demonstrates his/her understanding as prescribed in the Study Design for a particular Area of Study.

Prerequisite
A specific VCE study that must be successfully undertaken for selection into a tertiary course.

School-assessed Coursework (SACs)
SACs assess the level of a student's performance in meeting outcomes. The total result for all SACs in a study will be statistically moderated by the VCAA against external examination results.

School-assessed Tasks (SATs)
SATs are set out by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement on the basis of a rating against criteria specified by the VCAA.

Studies
The subjects available in the VCE.

Study design (VCE)
A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs.

Study score
A score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.

Units (VCE)
The components of a VCE study that are a semester in duration. There are usually four units in a VCE study, numbered 1, 2, 3 and 4.

Units (VCAL)
VCAL units contain accredited learning outcomes that enable content to be developed and/or planned at the local level.

Victorian Certificate of Applied Learning (VCAL)
An accredited senior secondary school qualification undertaken by students in Years 11 and 12.

Victorian Certificate of Education (VCE)
An accredited senior secondary school qualification.

Vocational Education and Training (VET)
Nationally recognised vocational certificates. These certificates may be integrated within a VCE or VCAL program.

Victorian Tertiary Admissions Centre (VTAC)
VTAC acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the Australian Tertiary Admission Rank (ATAR).
VCE Career and Course Planning Sheet: Year 11

This sheet has been provided to assist you and your counsellor in planning your VCE course. It will also provide you with a record of the course that you have selected.

Section A - Career Pathways
List three possible career pathways you might follow after leaving school (e.g. plumber, IT specialist, teacher, interior designer).

1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________

Section B - Tertiary Course Research
In this section you are asked to list any courses you may study upon leaving school, noting the prerequisites for entry into the course. Please refer to the sources of information outlined in Section C of the Selection Sheet.

<table>
<thead>
<tr>
<th>Course</th>
<th>Institution</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section C - Copy of VCE Program Planning Chart

<table>
<thead>
<tr>
<th>Year 11 Semester 1</th>
<th>English 1</th>
<th>Eng.Lang1</th>
<th>EAL 1</th>
<th>LIT 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 Semester 2</td>
<td>EN 2</td>
<td>EL 2</td>
<td>EAL 2</td>
<td>LIT 2</td>
</tr>
<tr>
<td>Year 12 Semester 1</td>
<td>EN 3</td>
<td>EL 3</td>
<td>EAL 3</td>
<td>LIT 3</td>
</tr>
<tr>
<td>Year 12 Semester 2</td>
<td>EN 4</td>
<td>EL 4</td>
<td>EAL 4</td>
<td>LIT 4</td>
</tr>
</tbody>
</table>
VCAL Career and Course Planning Sheet: Year 11

Name ____________________________________________________

This sheet has been provided to assist you and your counsellor in planning your course of study for next year. It will also provide you with a record of the course that you have selected.

**Section A: Career Pathways**

List two possible career pathways you might follow after leaving school (e.g. plumber, IT specialist, interior designer).

_____________________________________________________________________________________

_____________________________________________________________________________________

**Section B: Further Education and Training Research**

In this section you are asked to list any TAFE courses or apprenticeships you may study upon leaving school, noting the prerequisites (if any) for entry into the course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Institution</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Section C - Copy of Intermediate VCAL Program Planning Chart**

<table>
<thead>
<tr>
<th>VCAL Literacy</th>
<th>VCAL Numeracy</th>
<th>Industry Specific Skills</th>
<th>Work Related Skills</th>
<th>Personal Development Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Reading and Writing</td>
<td>(one unit taught over the year)</td>
<td>TAFE or VET</td>
<td>Foundation Units 1 &amp; 2 Intermediate Unit 1 (includes major component of work placement)</td>
<td>Intermediate Units 1 &amp; 2 taught over the year</td>
</tr>
<tr>
<td>2.Oral Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(two units taught concurrently over the year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*You need only select units in the unshaded blocks of this chart*