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About the VCE
How to use this guide...

Wherever possible, the four units of each study have been placed on one page.

Each study has a brief description of what you learn in it and where it might lead you.

Each unit in a study has a more detailed listing of areas of study or focus. These are shortened versions of those that appear in the VCAA documents. They describe what you would be concentrating on in your study.

The assessment tasks, coursework, and exams that you will be required to do are placed after each pair of units. The percentages (%) at the end of 3/4 level units indicate the contributions that each assessment task makes to the study score for the year’s work.

The information in this book is necessarily brief. Please make sure you get the information from your counsellors, teachers and coordinators.

The structure of the VCE

The Victorian Certificate of Education (VCE) is generally completed over a two year period. You may, however, complete it over an extended period.

You may select from over 30 studies or subjects. Each study is made up of at least four semester or half year length units of study.

Unit 1 and 2 are usually taken in Year 11. Units 3 and 4 are usually taken in Year 12. Units 1 and 2 may be taken separately, but units 3 and 4 must be taken together as a sequence.

It is not always advisable, but you can begin most studies at level 2 or 3 without having studied the previous unit. Over the two VCE years, most students will undertake 22 to 24 semester length units.

VCE Requirements

To earn your VCE, you must satisfactorily complete at least 16 units. Regardless of how many units you do altogether, you must satisfactorily complete:

VCE English
At least three units from the English group listed below:
- English Units 1 to 4
- English as an Additional Language (EAL) Units 3 and 4
- Literature Units 1 to 4 (only offered in 2016 if there is suitable student demand)

At least one of these units must be at Unit 3 or 4 level. However, VTAC advises that, for the calculation of the ATAR, students must satisfactorily complete both Unit 3 and Unit 4 of an English sequence.

- Three sequences of Unit 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VCE VET programs The idea is to select a program that meets the above requirements, and suits your interests and aspirations for tertiary study, training and employment. It is also important to select subjects that you like or are good at.
- If you intend to apply for tertiary entrance at the end of your VCE, you need to be aware that the Victorian Tertiary Admissions Centre has additional requirements for the calculation of the ATAR.
Assessment and the VCE

Each unit has Areas of Study which contain standards or “Outcomes”. An outcome comprises of the skills and knowledge you must know by the time you finish a unit.

Each VCE unit includes two, three or four outcomes. You must satisfactorily complete all Outcomes to satisfactorily complete that unit. Outcomes:
- set out what is expected of you so that you are clear about what is required
- help you work consistently and productively throughout the year
- provide you with experience in different ways of learning

For units 1, 2, 3 and 4, satisfactory achievement of all Outcomes is the decision of the school.

For Units 1 and 2, levels of achievement are measured by performance in School Assessed Tasks.

For Units 3 and 4, there are three ways of measuring levels of achievement (see right).

Examinations
External
All level 3 and 4 sequences have at least one examination. Drama, Music and the LOTEs have performance or oral examinations at differing times. Maths sequences have two examinations in the November examination period.

VCE Reporting
For each 3 / 4 sequence of units, students’ level of achievement is awarded using both school assessment and external examinations. The assessments will be reported as either S for “Satisfactory” or N for “Non-Satisfactory”.

The Victorian Curriculum and Assessment Authority (VCAA) will issue students with a “Statement of Results” at the end of each year. A more detailed description of your achievements is provided at the completion of Units 3 and 4. Your College will provide descriptive reports throughout Years 11 and 12.

ATAR Score

ATAR stands for Australian Tertiary Admission Rank (formerly known as the ENTER).

It is a score that many universities and TAFEs use for judging you for entrance to their courses.

It is calculated on the scores you get in your English 3 / 4 sequence, plus the scores you get in your next best 3 / 4 sequences plus 10% of your fifth or sixth final sequences of study.

If you want to go on to further study after VCE, the best way of maximising your ATAR is to study the things you want to do and that you know you are good at.
Accounting

If you enjoy:
The world of financial management, practical computing, financial decision making, investment practices, budgeting and personal cash management.

If you like:
Learning about the way resources and cash are recorded and reported to interested people (financial institutions, investors, business owners, potential buyers and shareholders).

Develop skills and knowledge in:
The recording and use of financial information in the full range of business and individual situations.

Career Pathways include:
Accountant, Business Manager, Taxation Accountant, Banking, Company Secretary, Teaching, Investment Advisor, Financial Planner, Credit Manager, Accounts Clerk.

Note: it is strongly recommended that students should have done at least Unit 2 before attempting Units 3 / 4.

Unit 1 - Establishing and operating a service business
Unit of study (AOS) details:
• Investigate features of successful and unsuccessful businesses, sources of finance and how pre-operational decisions are made
• Investigate the role of accounting in the generation of financial data and information for the owner of a service business.
• Application of the accounting skills they have learned in order to evaluate the financial and non-financial information of a service business.

Unit 2 - Accounting for a trading business
Unit of study (AOS) details:
• Students record and report financial data and information for a single activity sole trader, using single entry accounting, with manual and ICT methods.
• Students use an accounting software package to record and report financial data and information. Students must also demonstrate an understanding of the importance of ICT in Accounting
• Students select and use both financial and non-financial information to evaluate selected aspects of business performance, and then suggest strategies to improve that performance.

Assessment
The types of assessment tasks you may be required to do for Units 1 and 2 are:
• Exercises using accounting software and spreadsheets
• Tests
• Assignments
• Case studies
• Classroom presentations
• Reports

Students must use ICT in at least two of the selected assessment tasks.

Unit 3 – Recording and reporting for a trading business
Unit of study (AOS) details:
• Recording and reporting data in a format that enhances decision making processes of a business. Double-entry recording techniques are used.
• Recording balance day adjustments, preparing financial reports and explaining related aspects of the accounting system.

Unit 4 - Control and analysis of business performance
Unit of study (AOS) details:
• Builds on the knowledge of Unit 3, double-entry accrual-based accounting is used in relation to a single activity sole trader.
• Prepare and analyse budgets, evaluate business performance and suggest strategies for improved liquidity and profitability.

Assessment
School Assessed Coursework for Units 3 and 4
In both Units 3 and 4, there are TWO school assessed coursework tasks. These represent 50% of the final score for the Accounting sequence. These tasks will be selected from
• structured questions
• a folio of exercises
• case studies
• tests and
• reports
Both manual and ICT methods will be used.

There will be an end-of-year exam covering Units 3 and 4.
Art

If you enjoy:
Expressing creative ideas or creating your own art works or studying the works of other artists

If you like:
Painting, drawing, sculpting, photography, printmaking

Develop skills and knowledge in:
Techniques and materials used in drawing and painting and some 3-Dimensional methods. Annotating and use of visual diary, analysing artworks, studying artists.

Career Pathways include:

Art - Unit 1
Unit of study (AOS) details
• Analyse and interpret a variety of artworks using the Formal Framework and the Personal Framework
• Present visual creative responses that demonstrate their personal interests and ideas through trialling techniques, materials and processes.

Art - Unit 2
Unit of study (AOS) details
• Analyse, interpret, compare and contrast artworks from different cultures using the Formal Framework and the Cultural Framework
• Demonstrate technical and artistic development in the presentation of visual responses that include one finished artwork, through the exploration of selected media, materials and techniques.

Assessment
The types of assessment tasks you may be required to do for Units 1 and 2 are:
• Extended written responses
• Short answer responses supported by visual references
• Annotated visual reports
• Multimedia presentations

Art - Unit 3
Unit of study (AOS) details
• Use the Analytical Frameworks to analyse and interpret artworks produced before 1970 and artworks produced since 1970, and compare and contrast the meanings and messages of artworks produced before 1970 with those of artworks produced since 1970.
• Explore personal ideas and concepts through a conceptual and practical investigation including at least one finished artwork, using selected Analytical Frameworks to reflect upon and annotate their work.

Art - Unit 4
Unit of study (AOS) details
• Discuss and debate an art issue using selected artist/s works as context, and present their informed opinion with reference to artworks with the support of selected commentaries and relevant aspects of the Analytical Frameworks.
• Progressively communicate ideas, directions and / or personal concepts in a body of work that includes at least one finished artwork, having used selected Analytical Frameworks to underpin reflections on artmaking.

Assessment

School Assessed Coursework for Units 3 and 4
20% of final assessment to be selected from items like
• Written report
• Essay
• Short responses
• Structured questions
• Annotated visual report
• Oral report

School Assessed Task for Units 3 and 4:
50% of the final assessment consists of a SAT running over both Units 3 and 4. This consists of the work required for area of study 1 in both Units 3 and 4.

There is an end of year exam covering the concepts learnt in both Units 3 and 4 (34% of final).
Biology

If you enjoy learning about:
Living things and investigating real life problems

If you like:
Understanding how living things work and investigating through practical work

Develop skills and knowledge in:
Thinking, experimental techniques, report writing and using learned knowledge to explain new situations

Career Pathways include:
Zoo keeping, marine biology, forensic science, various medical fields (nursing, dentistry, psychology, veterinarian science, medicine), scientific research, agriculture, horticulture, horse management, landscape gardening, pharmacist, dietician, masseur, personal fitness trainer

Unit 1 - How do living things stay alive?

Students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements of sustaining cellular processes.

Areas of Study:
1. How do organisms function?
2. How did living systems sustain life?
3. Practical investigation.

Unit 2 - How is continuity of life maintained?

Areas of Study:
1. How does reproduction maintain the continuity of life?
2. How is inheritance explained?
3. Investigation of an issue.

Assessment

The types of assessment tasks you may be required to do for Units 1 and 2 are:
- Practical activities or investigations
- Multimedia or web page presentations
- Response to a media article
- Annotated poster
- Data analysis
- Short tests
- Oral presentations
- Written reports

Unit 3 - Signatures of life

Area of Study (AOS) details:
- Investigate the activities of cells at molecular level, energy transformations in cells. Exploration of applications of molecular biology in medical diagnosis and design of new pharmaceuticals
- Describe and explain coordination and regulation of an organism’s immune responses to antigens at the molecular level.

Unit 4 - Continuity and change

Area of Study (AOS) details:
- 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.

Assessment

School Assessed Coursework for Units 3 and 4
40% of the final assessment to be selected from items such as
- Practical activities
- Written reports
- Presentations
- Oral reports
- Web page designs

There is an end of year exam on both Unit 3 and Unit 4. This will make up 60% of the final score.
Business Management

If you enjoy learning about:
The world of business, the way people work together

If you like:
Reading, writing essays, discussing ideas based on current business ideas, learning about the world of work

Develop skills and knowledge in:
Analysing information from a variety of sources, writing, communicating with others, presenting information

Career Pathways include:
Administrator, small business owner, human relations officer, facilities manager, teacher

Unit 1 - Small business management

Area of Study (AOS) details:
• 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 socially responsible small business.
• Discuss one or more of the day-to-day operations associated with an ethical and socially responsible small business, and apply the operation/s to a business situation.

Unit 2 - Communication and management

Area of Study (AOS) details:
• 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
The types of assessment tasks you may be required to do for Units 1 and 2 are:
• Case study analyses
• business research
• development of a business plan
• business simulation exercises
• medial analyses
• tests
• school based short term business activity
• analytical exercises
• essay

Unit 3 - Corporate management

Area of Study (AOS) details:
• Discuss and analyse the context in which large scale organisations operate.
• Discuss and analyse major aspects of the internal environment of large scale organisations.
• Discuss and analyse strategies related to operations management.

Unit 4 - Managing people and change

Area of Study (AOS) details:
• 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
School Assessed Coursework for Units 3 and 4 50% of final assessment to be selected from items like:
• Case studies
• structured questions
• media analysis
• tests
• essays
• reports in the written format
• reports in the multimedia format

There is an end of year exam which contributes 50% towards the final grade.
Chemistry

If you enjoy learning about:
Chemical reactions, how chemicals impact on your life and how new materials are created

If you like:
Practical activities, working in the laboratory, doing experiments, problem solving using mathematical skills

Develop skills and knowledge in:
The use of scientific equipment, handling of chemicals, how materials used in everyday life are produced and how air and water pollution can be managed

Career Pathways include:
Health worker, research scientist, forensic scientist, industrial chemist, laboratory worker, teacher, medical research, doctor, animal care worker, engineer, environmental scientist

Unit 1 - How can the diversity of material be explained?
The development and use of materials for specific purposes is an important human endeavour. In this unit, students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials.

Areas of Study:
1. How can knowledge of elements explain the properties of matter?
2. How can the versatility of non-metals be explained?
3. Research investigation.

One option is to be selected by the student from the following:
- The origin of the elements
- The development of the periodic table
- The lanthanoids and actinoids
- Using light to solve chemical puzzles
- Glass
- Crude oil
- Surfactants
- Polymers and composite materials
- Nanomaterials
- The life cycle of a selected material or chemical

Unit 2 - What makes water such a unique chemical?

Areas of Study:
1. How do substances interact with water?
2. How are substances in water measured and analysed?
3. Practical investigation.

Assessment

Unit 3 - Chemical pathways

Unit of study (AOS) details:
- 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.

Assessment

School Assessed Coursework for Units 3 and 4:
- Practical reports
- Assignments
- Topic tests
- Research reports

There is an end of year exam on both Unit 3 and Unit 4. This will make up 60% of the final score.
Dance

If you enjoy learning about:
Dance technique in various styles, the works of other choreographers, how to create your own group and/or solo dances, evaluating dance work and performance aspects. (Must have dance experience and/or developed co-ordination skills at an intermediate level).

If you like:
Being physical and active, analysing dance pieces, creating your own dances and performing for an audience.

Develop skills and knowledge in:
Physical and technical skills in various dance styles, historical and cultural context of dance, dance-making & composition and proficiency in performance.

Career Pathways:
Professional career in dance (commercial, theatre, travel), teaching, performing arts

Unit 1
Unit of Study (AOS) details:
- Dance Perspective: Expressive intentions, movement creation processes, documenting movement and influences of own works and the works of others.
- Choreography & Performance: Students learn to choreograph and perform a solo or group dance work.
- Dance Technique and Performance: Through weekly practical dance classes, students build on their technique and learn a dance routine which is performed at the end of the semester.
- The Body: Physiology & maintenance: Students study the safe use, maintenance and physiology of the dancer’s body.

Unit 2
Unit of Study (AOS) details:
- Dance Perspective: Elements of movement in selected dance traditions, styles and dance works
- Choreography and dance-making analysis: students choreograph a solo or group dance work focused on the elements of movements and analyse their own dance works.
- Dance Technique & Performance: Learning, rehearsing and performing a learnt dance through weekly practical classes.

Assessment
The types of assessment tasks you may be required to do for Units 1 and 2 are:
- Performance of learnt dance.
- Solo/Group Choreographed works.
- Written reports.
- Submission of journals & workbooks.
- Written Exams

Unit 3
Unit of Study (AOS) details:
- Dance Perspective: Analyse twentieth and/or twenty-first century prescribed solo dance works
- Choreography & performance: students choreograph, rehearse and perform a solo dance work focused primarily on technical skills.
- Dance technique & Performance: Learning, rehearsing and performing a learnt dance through weekly practical classes and analyse processes used to create and perform the solo.

Unit 4
Unit of Study (AOS) details:
- Dance Perspective: Analyse a selected twentieth or twenty-first group dance work in terms of group structures and spatial organisation
- Choreography & performance: students choreograph, rehearse and perform a solo dance work which communicates and expressive intention and focuses on spatial organisation.

Assessment
School Assessed Coursework for Units 3 and 4
25% of the final assessment to be selected from items such as
- Written reports
- Tests
- Multimedia presentations
- Performance of compositions (solo/group/learnt)
- Improvisation exercises
- Maintenance of workbook and journals.

End of year solo performance examination (for unit 3 and 4 solo- total of 50% of final score) and end of year written exam (25% of final score)
Drama

If you enjoy:
Expressing yourself in drama or performance activities

If you like:
Developing different or imagined roles or characters, or learning about the different aspects of theatre.

Develop skills and knowledge in:
The skills, elements and techniques used in the creation and performance of dramatic works like performances, plays, sketches and presentations

Career Pathways include:
Acting, Television industry, teaching

Unit 1 - Dramatic storytelling

Unit of study (AOS) details:
• use play making techniques to devise solo and/or ensemble drama works based on experiences and/or stories, as well as describe the dramatic processes used to shape and develop this performance work
• Use naturalistic and non-naturalistic performance styles to perform stories and characters to a audience
• Understand the use of expressive skills, stimulus material, conventions, stagecraft, performance styles and approaches to character development through use of drama terminology
• Identify and evaluate use of performance styles. Analyse the portrayal of stories and characters in drama performance.

Unit 2 - Non-naturalistic Australian drama

Unit of study (AOS) details:
• The creation of a solo or ensemble performance
• The presentation of the performance to an audience
• Analysis of the creation, development and performance of their own devised work
• Analyse a performance of an Australian drama work

Assessment

The types of assessment tasks you may be required to do for Units 1 and 2 are:
• An ensemble performance
• A character based performance to an audience
• Tests
• Short report
• Data analysis
• Essays
• Multimedia presentation
• Oral presentation
• Analytical exercises

Unit 3 - Devised non-naturalistic ensemble performance

Unit of study (AOS) details:
• The development and presentation of character(s) within a non naturalistic ensemble performance
• Analysis of the use of processes, techniques and skills to create and present a devised ensemble performance
• Analysis and evaluation of a non-naturalistic performance

Unit 4 - Non-naturalistic solo performance

Unit of study (AOS) details:
• Create and present a short solo performance based on stimulus material, end evaluate the processes used.
• Creation, development and performance of a character(s) within a solo performance
• Describe, analyse and evaluate the creation, development and presentation of a solo performance

Assessment

School Assessed Coursework for Units 3 and 4.
30% of final assessment will be for School Assessed Coursework in Unit 3 (Presentation of character in ensemble, a written report, or a written analysis). 10% of final assessment will be for School Assessed Coursework in Unit 4: (A written report).

There is an end of year solo performance exam (35% of final) and an end of year written exam (25% of final)
English
and English as an Additional Language (EAL)

If you enjoy:
Learning about how people communicate with each other

If you like:
Reading plays, novels and newspapers, watching films and plays and using writing and speaking to communicate.

Develop skills and knowledge in:
Understanding, enjoying and using confidently, reading, writing and speaking

Career Pathways include:
Editing, journalism, research, teaching, advertising, the media, entertainment

Unit 1

Area of Study 1: Reading and creating texts
The student should be able to produce analytical and creative responses to texts.

Area of Study 2: Analysing and presenting argument
The student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Unit 2

Area of Study 1: Reading and comparing texts
The student should be able to compare the presentation of ideas, issues and themes in two texts.

Area of Study 2: Analysing and presenting argument
The student should be able to 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
The types of assessment tasks you may be required to do for Units 1 and 2 are:
• Writing folios
• Oral presentations
• Analysis of language
• Essays on texts

Unit 3

Area of Study 1: Reading and creating texts
Outcome 1 - Produce an analytical interpretation of a selected text, and a creative response to a different selected text.

Area of Study 2: Analysing argument
Outcome 2 - Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Area of Study 3: Listening to texts (EAL students only)
Outcome 3 - On completion of this unit the student should be able to comprehend a spoken text.

Unit 4

Area of Study 1: Reading and comparing texts
Outcome 1 - Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

Area of Study 2: Presenting argument
Outcome 2 - Construct a sustained and reasoned point of view on an issue currently debated in the media.

Assessment
School Assessed Coursework for Units 3 and 4
50 % of final assessment to be selected from items like
• Oral Presentations
• Writing Folios
• Written analysis of texts

There is an end of year exam on Units 3 and 4 (50 % of final).
Food and Technology

If you enjoy:
Learning about Nutrition and Hospitality

If you like:
Cooking and food preparation

Develop skills and knowledge in:
Food preparation, use of equipment and tools, applying knowledge of hygiene and safety and creativity

Career Pathways include:
Chef, Food Technology, Dietician, Food Scientist, Recipe Development

Unit 1 - Food safety and properties of food
Unit of study (AOS) details:
• Maximising food quality and the application of safe and hygienic work practices when handling and storing food.
• The physical, sensory, chemical and useful properties of key foods and the preparation of foods to optimise these properties

Unit 2 - Planning and preparation of food
Unit of study (AOS) details:
• An examination of the impact of different methods of preparation and cooking on the chemical and physical properties of key foods.
• The planning and preparation of meals to meet requirements of design briefs in a range of contexts

Assessment
The types of assessment tasks you may be required to do for Units 1 and 2 are:
• Production work
• Records of planning and production
• Annotated visual displays
• Tests
• Written reports
• Oral reports
• Tests
• Solutions in response to a design brief

Unit 3 - Food preparation, processing and food controls
Unit of study (AOS) details:
• Food preparation and processing techniques in industrial and domestic settings, and the preparation of foods using these techniques
• The role of national, state and local authorities in ensuring a safe food supply in Australia
• The development of a design plan folio that satisfies the requirements of a design brief

Unit 4 - Food product development and emerging trends
Unit of study (AOS) details:
• The implementation of a design plan for a set of food items and their evaluation against the requirements of the design brief developed in Unit 3. This defines the contents of the School Assessed Task (SAT) below
• Food product development and the processes in the development and marketing of a food product
• The analysis of new and emerging developments in food production including its impact on the environment; especially the disposal of packaging

Assessment

School Assessed Coursework for Units 3 and 4
30% of final assessment will consist of School Assessed Coursework (SAC) activities.

School Assessed Task done over Units 3 and 4
40% of the final assessment consists of a SAT completed over Unit 3 (Design plan) and Unit 4 (Production and evaluation).

There is an end of year exam on Units 3 and 4 (30% of final).
Geography

If you enjoy learning about:
The characteristics of the physical world; issues concerning the environment; how people live together

If you like:
Analysing data, reading maps, discussing your opinions on the environment

Develop skills and knowledge in:
Physical and human geography, communication, writing reports, presenting information in a variety of forms.

Career Pathways include:
Teacher, human resource management, administrator, field worker, park ranger

Unit 1 - Natural environments
Unit of study (AOS) details:
• An examination of two natural environments with particular reference to their geographic characteristics and how they are developed by natural processes.
• The issue of change in natural environments and how that has been determined by natural processes and/or human activity.

Unit 2 - Human environments
Unit of study (AOS) details:
• An examination of the geographical characteristics of selected rural and urban environments
• The dynamic nature of rural and urban environments and the factors that contribute to change in these environments

Assessment
The types of assessment tasks you may be required to do for Units 1 and 2 are:
• Field work
• Data processing
• Multimedia presentations
• Oral presentations
• Short-answer questions
• Research reports
• Tests
• Role-plays

Unit 3 - Regional resources
Unit of study (AOS) details:
• Investigation of water as a resource in Australia with particular focus on the Murray-Darling Basin including issues of usage and management
• Using data collected in the field, a specific focus on a significant resource in the local region with reference to its management and future sustainability

Unit 4 - Global perspectives
Unit of study (AOS) details:
• An examination of the importance of certain factors in determining changes in human population and one other global phenomenon such as tourism, climate change, migration, fishing
• A comparative analysis of how people and organisations respond to the global impact of two phenomena

Assessment
School Assessed Coursework for Units 3 and 4
50% of final assessment to be selected from items like:
• Field work report (12.5%)
• Tests
• Reports
• Essays
• Case studies
• Multimedia presentations
• Short answer questions

There is an end of year exam which contributes 50% towards the final grade.
Health and Human Development

If you like:
Talking and thinking about people and health and want to study physical, social, and mental changes; Studying the causes of ill health and why some groups/countries are healthier than others.

Develop skills and knowledge in:
Why people change and the different needs of toddlers and teenagers. Reasons people are not healthy and how access to money and resources limits peoples’ lives.

Career Pathways include:
Nursing, Social work, Counselling, Child Care, Physiotherapy, Teaching, Dietician, Midwifery, Nutrition, Health Promotion work

Unit 1 – The Health and Development of Australia’s Youth

Unit of study (AOS) details:
- Dimensions of, and the interrelationships within and between, health and individual human development.
- Factors that impact on the health and individual human development of Australia’s youth.
- Health issues relevant to Australia’s youth, and in relation to a specific health issue, strategies or programs that have an impact on youth health and development.

Unit 2 – Individual human development and health issues

Unit of study (AOS) details:
- Factors that affect the health and individual human development during the prenatal stage.
- Factors that affect the health and individual human development of Australia’s adults.

Assessment
The types of assessment tasks you may be required to do for Units 1 and 2 are:
- Data analysis
- Case studies
- Written reports
- Oral presentations
- Multimedia presentations
- Tests
- Written responses

Unit 3 – Australia’s Health

Unit of study (AOS) details:
- Comparison of the health status of Australia’s population with other developed countries, explaining variations in health status of population groups in Australia and the role of the National Health Priority areas in improving Australia’s health status.
- Analysis of approaches to health and health promotion, and description of Australia’s health system and the different roles of government and non-government organisations in promoting health.

Unit 4 - Global health and human development

Unit of study (AOS) details:
- Factors that contribute to variations in health status between Australia and developing countries, evaluating progress towards the United Nations Millennium Development Goals.
- Programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.

Assessment
School Assessed Coursework for Units 3 and 4
50% of final assessment to be selected from items like
- An analysis of data
- A written report
- A case study analysis
- A test (short answer, extended response)
- Responses in written, visual or multimedia format

There is an end of year exam on Units 3 and 4 (50% of final).
History

If you enjoy learning about:
How and why things happen now by looking at the past; the stories about different peoples and cultures; how things as different as Hitler, iPods, Elvis Presley and rice growing are all connected.

If you like:
Thinking, reading, questioning and researching, arguing your point of view

Develop skills and knowledge in
Analysing information, presenting your point of view, writing historical reports and essays

Career Pathways include:
Journalism, law, teaching, public relations, human resource management, diplomat

Unit 1: 20th Century (1900-1945)
Unit of study (AOS) details:
• How political crises develop and impact people and countries.
• An investigation of patterns of social life and the factors that influence changes to those patterns.
• How cultural expression of events and movements are related to the historical context or what is going on at the time.

Unit 2: 20th Century (since 1945)
Unit of study (AOS) details:
• How post war societies use certain ideas about how the world should be organised to legitimise their actions.
• The impact that post war challenges have had on established ideas about power and society.
• How domestic and international events help to determine how a nation sees itself and its role in world affairs.

Unit 3: Imagining Australia
Unit of study (AOS) details:
• The European experience in the early years of the Port Phillip district.
• The experiences during the 19th century up to the eve of World War 1.
• The nature of Australian society around the turn of the twentieth century.

Unit 4: Australian History
Unit of study (AOS) details:
• The response of Australians to particular threats.
• The impact of Australians experiences on change and social cohesion.
• Changing Australian attitudes in relation to some of the issues in the latter decades of the twentieth century.

Assessment
The types of assessment tasks you may be required to do for Units 1 and 2 are:
• Essays
• Research reports
• Analytical exercises
• Tests
• Oral presentations
• Multimedia presentations

Assessment
School Assessed Coursework for Units 3 and 4
50% of final assessment to be selected from items like
• Essays
• Tests
• Research reports
• Analytical exercises

There is an end of year exam which contributes 50% towards the final grade.
Information Technology

If you enjoy learning about:
Computers and want to look at their role and effect on you and other people

If you like:
Working with computers and thinking creatively; problem solving; working with computer packages

Develop skills and knowledge in:
Computer awareness and software skills whilst developing the ability to use computers to solve problems

Career Pathways include:
Web design, computer analysts, data analysts, administrators, computer operator

Unit 1 - IT in Action

Unit of study (AOS) details:
• Select data from data sets, design solutions and use a range of spreadsheet functions that meet specific purposes
• Recommend a networked information system for a specific use and explain possible security threats to this networked information system
• Contribute collaboratively to the design and development of a website that presents an analysis of a contemporary ICT issue and substantiates the team’s point of view

Unit 2 - IT Pathways

Unit of study (AOS) details:
• Apply the problem-solving methodology and use appropriate software tools create data visualisations that meet users’ needs
• Design, and develop using a programming or scripting language, limited solutions, record the learning progress electronically, and explain possible career pathways that require the use of programming or scripting skills
• Work collaboratively and apply the problem solving methodology to create an ICT solution, taking into account client feedback

Unit 3 - IT Applications

Unit of study (AOS) details:
• Apply stages of the problem-solving methodology to create a prototype website that meets an online community’s needs, and explain the technical requirements to support the hosting of this website
• Design, and develop using a relational database management system, a solution to an information problem, and discuss why and how data is acquired via websites

Unit 4 - IT Applications

Unit of study (AOS) details:
• Use selected software to solve an ongoing information problem, and evaluate the efficiency and effectiveness of the solution in meeting the information needs of an organisation
• Evaluate the effectiveness of strategies used by organisations to manage the storage, communication and disposal of data and information, and recommend improvements to current practices

Assessment

School Assessed Coursework for Units 3 and 4
The types of assessment tasks you may be required to do for unit 3 and 4 are:
• Problem solving scenarios incorporating digital cameras and scanners into webpage designs
• Spreadsheet problems
• Written tests
• Reports
• Essays

School Assessed Coursework for Unit 3 and 4 contributes 25% and 25% respectively, and an end of year exam contributes 50% to the final grade.
Legal Studies

If you enjoy learning about:
Why we need laws, how laws are enforced and the effects of laws and enforcement on the individual. What happens in the courts and what the differences are between rights and responsibilities.

If you like:
Reading crime novels or watching police, court and crime shows on TV, visiting prisons and courts.

In this study you will develop skills in:
Identifying the need for laws and understanding how they are relevant to your own life.

Career Pathways include:
Court Officer, Law Clerk, Bailiff, Legal Secretary, Judge, Social Service Case Manager, Welfare Centre Manager, Criminologist, Childcare, Nurse, Teacher, Lawyer.

Unit 1 - Criminal Law and Justice

Area of Study (AOS) details:
• Law in Society: The need for effective laws and the main sources and types of law in society
• Criminal Law: The key principles and types of criminal law and the impact of criminal activity on the individual and society
• The Criminal Courtroom: The processes for the resolution of criminal cases and the capacity of these processes to achieve justice

Unit 2 - Issues in Civil Law

There are three areas of study for Unit 2:
• Civil law: The principles of Civil Law, law-making by courts and elements of torts
• The civil law in action: The procedures of civil courts and the role of juries in resolving civil disputes
• The law in focus: Recent changes to the law relating to one or more of eight specific areas of law
• A question of rights: An Australian case illustrating rights issues and the impact of the case on the legal system and the rights of individuals

Unit 3 - Law making

There are three areas of study for Unit 3:
• Parliament and the citizen: the principles of the Australian parliamentary system and the passage of a bill through parliament
• Constitution and rights: the role of the Commonwealth Constitution in defining and limiting the law making powers of parliament, the rights and responsibilities of Australian citizens, protection of rights in another country (either South Africa, New Zealand, or the USA)
• Role of the courts: how the courts can make common law and an evaluation of the effectiveness of the courts in doing so. Investigate the doctrine of precedent and statutory interpretation

Unit 4 - Dispute Resolution

There are two areas of study for Unit 4:
• Criminal cases and civil disputes, jurisdictions and functions of Federal and State courts in their respective hierarchies
• Criminal and civil court pre-trial and trial procedures and the operation of our jury system. Also an evaluation of the merits of our adversarial system in comparison with the inquisitorial system

Assessment

The types of assessment tasks you may be required to do for Units 1 and 2 are:
• Structured assignment
• Mock court or role play
• Folio and report
• Essay
• Annotated visual display
• Case study
• Test
• Report (written, visual, oral and multimedia).

School Assessed Coursework for Units 3 and 4
50% of final assessment to be selected from items like:
• A case study
• An essay
• Structured questions
• A test
• A report in written format
• A report in multimedia format
• A folio of exercises

There is an end of year exam on Units 3 and 4 which contributes 50% towards the final grade.
Literature

If you enjoy learning about:
Life by reading novels, plays, short stories, poetry and film

If you like:
Dressing up and going to the theatre; sharing your thoughts and ideas about what you are reading; thinking about how our world works by reading other people’s thoughts

Develop skills and knowledge in:
How the great writers communicate their concerns to us; how to analyse and discuss the great questions in life; how to use the language techniques of the masters of writing.

Career Pathways include:
All careers but especially journalism, creative writing, media, acting and theatre.

Unit 1
Unit of study (AOS) details:
• Discuss our personal responses to literature and explain their development to one or more literary texts.
• Analyse and respond both critically and creatively to the ways in which a text comments on the interests and ideas of individuals and particular groups in society.
• Analyse the construction of a film (fictional), television or multimedia text and comment on the ways in which it presents an interpretation of ideas and experiences.

Unit 2
Unit of study (AOS) details:
• Analyse and respond both creatively and critically to the ways in which text from a past era reflects or comments on the concerns and ideas of individuals and particular groups at the time.
• Produce an extended comparative piece of interpretive writing with a particular focus; for example, form, theme, genre, author, period, social or cultural context

Assessment
The types of assessment tasks you may be required to do for Units 1 and 2 are:
• Review
• Creative response
• Analyses of passages
• Essay (comparative, interpretive, analytical or discursive)
• Multimedia presentation
• Close analysis of selected passages.

Unit 3
Unit of study (AOS) details:
• Discuss how meaning changes when the form of a text changes.
• Analyse and interpret the views and values of a text in terms of the ideas, conventions and beliefs that the text appears to explore, endorse, challenge or leave unquestioned.
• Evaluate views of a text and make comparisons with their own interpretation.

Unit 4
Unit of study (AOS) details:
• Respond imaginatively to a text and comment on the connections between the text and the response.
• Analyse critically the features of a text, relating them to an interpretation of the text as a whole

Assessment
School Assessed Coursework for Units 3 and 4:
50% of final assessment to be selected from items like
• Essay (comparative, interpretive, analytical or discursive)
• An essay exploring views and values
• Evaluate a published review of the text
• Creative response
• Multimedia presentation
• Close analysis of selected passages

There is an end of year exam on selected texts studied throughout the year, which contributes 50% towards the final grade.
Mathematics: Units 1 and 2

General Mathematics Units 1 and 2

General Mathematics Units 1 and 2 provide for a range of courses of study involving non-calculus based topics for a broad range of students. They incorporate topics that provide preparation for various combinations of studies at Units 3 and 4 and cover assumed knowledge and skills for those units.

Areas of Study
Algebra and Structure, Arithmetic and Number, Discrete Mathematics, Geometry, Measurement and Trigonometry, Graphs of Linear and Non-Linear Relations and Statistics.

Outcomes
At the conclusion of Units 1 & 2 students should be able to:
• define and explain key concepts and apply a range of related mathematical routines and procedures.
• select and apply mathematical facts, concepts, models and techniques 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
The types of assessment tasks you may be required to do for Units 1 & 2 are:
• Tests
• Assignments
• Summary or Review Notes
• Modelling or Problem-Solving Tasks
• Mathematical Investigations

Mathematical Methods Units 1 and 2

Mathematical Methods Units 1 and 2 are completely prescribed and provide an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and cover assumed knowledge and skills for those units.

Co-requisite
Students wishing to study Mathematical Methods Units 1 & 2 MUST also undertake Specialist Mathematics Units 1 & 2 at the same time.

Areas of Study
Functions and Graphs, Algebra, Calculus and Probability and Statistics.

Outcomes
At the conclusion of Units 1 & 2 students should be able to:
• define and explain key concepts 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.

Assessment
The types of assessment tasks you may be required to do for Units 1 & 2 are:
• Tests
• Assignments
• Summary or Review Notes
• Modelling or Problem-Solving Tasks
• Mathematical Investigations
Mathematics: Units 1 and 2

Continued

Specialist Mathematics Units 1 and 2

Specialist Mathematics Units 1 and 2 comprise a combination of prescribed and selected non-calculus based topics and provide courses of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. They incorporate topics that, in conjunction with Mathematical Methods Units 1 and 2, provide preparation for Specialist Mathematics Units 3 and 4 and cover assumed knowledge and skills for those units.

Co-requisite
Students wishing to study Specialist Mathematics Units 1 & 2 MUST also undertake Mathematical Methods Units 1 & 2 at the same time.

Areas of Study
Algebra and Structure, Arithmetic and Number, Discrete Mathematics, Geometry, Measurement and Trigonometry, Graphs of Linear and Non-Linear Relations and Statistics.

Outcomes
At the conclusion of Units 1 & 2 students should be able to:
• define and explain key concepts 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
• use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment
The types of assessment tasks you may be required to do for Units 1 & 2 are:
• Tests
• Assignments
• Summary or Review Notes
• Modelling or Problem-Solving Tasks
• Mathematical Investigations
Mathematics: Units 3 and 4

Further Mathematics Units 3 and 4

Further Mathematics Units 3 and 4 are designed to be widely accessible and comprise a combination of non-calculus based content from a prescribed core and a selection of two from four possible modules across a range of application contexts. They provide general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. The assumed knowledge and skills for the Further Mathematics Units 3 and 4 prescribed core are covered in specified topics from General Mathematics Units 1 and 2. Students who have done only Mathematical Methods Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics but may also need to undertake some supplementary study of statistics content.

Prerequisites
General Mathematics Units 1 & 2

Areas of Study
Core (Including Data Analysis, Recursion and Financial Modelling), Matrices, Networks and Decision Mathematics.

Career Pathways
Business, Education, Hospitality and many TAFE courses and apprenticeships. This subject is a prerequisite for many university courses.

Outcomes
At the conclusion of Units 3 & 4 students 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
Assessment for Further Mathematics Units 3 & 4 consists of:
• School Assessed Coursework (34% of the grade consisting of 1 Application Task and 3 Modelling or Problem Solving Tasks over the year)
• Two end of year exams (66% of the grade, consisting of two papers worth 33% each)

Mathematical Methods Units 3 and 4

Mathematical Methods Units 3 and 4 are completely prescribed and extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, humanities, economics and medicine.

Prerequisites
Mathematical Methods Units 1 & 2
Specialist Mathematics Units 1 & 2

Areas of Study
Functions and Graphs, Algebra, Calculus and Probability and Statistics.

Career Pathways
Medicine, Commerce, Science, Engineering and related courses. This subject is a prerequisite for many university courses.

Outcomes
At the conclusion of Units 3 & 4 students should be able to:
• define and explain key concepts 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
Assessment for Mathematical Methods Units 3 & 4 consists of:
• School Assessed Coursework (34% of the grade consisting of 1 Application Task and 2 Modelling or Problem Solving Tasks over the year)
• Two end of year exams (66% of the grade, consisting of two papers worth 22% (Technology Free) and 44% (Technology Enabled))
Mathematics: Units 3 and 4

Continued

Specialist Mathematics Units 3 and 4

Specialist Mathematics Units 3 and 4 are designed to be taken in conjunction with Mathematical Methods Units 3 and 4, or following previous completion of Mathematical Methods Units 3 and 4. The areas of study extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Prerequisites
Mathematical Methods Units 1 & 2
Specialist Mathematics Units 1 & 2

Areas of Study
Functions and Graphs, Algebra, Calculus, Vectors, Mechanics, Probability and Statistics.

Career Pathways
Medicine, Physical Sciences, Engineering and related courses. This subject is a prerequisite for some specialised university courses.

Outcomes
At the conclusion of Units 3 & 4 students should be able to:
• define and explain key concepts 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
Assessment for Specialist Mathematics Units 3 & 4 consists of:
• School Assessed Coursework (34% of the grade consisting of 1 Application Task and 2 Modelling or Problem Solving Tasks over the year)
• Two end of year exams (66% of the grade, consisting of two papers worth 22% (Technology Free) and 44% (Technology Enabled))
Music Performance (Instrument or Voice)

If you enjoy learning about:
How to play a musical instrument, (it is recommended that you have at least 2 years experience on your instrument), singing, playing solo or as part of a group; the mechanics of how to write music

If you like:
Performing in front of an audience, interpreting musical arrangements

Develop skills and knowledge in:
All aspects of performance including developing arrangements, rehearsals and performance.

Career Pathways include
Music, teaching, performing arts, sound technician

ADDITIONAL REQUIREMENT: Students undertaking VCE Music Performance MUST enrol for Instrumental music lessons. The approximate cost of these lessons, if undertaken at the College, is $30 per term.

Unit 1 – Music Performance

Unit 1 has three prescribed areas of study:
- The development of performance skills, including unprepared skills, through individual practice and participation in regular rehearsals.
- An exploration of approaches taken by performers to optimise their presentations.
- The development of skills important in recognising and using music language relevant to performance.

Unit 2 – Music Performance

Unit 2 has four prescribed areas of study:
- The further development of performance skills, including unprepared skills, through individual practice and participation in regular rehearsals (both solo and group performance).
- An examination of the contextual issues, characteristics and styles represented in selected works.
- The fundamentals of music language relevant to performance (recognise, sing and write scales, intervals and chords, use conventions in music notation).
- The creation of a musical piece that uses music language drawn from analyses of selected works.

Assessment

The types of assessment tasks you may be required to do for Units 1 and 2 are:
- Solo technique tests
- Solo performances
- Group performances
- Written reports
- Aural tests

Unit 3 – Music Group Performance

Unit 3 has three main areas of study:
- The presentation and performance of works showing a range of styles, technical accuracy and control, and creative interpretations.
- The analysis of a variety of elements affecting ensemble performances and the identification of strategies to improve them.
- An examination of the structure and sound of selected characteristics of music.

Unit 4 – Music Group Performance

Unit 4 has three main areas of study:
- The presentation and performance of works in an ensemble context showing a range of styles, technical accuracy and control, and creative interpretation.
- The development of skills in either part writing.
- An examination of the structure and sound of selected characteristics of music.

Assessment

School Assessed Coursework for Units 3 and 4
30% of the final assessment to be selected from items such as
- Written reports
- Tests
- Multimedia presentations
- Aural tests
- Composition

There is an end of year group performance exam (50% of final score) and an end of year aural and written exam (20% of final score).
Physical Education

Do you have an interest in training and coaching at the elite level? This program delivers content on principles of training and energy systems that drive the body and fitness assessment.

Develop skills and knowledge in:
Leadership, physical training, coaching, human biology, recreational activities.

Career Pathways include:
Coach, Trainer, Teacher, Physiotherapist, Sports Medicine, Recreational Instructor, Personal Fitness Trainer, Masseur.

Unit 1 - Bodies in motion

Unit of study (AOS) details:
• Students examine the systems of the human body and how they translate into movement
• Students examine biomechanical principles underpinning physical activity and sport
• Technological advancements from a biomechanical perspective
• Injury prevention and rehabilitation

Unit 2 - Sports coaching and physically active lifestyles

Unit of study (AOS) details:
• Focus on the roles and responsibilities of a coach as well as looking at coaching pathways and accreditation. students apply this by coaching a team
• Health benefits of participation in regular physical activity and health consequences of physical inactivity and sedentary behaviour are explored at individual and population levels
• Decision making in sport
• Promoting active living

Unit 3 - Physical Activity participation and physiological performance

Unit of study (AOS) details:
• 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
• Students explore the various systems and mechanisms associated with the energy required for human movement

Unit 4 - Enhancing performance

Unit of study (AOS) details:
• This area of study focuses on the components of fitness and assessment of fitness from a physiological perspective
• Explores nutritional, physiological and psychological strategies used to enhance performance. Students examine legal and illegal substances and methods of performance enhancement and develop an understanding of different anti-doping codes. Students consider strategies used to promote recovery, including nutritional, physiological and psychological practices.

Assessment

The types of assessment tasks you may be required to do for Units 1 and 2 are:
• Written reports
• Tests
• Oral presentations
• Laboratory reports
• Data analyses
• Case studies
• Multimedia presentations
• Reports on participation in physical activity.

School Assessed Coursework for Units 3 and 4
50% of final assessment will be assessed through two written reports, two laboratory reports and then at least four other items to be selected from:
• A test
• Case study
• Video analysis
• Data analysis
• Laboratory reports
• Structured questions

There is an end of year exam on Units 3 and 4.
(50% of final assessment)
Physics

If you enjoy:
The science of the world and universe around you: Light, Nuclear Physics, Astronomy, Motion, Electricity and Electronics, Einstein and just finding out how things work.

If you like
Practical, scientific ideas and experimentation

Develop skills and knowledge in
Scientific experiments, practical use of maths, scientific laws that explain why things are as they are.

Career Pathways include:
Engineering, medicine, scientist, teaching, aircraft pilot, electronics industry, building engineer, mechanical engineering.

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen.

Unit 1: What ideas explain the physical world?

Areas of Study:
1. How can thermal effects be explained?
2. How do electric circuits work?
3. What is matter and how is it formed?

Physics Unit 2

Areas of Study:
1. How can motion be described and explained?
2. One option is to be selected by the student from the following:
   • What are stars?
   • How do forces act on the human body?
   • How can AC electricity charge a DC device?
   • How do fusion and fission compare as viable nuclear energy power sources?
   • How is radiation used to maintain human health?
   • How do particle accelerators work?
   • How can human vision be enhanced?
   • How do instruments make music?
3. Practical investigation.

Assessment

The types of assessment tasks you may be required to do for Units 1 and 2 are:
• Annotated folio of practical activities
• Multimedia or web page presentation
• Response to a media article
• A test
• Written report
• Data analysis
• Summary report of practical investigation

Physics Units 3 and 4

Units 3 and 4 have four prescribed areas of study:
1. Motion in one and two dimensions, including motion in space
2. The operation of electronic and photonic devices and their use in domestic and industrial systems
3. Wave and particle models of light and matter (quantum theory)
4. Electric motors, generators and alternators and the transmission and use of electric power

Units 3 and 4 have one detailed study to be chosen from six options:
1. Einstein’s Special Relativity
2. OR Materials and their use in structures
3. OR Further electronics
4. OR The design and operation of a synchrotron (a new technology for Victoria)
5. OR Photonics (light in fibre optic systems)
6. OR Sound (recording and reproduction)

Assessment

School Assessed Coursework for Units 3 and 4
40% of final assessment to be selected from items like
• A multimedia presentation
• A folio of practical activities
• A test
• A response to a media item
• A report
• Student-designed extended practical investigation (Unit 3)
• Summary report of practical investigation (Unit 4)

There is one 2.5 hour exam at the end of the year that will contribute 60% of the study score.
Product Design & Technology
Wood, Metal (Engineering) or Textiles

If you enjoy:
Designing and making wooden furniture and structures; or metal items and parts; or garments and textile articles. Would you want to be working with tools, machinery, plans and patterns?

If you like:
Working on things that you can actually design and manufacture yourself

Develop skills and knowledge in:
Design, construct, evaluate and promote products using both traditional and computer aided techniques.

Career Pathways include:
Carpenter, Cabinet Maker, Fitter, Maintenance Engineer, Tool Maker, Builder, Plumber, Dressmaker, Fashion Designer

Note: Note: Students may only do Design and Technology in ONE of the focus areas, that is, Wood or Metal or Textiles. This is because you can only be awarded credit once for successfully completing the unit.

Unit 1 - Design modification and production
Area of Study (AOS) details:
• 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.
• Safely 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
Area of Study (AOS) details:
• Work in a design team to design, plan and manufacture 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.
• As a member of a team justify, manage and use appropriate production processes to safely make and evaluate (both individually and as a member of a team) the product, the processes and materials used, and the suitability of a product against the design brief

Assessment
The types of assessment tasks you may be required to do for Units 1 and 2 are:
• Design Brief and Folio
• Construction of product and/or prototype with records of production and modifications
• Multimedia presentation supported by speaker’s notes
• Short written reports relating to materials testing or trialing activities
• Oral report supported by notes and/or visual materials

Unit 3 - Design, technological innovation and manufacture
Area of Study (AOS) details:
• The role of the designer and the relationship between a designer, client and/or end-user/s of an intended product.
• Analysis and explanation of 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.

Assessment
School Assessed Coursework for Units 3 and 4
20% of final assessment to be selected from items like
• multimedia report
• a design brief
• a test
• a short written report

School Assessed Task for Units 3 and 4
50% of the final assessment running over both Units 3 and 4. This consists of a folio and the development, evaluation and promotion of a product for the client.

There is an end of year exam on Units 3 and 4 (30% of final assessment).
Psychology

If you enjoy learning about
How Hannibal Lecter really could begin eating your brain while you were still alive; why peek a boo really works; why some people stop the shower when the toilet flushes; how your eyes can be tricked into seeing objects that do not exist in the real world; and other interesting things about the human mind.

If you like:
Group activities, discussions, thinking about why people behave the way they do

Develop skills and knowledge in
Research; communication; observing, analysing and interpreting behaviour; writing psychological reports

Career Pathways include:
Skilled parenting, social work, forensic psychology, sports psychology, clinical and counselling psychology, educational psychology, teaching

Unit 1: How are behaviour and mental processes shaped?

Areas of Study:
1. How does the brain function?
2. What influences psychological development?
3. Student-directed research investigation

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

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

Assessment
The types of assessment tasks you may be required to do for Units 1 and 2 are:
• Annotated posters
• Essays
• Multimedia presentations
• Reports of experiments (ERAs)
• Research summaries
• Tests

Unit 3: The conscious self

Unit of study (AOS) details:
• Why do I think and feel the way I do? How does my brain work? What is the relationship between my brain and my mind? What happens when I sleep? Students explain the relationship between the brain, states of consciousness including sleep, and behaviour, and contributions of brain research methods to the investigation of brain function.
• Why do I remember some things and forget others? How are memories formed? Can I improve my memory? Students compare theories that explain memory and factors that affect its retention, evaluating the effectiveness of techniques for improving and manipulating memory.

Unit 4: Brain, behaviour and experience

Unit of study (AOS) details:
• How do we learn? Why do some people learn faster than others? How important are role models in shaping behaviour? Students explain the basis of learning and compare and contrast different theories of learning and their applications.
• What does mental health mean? How can ‘normality’ be defined? Is feeling stressed ‘normal’? What is the relationship between mental health and illness? How can mental wellbeing be enhanced? Students differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress, simple phobia and a selected mental disorder.

Assessment
School Assessed Coursework for Units 3 and 4
40% of the final assessment to be selected from items such as
• Annotated posters
• Empirical Research Activities (ERAs)
• Essays
• Multimedia presentations
• Research summaries
• Tests
There is an end of year exam on both units 3 and 4 that will make up 60% of the final score.
Studio Arts

(Drawing, Printmaking, Ceramics or Photography)

If you enjoy learning about:
Colour and how it affects us, using images to show feelings and ideas, what appeals to different people and why, different styles of art and artworks, techniques of drawing, painting, display and design.

If you like:
Playing with ideas, experimenting with colour shape and form, looking at things from different angles

In this study you will develop skills in:
Analysing art and artworks, choosing and using different techniques to create art, researching art and artists, understanding how art moves us or attempts to move us, exhibiting and curating.

Career Pathways include:
Craftsperson, Textile Designer, Artist, Graphic Designer, Media and advertising, Marketing, Fashion design, Floristry, Print Finishing Artist, Teacher – Art, Industrial Design

Unit 1 - Artistic inspiration and techniques

Unit 1 focuses on three areas:
• Source inspiration, identify individual ideas and use a variety of methods to translate these into visual language.
• Explore and 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.

Unit 2 - Design exploration and concepts

Unit 2 focuses on two areas:
• 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 types of assessment tasks you may be required to do for Units 1 and 2 are:
• Extended responses
• Selection of exploratory work
• Short answer responses
• Folio of design and artworks

Unit 3 - Studio production and professional art practices

Unit of study (AOS) details:
• Prepare an exploration proposal that formulates the content and parameters of an individual design process 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 and art industry contexts

Unit 4 focuses on three areas:
• 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.
• 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

School Assessed Task for Unit 3:
33% of final assessment is a SAT consisting of the Work Brief and the Design Process referred to in focus areas 1 and 2 of unit 3 above.

School Assessed Task for Unit 4:
33% of final assessment is a SAT consisting of the written and visual focus statement plus the folio of finished artworks referred to in focus areas 1 and 2 of unit 4.

There is an end of year exam (30% of final grade).
Visual Communication

If you enjoy learning about:
Visual images and how they communicate ideas. How designers create visual messages to help shape our lives. How to develop a variety of drawing skills to visualise thinking.

If you like:
Drawing and looking at things from different angles, playing with different ideas, precision and accuracy, experimenting with perspective and technique.

In this study you will develop skills in:
Observing, drawing, shading, scaling and other drawing techniques, computer generated images, designing and exploring visual communications.

Career Pathways include:
Desktop Publisher, Graphic Designer, Illustrator, Museum Technician, Photographer, Screen Printer/Stencil Preparer, Set Designer, Art Teacher, Textile Designer, Visual Merchandiser

Unit 1 - Introduction to Visual Communication
Unit 1 has three focus areas:
- Drawing as a means of communication
- Design elements and design principles
- Visual communication design in context

Unit 2 - Application of visual communication design
Unit 2 has three focus areas:
- Technical drawing in context
- Type and imagery - images when communicating ideas and concepts in the design field of communication
- Applying the design process

Unit 3 - Visual communication practices
Unit 3 has three focus areas:
- Analysis and practice in context
- Design industry practice
- Developing a brief and generating ideas

Unit 4 - Designing to a brief
Unit 4 has three focus areas:
- Development of design concepts
- Final presentations
- Evaluation and explanation

Assessment

Assessment tasks for this unit are selected from the following:
- Folio of observational, visualisation and presentation drawings created using manual and/or digital methods
- Final presentations created using manual and/or digital methods
- Written report of a case study
- Annotated visual report of a case study
- Oral report of a case study supported by written notes and/or visual materials

A brief that identifies the contexts, constraints, client’s needs and target audience, and a folio generating ideas relevant to the brief. The development folio for each will need to include evidence of:
- Use of design process and design thinking strategies
- Annotated research for information and inspiration
- Observational and visualisation drawings
- Generation of a wide range of design ideas

There is an end of year exam on both units 3 and 4 that counts for 34% of final assessment.
AVID Elective
Success at VCE

Duration
Semester 1 and Semester 2

AVID in Year 11
AVID is not an accredited VCE Unit 1/2 subject.

Purpose
The Australian Year 11 AVID course is designed to support students to improve their VCE subject scores as well as ensuring students have the essential skills to be successful in university studies, future workplaces and as global citizens.

Description
In this elective students will focus on improving their academic skills and practice applying them to all of their VCE subjects. AVID’s aim is to foster high aspirations, encourage independent learning and higher order thinking to support students’ success at VCE.

AVID students will have the opportunity to take part in the VU Early-Uni Pathways Program. This program introduces students to university life through experiencing, and studying at university while still at school, giving you more understanding of learning at a university and options for the future.

• Involvement in this Early-Uni Pathways Program in year 11 offers a range of benefits, including:
  • Becoming a university student while still at school, gaining a university non-award unit.
  • Experiencing a real 10 week university learning experience for 3 hrs a week
  • Better understanding of university learning and options for the future
  • Having student access to the university facilities and activities including: libraries,
  • An opportunity to join the Year 12 Uni-Study program in the following year
  • Computer labs, on-line learning, support services, clubs and societies.

Outline
This course will focus on providing students with WICOR strategies to deal with the rigorous content at VCE including:
• Writing
• Inquiry
• Collaboration
• Organisation
• Reading

Major concepts/content
Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for success at VCE and University, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous university preparatory curriculum, tutor-facilitated study groups, motivational activities and academic survival skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for university entrance, study skills and test-taking strategies, note-taking and research.

Assessment
Students’ application of the academic skills and application in their VCE subjects will be assessed by:
• Tutorials and presentations
• Management of VCE binders
• Note taking assessments
• Academic goals setting
• Monitoring of progress in VCE

Application
Acceptance into this course is subject to an application and interview.

For more information, see Mr D Snape.
## Pathways Planning Charts

### Economics, Accounting, Commerce

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<th></th>
<th>Year 11 - Units 1 &amp; 2</th>
<th>Year 12 - Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory units</strong></td>
<td>English (any)</td>
<td>English (any)</td>
</tr>
<tr>
<td><strong>Prerequisites (generally)</strong></td>
<td>Maths (any)</td>
<td>Maths (any)</td>
</tr>
<tr>
<td><strong>Suggested additional units</strong></td>
<td>Accounting Business Management VET Business Information Technology</td>
<td>Accounting Business Management VET Business</td>
</tr>
</tbody>
</table>

This course is designed for students wishing to study Business at University. Maths prerequisites vary from course to course. Some courses in this area require Maths (any) or have ‘no prerequisites’. Suggested Additional units could include:
- Accounting
- Business management
- History
- Information Technology
- Two Maths

Any of the remaining VCE units could be chosen as additional units.

**Note:** **VCE Requirements must be met.**
- 3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature
- Satisfactory completion of 3 Unit 3 / 4 sequences other than English
- Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

### TAFE
Courses in areas such as:
- Accounting
- Commerce
- Economics
- Finance
- Business – Computing
- Banking & Finance
- Business Administration
- International Trade
- Marketing
- Advertising
- E-Business
- Event Management
- Tourism

### University
Courses in areas such as:
- Strategic Management
- Computing & Accounting
- Agriculture / Resource Economics
- Finance
- Commerce
- Economics
- Financial Planning
- Accounting
- Banking & Finance
- Business
- Electronic Commerce
- Management
- Marketing

### Employment
In areas such as:
- Actuary
- Accountant
- Banking
- Chartered Accountant
- Economist
- Insurance Management
- Statistician
- Retailing
- Stockbroking
- Teaching
## Sciences

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<td>English (any)</td>
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<tr>
<td><strong>Prerequisites (generally)</strong></td>
<td>Maths Methods</td>
<td>Maths Methods</td>
</tr>
</tbody>
</table>
| **Suggested additional units** | Chemistry  
Physics  
General Maths - Advanced  
Information Technology | Chemistry  
Physics  
Specialist Maths |

Two Science subjects are generally recommended
Maths prerequisites vary from course to course
Suggested Additional units could include:
- Biology
- Chemistry
- Physics
- Information Technology
- Psychology
- Specialist Maths
- Geography
Any of the remaining VCE units could be chosen as additional units.

**Note:** VCE Requirements must be met.
- 3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature
- Satisfactory completion of 3 Unit 3 / 4 sequences other than English
- Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

### TAFE
- Courses in areas such as:
  - Beauty Therapy
  - Nursing, Division 2
  - Myotherapy
  - Biotechnology
  - Forensic Science
  - Veterinary Nursing

### University
- Courses in areas such as:
  - Science
  - Applied Science – Psychology
  - Science – Physical
  - Applied Science – Business
  - Applied Chemistry
  - Aviation
  - Geology
  - Surveying
  - Food Technology
  - Marine Science
  - Consumer Science
  - Cartography
  - Biotechnology
  - Space Science

### Employment
- General Science degrees lead to a wide variety of careers, often through the completion of post graduate courses:
  - Agricultural scientist
  - Anthropologist
  - Archaeologist
  - Biochemist
  - Biological Scientist
  - Botanist
  - Chemist
  - Environmental Scientist
  - Food Technologist
  - Forensic Scientist
  - Forester
  - Geneticist
  - Marine Scientist
  - Microbiologist
  - Teacher
  - Veterinarian
Pathways Planning Charts

Arts (visual) & Graphic Design

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<tr>
<th>Prerequisites (generally)</th>
<th>Art and/or:</th>
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<tr>
<th>Suggested additional units</th>
<th>Visual Communication</th>
<th>Visual Communication</th>
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</thead>
<tbody>
<tr>
<td>Studio Arts / Studio Arts Digital</td>
<td>Studio Arts / Studio Arts Digital</td>
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<tr>
<td>VET Interactive Digital Media</td>
<td>VET Interactive Digital Media</td>
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</tbody>
</table>

A high quality folio is required for selection into many courses.
Attendance at an interview and / or information session is also required for selection into many courses. Some may involve a test. Some courses such as Industrial Design or Engineering Product Design require Maths and / or Science (Physics) and / or Design Technology. Some students find that doing several studies that require large production folios difficult to manage their time.

Suggested Additional units could include:
- Mathematics
- Information Technology
- Design Technology
- Food Technology

Any of the remaining VCE units could be chosen as additional units.

Note: VCE Requirements must be met.
- 3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature
- Satisfactory completion of 3 Unit 3 / 4 sequences other than English
- Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

TAFE
Courses in areas such as:
- Art & Design
- Photography
- Design
- Ceramics
- Corporate Video Production
- Computer Aided Art & Design
- Graphic Art
- Screen Printing Design
- Textiles
- Visual Arts
- Visual Merchandising
- Floristry

University
Courses in areas such as:
- Advertising
- Fine Arts (Ceramics, Drawing, Gold & Silversmithing, Painting, Printmaking & Sculpture)
- Graphic Design
- Media Arts
- Photography
- Industrial Design
- Technology Design
- Visual Arts
- Multimedia Arts
- Design
- Jewellery

Employment
In areas such as:
- Artist
- Curator
- Design (fashion, industrial, interior, textiles, wood)
- Graphic Art
- Jeweller
- Illustrator
- Marketing
- Painting
- Potter
- Sign Writer
- Painter & Decorator
- Tailor
Building Trades

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<tr>
<td><strong>Compulsory units</strong></td>
<td>English (any)</td>
</tr>
<tr>
<td><strong>Suggested additional units</strong></td>
<td>Design Technology - Wood ecosystems</td>
</tr>
<tr>
<td></td>
<td>VET – Building &amp; Construction</td>
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<td></td>
<td>Business Management</td>
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<td>Visual Communication</td>
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<td>Information Technology</td>
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<td>Visual Communication</td>
</tr>
</tbody>
</table>

Suggested Additional units could include:
- Accounting
- Mathematics (any)
- Systems Engineering

Any of the remaining VCE units could be chosen as additional units.

Note: **VCE Requirements must be met.**
- 3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature
- Satisfactory completion of 3 Unit 3 / 4 sequences other than English
- Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

**TAFE**
Courses in areas such as:
- **Apprenticeships**
  - Bricklaying
  - Carpentry
  - Boat building
  - Cabinet Making
  - Plasterer
  - Wood machining
- **Pre-apprenticeships**
  - bricklaying
  - carpentry
  - Fibrous plastering
  - Printing technology
  - Technology – Furniture

**University**
Courses in areas such as:
- Technology – Manufacturing
- Technology – Environmental
- Technology – Mechatronics
- Manufacturing Operations
- Building

**Employment**
In areas such as:
- Bricklayer
- Cabinet maker
- Carpenter and jointer
- Fibrous plasterer
- Glazier
- Furniture Finisher
- Plasterer
- Upholsterer
- Wood machinist
Business

<table>
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</tr>
<tr>
<td><strong>Suggested additional units</strong></td>
<td>Business Management Accounting Legal Studies VET Business Information Technology</td>
<td>Business Management Accounting Legal Studies VET Business Maths (any)</td>
</tr>
</tbody>
</table>

Maths prerequisites vary from course to course.
Some courses in this area require no Maths or only two units of Maths.
Consider choosing a subject relevant to the type of business that you are interested in.
Suggested Additional units could include:
- Mathematics (any)
Any of the remaining VCE units could be chosen as additional units.

Note: **VCE Requirements must be met.**
- 3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature
- Satisfactory completion of 3 Unit 3 / 4 sequences other than English
- Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

**TAFE**
Courses in areas such as:
- Banking & Finance
- Credit Management
- Accounting
- Hospitality Operations
- Advertising
- International Trade
- Legal Practice
- Local Government
- Marketing
- Sales Management
- Office Administration
- Operations management
- Public Relations
- Merchandising & Marketing
- Real Estate

**University**
Courses in areas such as:
- Business
- Commerce
- Accounting
- Hospitality
- Management
- Marketing
- Property, Transport & Logistics
- Personnel & Industrial management
- Tourism
- Banking & Finance
- Retail Management
- Travel & Tourism

**Employment**
In areas such as:
- Business Management
- Marketing
- Sales
- Personnel
- Property / Real Estate
- Travel / Tourism
- Export / Import
- Banking
- Insurance
- Finance
- Law Enforcement
- Accounting
- Public Service
**Information Technology**

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<tr>
<td><strong>Year 12 - Units 3 &amp; 4</strong></td>
</tr>
<tr>
<td>English (any)</td>
</tr>
<tr>
<td>Maths Methods</td>
</tr>
<tr>
<td>Information Technology, VET Information Technology, Physics</td>
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</tbody>
</table>

Maths prerequisites vary from course to course.

Some courses in this area require Maths (any) or have ‘no prerequisites’.

Students interested in Computer Science/Engineering should also consider Physics and Specialist Maths

Suggested Additional units could include:

- Accounting
- Business management
- Design Technology
- Legal Studies
- Systems Engineering
- VET Media Creative Industries

Any of the remaining VCE units could be chosen as additional units.

**Note:** VCE Requirements must be met.

- 3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature
- Satisfactory completion of 3 Unit 3 / 4 sequences other than English
- Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

**TAFE**

Courses in areas such as:

- Applied Science – Computing
- Technology – Computing
- Information Technology
- Computing Operation
- Microcomputing
- Administration
- Computer systems

**University**

Courses in areas such as:

- Applied Science – Computing
- Technology – Computing
- Information Technology
- Computing Operation
- Microcomputing
- Administration
- Computer systems

**Employment**

In areas such as:

- Animation
- Communications Officer
- Computer Programmer
- Computer Operator
- Computer Technician
- Game programming
- System Analyst
- Networks Manager
- Software Development
- Internet
- Multimedia Designer
- Web designer
**Pathways Planning Charts**

## Engineering

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<td><strong>Prerequisites (generally)</strong></td>
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<td>Maths Methods</td>
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<tr>
<td><strong>Suggested additional units</strong></td>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td>General Math Advanced</td>
<td>Specialist Maths</td>
</tr>
<tr>
<td></td>
<td>Design &amp; Technology</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td></td>
<td>VET Engineering</td>
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</tbody>
</table>

Most Engineering courses have a prerequisite minimum score for English and math Methods in Year 12.
Many courses also require Physics or Chemistry. Choose the Science subject relevant to the Engineering stream.
Extra points are usually given for including Specialist Maths.
Suggested Additional units could include:
- Chemistry
- Biology
- Systems Engineering
- Information Technology
- Visual Communication

Any of the remaining VCE units could be chosen as additional units.

Note: **VCE Requirements must be met.**
- 3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature
- Satisfactory completion of 3 Unit 3 / 4 sequences other than English
- Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

### TAFE

Courses in areas such as:
- Engineering
- Electrical
- Electronics
- Audio Visual Technology
- Aerospace
- Mechanical / Manufacturing / Civil
- Plastics Technology
- Applied Science
- Material Engineering
- Technology
- Automated Systems

### University

Courses in areas such as:
- Engineering
- Electrical, Optoelectronics
- Electronics, Mechanical
- Coastal Resource Management
- Computer
- Technology Systems
- Computronics
- Manufacturing Systems
- Communication, Computer, Electronic and Software
- Food Process Engineering
- Applied Physics
- Medical Biophysics
- Telecommunications & Networks
- Robotics
- Mechatronics

### Employment

A wide range occupations are available for Engineers, Engineering Associates and Technicians including:
- Civil Engineer
- Mechanical Engineer
- Chemical Engineer
- Electrical/Electronic Engineer
- Automotive Engineer
- Aerospace Engineer
- Environmental Engineer
- Telecommunications Engineer
- Petroleum
- Polymer
- Mining
- Geological
- Computer Systems
General Health

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<tr>
<td><strong>Prerequisites (generally)</strong></td>
<td>Maths (any)</td>
<td>Maths (any)</td>
</tr>
<tr>
<td><strong>Suggested additional units</strong></td>
<td>Chemistry, Biology, Health &amp; Human Development, Physical Education</td>
<td>Chemistry, Biology, Health &amp; Human Development</td>
</tr>
</tbody>
</table>

Maths prerequisites vary from course to course
Suggested Additional units could include:
• Information Technology
• Legal Studies
• Maths – Two eg, Math Methods & General Adv.
• Physics
• Psychology
Any of the remaining VCE units could be chosen as additional units.

Note: **VCE Requirements must be met.**
• 3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature
• Satisfactory completion of 3 Unit 3 / 4 sequences other than English
• Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

**TAFE**
Courses in areas such as:
• Beauty Therapy
• Nursing, Division 2
• Myotherapy

**University**
Courses in areas such as:
• Health Sciences
• Physiotherapy
• Prosthetics & Orthotics
• Disability Studies
• Nursing – Registered
• Speech Pathology
• Public Health
• Health Promotions
• Occupational Therapy
• Optometry
• Podiatry
• Dental therapy
• Traditional Chinese Therapy
• Public Health Management

**Employment**
In areas such as:
• Disability Services Instructor
• Health Promotions Officer
• Health Sciences
• Nursing
• Dietician
• Psychiatric Nursing
• Physiotherapist
• Occupational Therapist
• Speech Therapist
## Hospitality & Tourism

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</tr>
</thead>
<tbody>
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<td>English (any)</td>
<td></td>
<td>English (any)</td>
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<table>
<thead>
<tr>
<th>Suggested additional units</th>
<th>Food Technology</th>
<th>Business Management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VET Hospitality</td>
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</tr>
<tr>
<td></td>
<td>Health &amp; Human Development</td>
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<tr>
<td></td>
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<td>VET Hospitality</td>
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</tr>
<tr>
<td></td>
<td>Health &amp; Human Development</td>
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</tr>
</tbody>
</table>

Some courses require an interview, a thorough knowledge of the hospitality industry and work experience
Suggested Additional units could include:
- Accounting
- History
- Geography
- Information Technology
- Literature
- VET IT
- VET Business

Any of the remaining VCE units could be chosen as additional units.

**Note:** VCE Requirements must be met.
- 3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature
- Satisfactory completion of 3 Unit 3 / 4 sequences other than English
- Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

### TAFE

Courses in areas such as:
- Hospitality
- Travel & Tourism
- Apprenticeship – Chef / Cook
- Traineeship
- Travel Operations
- Resort Management

### University

Courses in areas such as:
- Business – Hospitality Management
- Hospitality
- Tourism
- Business – Travel & Tourism
- Tourism Management
- Event Management
- Hotel Management

### Employment

In areas such as:
- Baker
- Chef
- Caterer
- Cook
- Kitchen Hand
- Manager (Hotel, Motel, Resort, Restaurant)
- Pastry Cook
- Butcher
- Travel Agent
- Tourism Manager
- Waiter / Waitress
Human Movement / Sport & Recreation

<table>
<thead>
<tr>
<th>Compulsory units</th>
<th>Year 11 - Units 1 &amp; 2</th>
<th>Year 12 - Units 3 &amp; 4</th>
</tr>
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<tbody>
<tr>
<td>English (any)</td>
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<th>Year 12 - Units 3 &amp; 4</th>
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<tr>
<td>Health &amp; Human Development</td>
<td></td>
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<tr>
<td>Physical Education</td>
<td></td>
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<tr>
<td>Biology</td>
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<tr>
<td>Maths (any)</td>
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</tbody>
</table>

Some courses only require two units of Maths.
Many courses also select students based on a range of factors – ENTER scores and sporting, recreational and coaching activities and participation.
Preselection tests and or supplementary applications may be required.

Suggested Additional units could include:
- Accounting
- Business Management
- Chemistry
- Maths (3 & 4), (any)
- Physics
- Psychology

Any of the remaining VCE units could be chosen as additional units.

Note: VCE Requirements must be met.
- 3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature
- Satisfactory completion of 3 Unit 3 / 4 sequences other than English
- Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

**TAFE**

Courses in areas such as:
- Recreational Leadership
- Resource Management
- Fitness Instructor
- Sports Management Traineeship
- Sports Coaching
- Recreation

**University**

Courses in areas such as:
- Arts – Sports Administration
- Business
- Human Movement
- Health Promotion
- Outdoor Recreation
- Parks & Recreation
- Physical Education
- Sports & Leisure Management
- Sports Management
- Teaching

**Employment**

In areas such as:
- Fitness Instructor
- Health Promotion
- Sports Management
- Outdoor Recreation Leader
- Park Range
- Physical Education
- Teacher
- Recreation Officer
- Sport Coach
## Medical / Health Sciences

<table>
<thead>
<tr>
<th></th>
<th>Year 11 - Units 1 &amp; 2</th>
<th>Year 12 - Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory units</strong></td>
<td>English (any)</td>
<td>English (any)</td>
</tr>
<tr>
<td><strong>Prerequisites (generally)</strong></td>
<td>Maths Methods</td>
<td>Maths Methods</td>
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<tr>
<td></td>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>Physics</td>
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<tr>
<td><strong>Suggested additional units</strong></td>
<td>General Maths Adv</td>
<td>Specialist Maths</td>
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<td></td>
<td>Physical Education</td>
<td>Biology</td>
</tr>
</tbody>
</table>

Pre-requisites in this area are very specific. Check VICER and VTAC before finalising course selections.

A number of courses require students to undertake an additional test: UMAT

- Suggested Additional units could include:
  - Biology
  - Health & Human Development
  - Psychology

Any of the remaining VCE units could be chosen as additional units.

**Note:** VCE Requirements must be met.
- 3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature
- Satisfactory completion of 3 Unit 3 / 4 sequences other than English
- Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

### TAFE

Courses in areas such as:
- Applied Science – medical laboratory

### University

Courses in areas such as:
- Medical Radiations, Radiography, Biophysics & Instrumentation
- Clinical Osteopathy
- Pharmacy
- Health Science – Acupuncture
- Chiropractic Science
- Clinical Science
- Environmental Health
- Biomedical Science
- Physiotherapy
- Medicine
- Medical Laboratory Science
- Optometry
- Dental Science

### Employment

In areas such as:
- Anaesthetist
- Dentist
- Acupuncturist
- Environmental Health Officer
- Medical Scientist
- Medical Practice
- Nutritionist
- Optometrist
- Pathologist
- Pharmacist
- Podiatrist
- Radiation Therapy
Performing Arts

<table>
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<tbody>
<tr>
<td>Suggested additional units</td>
<td>Drama and / or Music Performance and / or Dance Studio Arts Literature</td>
<td>Drama and / or Music Performance and / or Dance Studio Arts</td>
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</table>

An audition and / or interview is required for entry into many courses. Different courses have different requirements as to what will be needed at the audition.

Attendance at an interview is also required for selection into courses, some have an aural test.

Most music university courses have prerequisite AMEB Grade 6 or 7 - practical and grade 5 – theory.

Music TAFE courses require AMEB grade 3 theory

Performance at special workshops and auditions is taken into account.

Suggested Additional units could include:

- Art
- History
- Visual Communication
- VET Dance
- VET Media Creative Industries
- VET Music Industry Technical

Any of the remaining VCE units could be chosen as additional units.

Note: **VCE Requirements must be met.**

- 3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature
- Satisfactory completion of 3 Unit 3 / 4 sequences other than English
- Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

**TAFE**
- Courses in areas such as:
  - Music Performance
  - Music Business Management
  - Sound Production
  - Performing Arts
  - Theatre Technology & Small Companies
  - Diploma of Music Business
  - Music Industry (Business)

**University**
- Courses in areas such as:
  - Arts (majoring in Music or Drama)
  - Music or Drama (including Victorian College of the Arts, the Melbourne Conservatorium of Music and NIDA)
  - Performance Studies
  - Visual and Performing Arts
  - Teaching
  - Music Business Management
  - Music Theatre

**Employment**
- In areas such as:
  - Actor
  - Choreographer
  - Director
  - Film Score Writer
  - Music (arranger, journalist, retailer or reviewer)
  - Music Therapist
  - Music Business Manager
  - Song Writer
  - Sound Technician
  - Screen/Play Writer
  - Teacher
  - Theatre Manager
Psychology / Welfare

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<td></td>
<td>Biology</td>
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<td>VET Community Service</td>
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<td></td>
<td>Maths (any)</td>
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<td></td>
<td>Health &amp; Human Development</td>
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<td>Biology</td>
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<td></td>
<td>VET Community Service</td>
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</tbody>
</table>

Some courses have no pre-requisite studies.
Many Psychology courses require a Maths (3 & 4) and one Science (either Biology, Chemistry, or Psychology).

Suggested Additional units could include:
- Geography
- History
- Information Technology
- Literature
- Maths (3 & 4)
- Physical Education
- Chemistry

Any of the remaining VCE units could be chosen as additional units.

Note: **VCE Requirements must be met.**
- 3 units of English including a Unit 3 & 4 sequence of either English, English Language or Literature
- Satisfactory completion of 3 Unit 3 / 4 sequences other than English
- Satisfactory completion of 16 units

Students must check course information for prerequisites and other requirements.

**TAFE**

Courses in areas such as:
- Childcare
- Social Science
- Residential & Community Services
- Welfare Studies

**University**

Courses in areas such as:
- Criminal Justice Administration
- Science – Behavioural / Psychology
- Arts – Primary Teaching
- Teacher Education
- Psychology
- Human Services
- Social Welfare
- Police Studies
- Applied Science – Psychology
- Social Work
- Outdoor Education

**Employment**

In areas such as:
- Teacher – Primary / Secondary / Kindergarten
- Community Development Worker
- Psychologist
- Rehabilitation Counsellor
- Training Officer
- Youth Worker
- Social Worker
- Counsellor
- Childcare Worker
- Welfare Worker
- Disability Worker
- Police Officer
Attendance

Class Time

All VCE units run for eight sessions per fortnight.

Year 12 students generally study five units per semester, (some students are undertaking six units per semester), so they may have up to eight study sessions per fortnight.

As with all other students of the college, students are not permitted to roam the yard during private study sessions.

College Attendance Policy

Students are required to maintain 90% attendance in each of their classes. Students whose attendance falls below these levels will be required to attend an after school make up class.

Authentication

The VCAA sets down seven rules which a student must observe when preparing work for assessment. These rules apply to Coursework and School assessed Tasks. They are:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his or her own.

2. A student must acknowledge all resources used, including text, websites and source material, the name(s) and status of any person(s) who provided assistance and the type of assistance provided.

3. A student must not receive undue assistance from any other person in the preparation and submission of work.

4. A student must not submit the same piece of work for assessment in more than one study.

5. A student who knowingly assists other students in a breach of rules may be penalised.

6. A student must sign the declaration of authenticity for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student’s own.

7. A student must sign a general declaration that he or she will obey the rules and instructions for the VCE, and accept its disciplinary provisions.

Acceptable levels of assistance include:

- The incorporation of ideas or materials derived from other sources, (by reading, viewing or note taking), but which has been transformed by the student and used in a new context.
- Prompting and general advice from another person which leads to refinements and / or self-correction.

Unacceptable levels or assistance include:

- Use of, or copying of, another person’s work or other resources without acknowledgement
- Corrections or improvements made by or dictated by another person.
Completion of VCE

How Does a Student receive their VCE?

In order for a student to achieve their VCE certificate, they must, over the duration of studying VCE,
• Satisfactorily complete 16 units, of which they must
• Satisfactorily complete 3 units of "English"
• Satisfactorily complete 3 other Unit 3 and 4 Sequences apart from English

How Does a Student Satisfactorily Complete a Unit?

Each unit is made up of a number of outcomes, generally three. These are statements that outline the minimum skills that a student should develop and demonstrate while studying the unit. A student must achieve a satisfactory result for each of the outcomes. If they receive an ‘N’ for an outcome, they cannot pass the unit.

To achieve an outcome the student must:
• produce work that meets the required standard
• submit work on time
• submit work that is clearly his or her own
• observe VCAA and school rules.

Teachers will make every endeavour to inform parents if students are at risk of not achieving a satisfactory result for an outcome or if a student falls behind in work.

What Happens if a Student Gets an N for an Outcome?

If a teacher determines that a student’s work does not meet the required standard for satisfactory completion of an outcome, the teacher may require the student to submit additional work, or re-submit work that has already been assessed that will allow the student greater opportunity to demonstrate an improved standard of understanding.

Note: students are NOT able to re-submit work that is used for School-Assessed Coursework, (SACs).

Coursework

Extension of time

An extension of time for all students in a class will only be given on condition that all students are given adequate notice and that no one in the class or another class is advantaged or disadvantaged by the change.

Extension for an individual student will only be granted in special circumstances.

Please note, due to deadlines that need to be met in completing coursework, assessing and reporting student performance, deadlines for submission of student work must be met.

Lost, stolen or damaged work

A student who has lost work, or has had work stolen or damaged, must make a written statement of the circumstances. The statement must be signed and dated. Schools must keep a record of the loss or damage, but should not report them to the VCAA, (except in the case of the School-assessed Task). The principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result [or an initial score for an assessment task] for the student. Note: This does not apply to work lost or damaged due to computer misuse or malfunction.
Computer Work

A student who uses a computer to produce work for assessment is responsible for ensuring that:
- there is an alternative system available in case of computer or printer malfunction or unavailability
- hard copies of the work in progress are produced regularly
- each time changes are made the work is saved onto a back up file.
The back up file should not be stored with the computer.
Computer difficulties do not automatically result in a granting of extension of time for submission of work.

Reports

Reports will be issued for all Year 11 and 12 students at the end of Semester One.

Reports for Unit 2 studies will be distributed to students in November.

Reports for Unit 3 studies will only contain information regarding satisfactory completion of outcomes.

Unit 4 performance will be via information distributed directly from VCAA. Students may receive an interim report outlining performance and work output at any time of the year.
Examinations

General Achievement Test (GAT)

All VCE students enrolled in one or more Units 3 and 4 sequences, including VET courses with a scored assessment, must sit the General Achievement Test (GAT).

Components of the GAT include:
• Written communication
• Mathematics, science and technology
• Humanities, the arts and social sciences.

Although GAT results do not count directly towards VCE results, VCAA will use GAT scores in checking the accuracy of student scores in examinations and the range of scores for School-assessed Coursework and School-assessed Tasks.

Examinations in Each Study

Every Unit 3 / 4 study has at least one examination during the year.

Exams are generally of 90 minutes duration. It is expected that all students will remain in the examination room for the duration of the exam optimising their opportunity to demonstrate a higher level of achievement.

College policy is that every student enrolled in a Unit 3 / 4 study will undertake the examination.

Every Unit 1 / 2 study has at least one examination during the year. Students are expected to remain in the examination room for the duration of the examination, optimising their opportunity to demonstrate a higher level of achievement.

What Happens if a Student Gets Sick during the Examination Period?

If a student is ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study may apply for a Derived Examination Score.

Students generally must attend for the examination even if they are ill. Communication with the College is vital in these circumstances.

Students must attend a doctor to obtain a medical certificate outlining the impact of their illness on the student’s performance on the examination.

Special Provision for Examinations

Students are eligible for Special Examination Arrangements if it can be demonstrated that achievement on the examination is adversely affected by
• Accident or sudden onset of illness
• Personal circumstances
• Long-term impairment.

Applications for Special Examination Arrangements must be accompanied by recent supporting medical or other specialist documentation.

Special Examination Arrangements may take the form of
• Extra reading time in addition to the official reading time
• Extra writing time in addition to the official writing time
• Rest breaks.

Students with three examinations in one day

Students who have three Unit 3 / 4 examinations scheduled in one day will be given the option to re-schedule one of the examinations, selected by VCAA, on the following day. Please note, that there are specific requirements that must be met by students and their parents.
Revision & Tests

Throughout students’ school careers they will be required to sit numerous tests and examinations which will contribute significantly to their assessment. The thought of these often causes feelings of tension and raises doubts about coping amongst students, perfectly natural reactions. The secret to success is being able see how the knowledge they have learned relates to what they already know and how they can apply it to extend their knowledge further. Performing well on tests and exams relies on being able to understand what is being asked, retrieving the relevant information from the brain and shaping an appropriate answer.

To retrieve knowledge from the brain easily, it must be stored in their memory in an organised fashion in the first place. The SQ3R is one such method and it is complemented by efficient note-taking and effective listening.

In the Year 11 / 12 planners there are several focuses that address tests and examinations. The Year 11 / 12 Planner, in particular, has a detailed series of focuses on the topic:

- The SQ3R Study Method
- Revision: Memory Training
- Countdown to the Exams
- Exam Preparation
- Effective Exam Revision
- Exam Technique
- Exam Anxiety/ Sitting Exams
- Exam Strategies - One
- Exam Strategies - Two
- Revision: The Key Element
- Subject Revision Techniques
- The Revision Process: What and How
- Exam Preparation Checklist
- Exam Terminology

When students say, “I freeze in tests and have a mental block,” it basically means that they are unable to use the learned knowledge, aren’t comfortable with their preparation and have difficulty retrieving information from their memory storage tanks. If they can say, “I know how to apply the knowledge, I’ve prepared well and therefore I’ll do well,” a sound performance will result.

Stress

There will be times in all students’ school careers where they experience stress and anxiety. It is essential for parents and teachers to be “tuned in” to their students to recognise early warning signals so that they can provide the required support. These tense feelings may originate from a number of situations such as:

- Heavy workload/homework
- Overly high expectations of themselves and from others
- Striving to be “too” perfect and obsessed with detail
- Lack of organisation/ not coping
- Peer group problems/ pressure

It is perfectly natural for these to occur. The key is how to control these feelings before they have too much of an adverse effect on students’ self esteem and progress. In the senior planners include focuses which address stress and anxiety and how to manage them:

- Stress Warning Signals
- Stress Control

A proactive approach is for students to identify and list their main sources of stress / anxiety and their individual warning signals. Then, when they first start to see these signals, they should be encouraged that seek support from their Team and use the strategies in the above focuses to control them. Anxiety caused by tests and exams is discussed in several focuses.
**Study Scores**

**How does a student get a study score for a Unit?**

In addition to receiving a satisfactory result for a unit, a student is required to complete Assessment Activities, (either SATs or SACs) in each of their studies. These activities indicate the level to which a student has demonstrated their understanding in a Unit. Assessment activities are generally completed during class time.

SACs are School Assessed Coursework activities that are completed over a shorter period of time, either during a single day, or over a week period. The conditions for the completion of SACs must be the same for all students. Students are advised of the criteria by which SACs are assessed, and conditions under which they are completed.

A medical certificate is required for all students who are absent from school during a SAC.

SATs are School Assessed Tasks. These are completed over a longer period of time, generally result in the development of a product or model, and are undertaken in the following studies:

- Art
- Design and Technology
- Food and Technology
- Studio Arts
- Systems Engineering
- Visual Communication and Design.

If students do not submit their work by the specified date, they risk the work not being assessed, and the student being awarded an NA, (not assessed) for the SAT.

**Important Rules & Guidelines**

**Special Provision**

When a student is absent from school for prolonged periods, or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may, on application, grant Special Provision for school based assessments.

Students may be granted additional time, special arrangements to complete assessment tasks or tasks may be rescheduled.

**Time Management**

“Time” is the one thing that we all have the same amount of, but it’s amazing how often we run out of it and are “Time poor”. It is avoidable, but requires common sensed prioritising and a purpose to achieve. Before students can control their time, they have to understand where it goes. A tedious, but very rewarding exercise for them, is to summarize their time usage over three days under the headings:

- Sleeping, Eating and Dressing, and Travelling
- School Sport / Exercising, Part-time job
- Leisure/TV/ Visiting, Studying

This exercise should be done in conjunction with students completing their “Musts and Options” section. Quite often the largest timewaster for students (and in fact all of us), is just idling and wandering around between activities; basically doing nothing; “nothing time”. Being aware and reminded of it helps students convert it to “something time”; achieving something meaningful. Included in the planner are focuses which address this area:

- Time Management
- The Holidays
- Musts and Options
Glossary

AUSTRALIAN YOUTH ALLOWANCE
Financial support provided by the federal government to students 16 years and over, to encourage them and assist them to continue their studies.

VCAA
The Victorian Curriculum and Assessment Authority: the organization that runs the VCE and VCAL.

CAMPUS
Most tertiary institutions have more than one teaching site. Each site is called a “campus” eg. Victoria University has campuses at Melton, Footscray, Werribee, and St Albans.

CREDIT TRANSFER
This is a system where parts of your VCE work can be counted as part of your studies towards a VET certificate and vice versa.

ATAR
Stands for Australian Tertiary Admission Rank, which is a ranking which VTAC allocates to applicants for degree and diploma courses at universities and TAFE colleges across Australia. The ranking ranges from 0 to 99.95 and is based upon a student’s performance in Year 12. The higher your ATAR is the more likely you are to get into your chosen tertiary course.

GAT
General Achievement Test. All students doing one or more level 3/4 subjects must sit for this test in June every year. Its purpose is to provide a measure of how well your have been assessed in school based assessment. It may also be used to help in the statistical moderation of coursework in level 3/4 units. It is not meant to be used as a report on your ability.

HECS
Higher Education Contribution Scheme: Refers to the payment tertiary students make towards the cost of their university course. Payment can be deferred until after graduation.

JAC
Job and Course Explorer is a computer data base which includes information about jobs and courses.

L.O.T.E.
L.O.T.E. means Language Other Than English.

OPEN DAY
Most colleges, universities and TAFE colleges are open to the public for inspection on at least one day of the year. Many conduct guided tours, have public lectures and displays.

OUTCOME
Short for Learning Outcome: This is what you must know or be able to do when you finish a unit. To satisfactorily complete a unit you must satisfactorily achieve all of its outcomes.

PREREQUISITE
This is a unit or units you must pass in order to be eligible for admission to a course.

SCHOOL ASSESSED COURSEWORK “SAC”
This is work that is prescribed by the VCAA to be done in unit 3 4 level units. It is assessed by your teachers but is “moderated” by a statistical method that compares the students’ school results with their exam results.

SCHOOL ASSESSED TASK “SAT”
This is a set piece of work that will be assessed by the school but will be subject to review by the VCAA. Not all subjects have School Assessed Tasks.

TAFE
Stands for Technical and Further Education and there are many TAFE Colleges throughout Victoria. TAFE offers short courses, apprenticeship or traineeship training, one year Advanced Certificate courses and two-year Associate Diploma Courses.
Glossary

**VASS**
VCE Administrative Software System. It is used by schools to enter VCE enrolments and results onto the VCAA database.

**VCAL**
Victorian Certificate of Applied Learning. An alternative certificate for students who find that the VCE does not meet their needs.

**VICTER**
This is short for “Victorian Tertiary Entrance Requirements”. The Victorian Tertiary Admissions Centre prints a list of these each year. The list sets out the entrance requirements for higher education two years in advance. In July 1999 they print the 2002 Victorian Tertiary Entrance Requirements.

**VTAC**
Stands for Victorian Tertiary Admissions Centre, which organises the process by which students apply for tertiary and TAFE diploma courses and are informed of the best offer from a college or university.

**VTAC GUIDE**
This is a booklet for Year 12 VCE students and contains a description of each Victorian University and TAFE diploma course.

**VET**
Vocational Education and Training: A set of certificate courses that can be completed along with the VCE.

**Some non-school courses:**

**Advanced Certificates** prepare students for supervisory positions in larger organisations, running small businesses, assisting professionals or operating in a high level technical capacity. They are usually completed in two years post Year 11 or one year post Year 12 full time or equivalent part time study.

**Apprenticeships** are a way to learn a trade or vocation and to be paid while learning. They are usually of three to four years’ duration, combining on-the-job and TAFE training.

**Certificate courses** are skills based and qualify people to undertake work that often requires complex skills. They are usually completed in one year post Year 11 study or equivalent part time study.

**Traineeships**
The government subsidises the training of a number of young people to enable them to be part time employed and trained on the job; and part time to study in TAFE. Preference is given to people who have not successfully completed Year 12. The total leads to the award of a Certificate of Vocational Studies. They are of twelve months duration.

**Degrees**
A course study, usually of 3 or 4 years full-time study, completed after VCE, at a college or university.
About VCAL

Victorian Certificate of Applied Learning (VCAL) is a Senior School qualification that is based on Applied Learning. It is a hands-on course that gets you ready for further training or employment.

VCAL has three levels of certificate: Foundation, Intermediate and Senior. Senior is the highest level. You would start at the level which matches your needs and your abilities. For example, if you complete Intermediate level in Year 11 you can move up to the Senior level in Year 12. Each level normally takes a year to complete.

Who can do the VCAL?

VCAL is for students in Years 11 and 12 who need a course based on practical experience.

Are there any entry requirements?

Yes. All students wanting to gain the VCAL qualification must also undertake a VET subject. Students enter the VCAL at a level suitable to their learning needs.

How long does it take to complete the VCAL?

You get a VCAL Certificate for one full year of a learning program. For example, VCAL at Intermediate level could be completed in Year 11, followed by VCAL at Senior level in Year 12.

Where do I do the VCAL?

You enrol at your present college. Your VCAL certificate at Foundation, Intermediate and Senior levels will include a VET study so those parts will be done where your chosen VET course is run. This could be Kurunjang Secondary College or another secondary college in Melton, Kangan-Batman TAFE, Victoria University or other VET providers.

What types of subjects make up the VCAL?

VCAL students have their own learning program made up of units from the four VCAL Strands. Some of these units will be VCE units, some will be VET modules and some will be special VCAL units.

VCAL Strands

**Strand 1: Literacy and Numeracy**

Your VCAL learning program must include VCAL Literacy and Numeracy units.

**Strand 2: Industry-specific Skills**

At Intermediate and Senior levels your VCAL learning program must include a Vocational Education and Training course (VET or VCE VET) or a course of TAFE modules provided by Kangan-Batman TAFE, Victoria University or another institution.

**Strand 3: Work-related Skills**

Your VCAL learning program may include part-time work, new apprenticeships, work experience and work placement and other units preparing for work such as Occupational Health and Safety, job interview skills and career planning.

**Strand 4: Personal Development Skills**

Your Personal Development program will consist of units that develop self confidence, teamwork and other skills important for life and work. This may include local community-based projects or voluntary work.
What counts in VCAL?

Frequently Asked Questions

I have already started a VET certificate. Will this count towards the VCAL?
Yes. You should speak with a coordinator to work out how much of the VCAL certificate you have completed.

Can I work part-time and/or continue an apprenticeship while enrolled in the VCAL?
You can gain credit for part-time work whilst enrolled in the VCAL. For example:
• part-time apprenticeship or traineeship
• part-time work
• work placements
• work experience

I have already done a VCE subject. Will this count towards the VCAL?
Yes, if you have an ‘S’ result for the VCE unit. VCE credits may count toward the VCAL.

How is the VCAL assessed?
Students must successfully achieve each unit or module in the VCAL program. You do not need grades.

What documents will you get?
If you successfully complete the requirements of a VCE Unit or VCE VET Unit, you will receive a Statement of Results. If you successfully complete a VET or Further Education unit or module, you will receive a Statement of Attainment. These will list all units you have successfully completed as part of your VCAL program.

What do you get after completing the VCAL?
You will receive a Foundation, Intermediate or Senior VCAL Certificate if you successfully complete your learning program at Foundation, Intermediate or Senior level. You will also get a Statement of Results, listing all VCE, VCE VET and VCAL units, and a Statement of Attainment for VET or Further Education courses.

Can I get into higher education if I successfully complete the VCAL?
Often, a student who wants to go to university must have an ENTER score based on VCE study scores. VCAL programs do not lead to an ENTER score. The VCAL prepares students for entry into TAFE certificate courses, apprenticeships and traineeships, and other further education and training.

What type of things do you learn in VCAL?

Literacy and Numeracy
Develop your literacy and numeracy skills.

Industry-specific Skills
Develop your skills, knowledge and behaviours related to a particular industry.

Work-related Skills
Develop skills, knowledge and behaviours that help you to succeed at work and to develop skills and qualities that are valued by employers.

Personal Development Skills
Improve your self confidence, develop skills in relating to other people and with the public.

The VCAL is a certificate designed to:

• Recognise your applied and vocational work
• Provide you with a more useful qualification in pursuing careers and further skills and learning.

VCAL is a combination of Work Experience, VCE studies, Vocational Education and Training (VET) studies, personal development and community work.
### Summary of VCAL Program Rules

#### The Learning Program

The Learning Program must be drawn from a combination of:
- VCAL units
- VET or Further Education units

Students will have one day work placement, one day in a VET program and three days in regular VCAL classes at the College.

#### Credits

Study in VCAL is measured in credits: One credit is the equivalent of 100 hours of study.
- One VCAL unit = One Credit
- 100 hours of a VET course = One Credit

**Ten credits needed**
At each certificate level your program must contain units to the value of at least ten (10) credits.

#### VCAL Learning Program must have:

- A minimum of two VCAL units in the Literacy and Numeracy Skills strand to the value of one credit for literacy and one credit for numeracy
- Other studies that give at least one credit in each of the remaining three strands.

Your Learning Program must include curriculum components to the value of five credits at the level of the VCAL award. One of the five credits at the award level must be for literacy. One credit must be for a VCAL Personal Development Skills unit. The remaining three at the award level can come from any of the VCAL strands. The other five credits can be selected from any award level appropriate for the student learning program.

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#### VCAL units available at the College

<table>
<thead>
<tr>
<th>Strand</th>
<th>Foundation</th>
<th>Intermediate</th>
<th>Senior</th>
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<tbody>
<tr>
<td>Literacy and Numeracy</td>
<td>VCAL Literacy and VCAL Numeracy units</td>
<td>VCAL Literacy and VCAL Numeracy units</td>
<td>VCAL Literacy – Senior Level</td>
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<td>Industry-specific Skills</td>
<td>VCE VET units 1 and 2</td>
<td>VCE VET units 1 and 2</td>
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<td>Skills Strand</td>
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<td>Work-related Skills Strand</td>
<td>VCE VET units 1 and 2</td>
<td>VCE VET units 1 and 2</td>
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<td></td>
<td>VCAL Foundation unit</td>
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<tr>
<td>Personal Development</td>
<td>VCAL Foundation units</td>
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</tr>
<tr>
<td>Skills Strand</td>
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</tbody>
</table>
**VCAL Literacy**

VCAL Literacy is offered at all three certificate levels (Foundation, Intermediate and Senior) at the college and is only available to students undertaking VCAL.

The purpose of VCAL Literacy is to provide you with a learning program that caters to experiences that you will have in subjects such as Numeracy, Work-related Skills and Personal Development Skills in your VCAL program.

**In VCAL Literacy you will be able to:**

Develop knowledge, skills and understanding relevant to reading and writing and oral communication in the social contexts of family, employment, further learning and community.

The two areas of study in VCAL Literacy are Reading and Writing and Oral Communication which are taught in an integrated unit.

**In the Reading and Writing unit you will undertake study in 4 areas:**

- Literacy for self-expression
- Literacy for practical purposes
- Literacy for knowledge
- Literacy for public debate

**In the Oral Communication unit you will undertake study in 3 areas:**

- Oracy for self-expression
- Oracy for knowledge
- Oracy for practical purposes
- Oracy for exploring issues and problem solving

So, how is this different to a regular English class? In VCAL Literacy, YOU negotiate the curriculum with your teacher, based on the interests you have, along with the curriculum that your teacher sets!

VCAL Literacy is best suited to students that have chosen VCAL as their preferred area of study.

Assessment is undertaken throughout the year and may be undertaken in the form of self-assessment, teacher observations, group, pair, individual work, performance, oral presentations, demonstrations and journals, however this list is by no means exhaustive.

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**VCAL Numeracy**

VCAL Numeracy is offered at all three certificate levels Foundation, Intermediate and Senior at the college and is only available to students undertaking VCAL.

**In VCAL Numeracy you will be able to:**

Develop a broad range of skills, knowledge and attitudes to numeracy within relevant and meaningful contexts in society relating to designing, measuring, constructing, using graphical information, money, time and travel and further study in mathematics or related fields. This can include specific numeracy needed for VET courses.

**The seven areas of study in VCAL Numeracy that are covered are:**

- Numeracy for practical purposes - design
- Numeracy for interpreting society - data
- Numeracy for personal organisation - location
- Numeracy for knowledge - numerical information
- Numeracy for knowledge - further study in maths (formulae)
- Numeracy for knowledge - further study in maths (problem solving)
- Numeracy for practical purposes - measuring

So, how is this different from a regular maths class? In VCAL Numeracy YOU negotiate the curriculum with your teacher, based on the interests you have, along with the curriculum that your teacher sets!

VCAL Numeracy is best suited to those students that have chosen VCAL as their preferred area of study.

Assessment is undertaken throughout the year and may be undertaken in the form of self-assessment, teacher observations, group, pair, individual work, performance, oral presentations, demonstrations and journals, however this list is by no means exhaustive.
Examples of VCAL projects that students have been involved with in the past are: planning and organising a Multicultural Day; fundraising activities for school and community groups; participation and supervision of youth week activities’ planning, organising and implementing food for the athletics carnival; and participating in a Road Safety unit, health week activities and issues of poverty and homelessness.

VCAL Personal Development Skills

Personal Development Skills is a compulsory VCAL subject which develops communication skills, teamwork, self-confidence and respect for others, and builds connections with the local community.

Examples of VCAL projects that students have been involved with in the past are: planning and organising a Multicultural Day; fundraising activities for school and community groups; participation and supervision of youth week activities’ planning, organising and implementing food for the athletics carnival; and participating in a Road Safety unit, health week activities and issues of poverty and homelessness.

VCAL Work-related Skills

Work-related Skills is a compulsory VCAL subject which covers career investigation, Occupational Health and Safety, work readiness skills including teamwork, leadership, taking initiative, following set procedures, meeting deadlines and work experience.

Students complete one or more projects in the school and local community where they can demonstrate these skills and take on responsibility as they would in a workplace environment.

Structured Workplace Learning (Work Placement) is also an integral part of Work-related Skills, where students work one day a week over the whole year, including two week blocks, in the industry of their choice.

Students enrolled in the VCAL program do not undertake any VCE studies other than VCE VET studies. Instead of regular VCE studies, students participate in a compulsory one day per week work placement for the entire year.

For information about VET courses, please see the VET 2016 Handbook.
## VCAL Programs

### Automotive (VET program held at Kurunjang)

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<tr>
<th>VCAL Literacy</th>
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<th>VCAL Work-related Studies</th>
<th>VET Automotive</th>
<th>Work placement</th>
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### Business Administration (VET program held off-site)

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<th>VCAL Personal Development</th>
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### Childcare (VET program held at Kurunjang)

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<th>VET Community Services</th>
<th>Work placement</th>
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### Construction (VET program held off-site)

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<th>VCAL Personal Development</th>
<th>VCAL Work-related Studies</th>
<th>VET Building &amp; Construction</th>
<th>Work placement</th>
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</table>

### Electrical (VET program held at Kurunjang)

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### Engineering (VET program held off-site)

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### Hospitality (VET program held off-site)

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### Hair & Beauty (VET program held off-site)

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<th>VCAL Work-related Studies</th>
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<th>Work placement</th>
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### Sport & Recreation (VET program held off-site)

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<th>VCAL Personal Development</th>
<th>VCAL Work-related Studies</th>
<th>VET Sport &amp; Recreation</th>
<th>Work placement</th>
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