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* NOTE: Some subjects may be offered through Distance Education if demand is low
Enrolment process and dates 2015-16

1. **VCE/VET Handbook available**
   Tuesday 4th August 2015
   Students should use these handbooks to familiarise themselves with the courses available. In selecting a VCE program/pathway students should consider their likely destination beyond Year 12. Students should use their Career Action Plans along with any individual career testing results undertaken (www.myfuture.edu.au) in planning a pathway. Year 10 students will receive and use The Job Guide, Where To Now?, VTAC Choice 2018 publication, and the Herald Sun VCE Planner – Year 10 Guide. VIC TER 2018 is available to be downloaded to assist with Tertiary Course Prerequisites enabling informed choices. Year 12 students will receive The ABC of Applying and are encouraged to purchase their own VTAC GUIDE 2016 from a newsagency (or download a copy from www.vtac.edu.au). NB: All Year 9-12 students are required to complete their individual Career Action Plan (www.auburnhscareers.com) prior to submitting their subject selections and prior to attending their careers appointment.

2. **Information Session – Current Year 9 & 10 students (Period 4, Lecture Theatre)**
   Tuesday 4th August 2015
   A one-period session will give students information about the VCE course structure. Initial 2016 VCE subject selection sheets will be presented to students AND a Subject–based VCE Information Expo will be provided with information for 2016. VCE Subject Managers will present information relevant to course selection.

3. **Current Year 9 & 10 VCE/VTAC Course Compulsory Information Session for Parents and Students**
   Tuesday 4th August 2015
   This session will be held in the VCE Common - 6:00pm-7:00pm

4. **Information Session – Current Year 11 students (Period 4, Lecture Theatre)**
   Tuesday 11th August 2015
   Initial 2016 VCE subject selection sheets to be presented to students.

5. **Current Year 11 & 12 VCE/VTAC Course Compulsory Information Session for Parents and Students**
   Tuesday 11th August 2015
   This session will be held in the VCE Common.
   Session a) Year 11 student and parent/s 6:00pm-7:00pm (VCE Unit 3&4 selection considerations)
   Session b) Year 12 student and parent/s 7:15pm-8:15pm (VTAC-Tertiary Applications, ATARs)

6. **Year 9 - 11 VCE Personalised Student Information Sessions (Parent/s welcome to attend)**
   Monday 17th to Friday 21st August 2015 (9:00am – 3:00pm)
   Personalised individual parent information meetings will be held to assist Year 9-11 students make informed pathway plans and select appropriate VCE subjects.

7. **Selections Year 9-11 VCE Course selection**
   by Friday 21st August 2015
   Years 9 - 11 students will submit their selection. This selection choice will help determine the pathways & which subjects will run and how they will be blocked for timetabling. All students are advised to have completed their individual Career Action Plan (on www.auburnhscareers.com) prior to this date.

8. **Course confirmation with reports**
   October 2015
   Students will receive confirmation of their course when 2015 assessments are completed.
   Students can then organise their booklists for 2016. Compulsory VCE Orientation Programs to be held after the examination program.
Student Program Approach

At Auburn High School we are committed to ensuring that we maximise every available opportunity to ensure success.

We have adopted the approach of choosing a focus point to a series of subjects that have a sense of unity and a clear sense of direction for pathways beyond school. To succeed students need a sense of purpose and direction. In schools that have adopted this approach there is a strong sense of purpose and direction for students.

Student programs are also a positive way of linking schools and students to businesses, organisations and places of study beyond school. They help galvanise engagement by people outside the school and therefore increase understanding and opportunities for students.

If you study our student programs you will see they are well-structured and have real potential to maximise purpose and outcomes for students. They are not strait jackets. If a student commences a program and by the end of a semester it is clear that this is not the best fit for them they simply take the credits they have gained and work with staff to find a bridge into another program.

We are committed to having clear purpose for students. We know that the programs we have put forward have worked and gained real outcomes for students elsewhere. We are determined to raise our level of expectations and support for students. This approach will assist us to do that and we invite you to consider these excellent programs for 2016.
What is a VCE program?

A “VCE Pathway” is a set of semester units undertaken over a minimum period of two years. This program is designed by you to meet your needs within the rules laid down by the Victorian Curriculum and Assessment Authority (VCAA).

Victorian Curriculum and Assessment Authority Requirements:

To meet the graduation requirements of the VCE, each continuing student (other than students returning to study) must satisfactorily complete a total of no fewer than 16 units. These units must include:

- **Three units** from the English Group (English/EAL Units 1-4) English Language (Units 3 & 4) and Literature (Units 3 & 4) and
- **Three sequences** of Units 3 and 4 studies other than English

Please note there is no limitation on the number of VET subjects that contribute to the VCE.

English Requirements - The English Group:

- No more than two units of English or EAL Units 1 and 2 and Foundation English Units 1 and 2 may count towards the English requirement.
- Students who satisfactorily complete more than four units from the English Group will have the additional units credited towards meeting the total units for VCE. An English sequence will count as a sequence other than English when (a) it is additional to a student satisfying three units from the English group, or (b) the student has satisfied more than one sequence from the English group.
- Students cannot obtain credit for both English Units 3 and 4 and EAL Units 3 and 4.

Victorian Tertiary Admissions Centre (VTAC) Requirements:

Successful completion of the VCE

- VTAC advises that for the calculation of a student’s ATAR, satisfactory completion of both Units 3 and 4 of an English study is required.
- VCE VET qualifications with revised requirements normally have a sequence at Unit 3 and 4 level. VCE VET qualifications may contribute up to eight units and two VCE VET sequences to the award of the VCE.
- No more than two sequences at Units 3 and 4 of the English group of studies can be included in the ‘Primary Four’.

School Requirements:

Students at Year 10 automatically proceed to Year 11 provided that they have demonstrated the following:

A. Year 10 to VCE (Unit 1 and 2)
   Based on Semester 2 Report
   - Regular timely submission of work in all classes
   - A minimum AusVELS rating of C in English
   - EAL will be based on teacher recommendation
   - A minimum AusVELS rating of C in at least 6 other subjects
     (Mathematics, Humanities, Science, Physical Education, Elective1, Elective2, Health)
   - Work habits rated as ‘Acceptable’ across at least 7 subjects
   - Approved Attendance percentage of at least 90 approved for the semester

B. In addition to the above criteria, there are additional requirements that a student must satisfy to undertake studies in certain Maths and/or Science VCE subjects
   - **General Mathematics:** (standard & advanced): a minimum of ‘C’ AusVELS rating in Year 10 Maths
   - **Mathematical Methods:** a minimum ‘B’ AusVELS rating in Year 10 Maths
   - **Chemistry & Physics:** a minimum ‘C’ AusVELS rating for Year 10 Science
   - **Further Mathematics 3 and 4 (Acceleration in Y11):** an ‘A’ AusVELS rating in Year 10 Maths

C. **Students who do not meet the criteria for promotion will be required to complete a further year of Year 10 studies or negotiate a VCE pathway based on specific subject selection and entry.**

D. **Special Consideration** may be granted based on individual circumstances.
**VCE flexibility**

**Q.** How many units should I choose each semester in the VCE?

**A.** You should choose 6 units per semester in Year 11 and 5 units per semester in Year 12.

**Q.** How many units should I choose in total for my VCE?

**A.** Most full time students attempt 22 units over the two years (12 in Year 11 and 10 in Year 12).

**Q.** Can I take longer than 2 years to complete my VCE?

**A.** Yes. You may spread your VCE over 3 years or more.

**Q.** If I spread my VCE over 3 years, will I be disadvantaged for tertiary entrance?

**A.** No.

**Q.** Can I do some Unit 3 and 4 studies while in my first year of VCE?

**A.** Yes subject to recommendation. Furthermore, in your second year, you may wish to do some Unit 1 and 2 studies along with your Unit 3 & 4 studies.

**Q.** Should I consider doing some Unit 3 & 4s in my first year?

**A.** If you are a capable student, you should extend yourself. Unit 3 & 4 studies completed in your first year will be counted as part of your Australian Tertiary Admissions Rank. Increments apply to 5th and 6th subjects in Units 3 and 4.

**Q.** May I change my VCE course for the second semester?

**A.** Yes for Unit 2. However, Units 3 & 4 must be done as a sequence and so cannot be changed halfway through the year.

**Q.** If I repeat a Unit 3 & 4 subject will I be penalised?

**A.** Neither VTAC nor VCAA will penalise you though a tertiary institution might.

**Q.** Is there special provision due to physical disability or serious illness?

**A.** Yes. The Victorian Curriculum and Assessment Authority and the school make “special provision” for students
- with physical disabilities
- who are from non-English speaking backgrounds
- who experience significant hardship during their VCE
Selecting a VCE pathway

The Victorian Certificate of Education provides a flexible vehicle to move from a general education to either employment or further education and training.

Within the VCE there is a range of programs and pathways to consider. Students need to be aware of these options. *Where to Now?* - a VCAA publication outlines the options in detail.

**The four key pathways within the later years are:**

9. **Victorian Certificate of Education Units** – These are the most commonly selected units. They lead to tertiary and higher education as well as other employment options.

10. **Vocational Education and Training Units** – Part of the VCE and the Australian Qualification Framework. They provide industry specific skills and in many cases these satisfy the entry-level requirements for that industry.

11. **The Victorian Certificate of Applied Learning** – This certificate focuses more directly on vocational education. It links industry specific skills with part-time work as well as literacy and numeracy and personal development.

12. **Part time Traineeships and Apprenticeships** - Prospective Year 11 students need to be aware of these options and mindful of the vocational and educational implications.

A starting point

**The Job Guide**

Students complete a *Career Action Plan*, access *The Job Guide, Where to Now?* and *VICTER 2018 Tertiary Prerequisites Planner*. These resources should be used as a starting point. *The Job Guide* identifies the types of jobs and the skill levels required to perform them.

**The next step on the pathway**

Once you have a pathway in mind you need to reflect on how best to achieve that goal. If it involves a Traineeship or VCAL discuss the details with the Careers teacher. If however it involves VCE and VET units, the student needs to consider the following:

1. The educational requirements or entry prerequisites for that job or course (i.e. subjects that must be successfully completed before you will be considered for the job or course). The details for courses can be found in documents such as *VICTER 2018*, the *Job Guide* or the TAFE Course Directory.

2. Your results in the previous year are the best indicator of likely success. As a general rule we would like students to have achieved a C VELS average in that subject or in a related study before they choose to continue in that subject. Students and parents must also be aware of the College Promotion Policy for Year 10-11.

3. Once you have identified the prerequisites, consider the balance of the course and the general workload. A combination of art, studio art and VCD sounds great but it is incredibly demanding in terms of time (3 Folios) and, to a lesser extent, expense. Equally, what if you are wrong and the course isn't suitable? By taking such a specific focus you may be denying yourself another option.

4. A number of students pursue the maths and sciences because of prerequisites and scaling. Such a choice may not be appropriate. Please consider the advice of the AHS Careers Advisor, University Representatives, teachers and others.

5. Investigate the option of undertaking a unit three and four subject while in Year 11. The experience can be very productive in the long term while relieving some pressure in the following year.
6. Scaling is a consideration but ultimately, interest and ability are more important factors.

7. Consider a three-year VCE course. This may suit people who:
   a. want to take a more measured approach to the VCE
   b. are seeking a very high ATAR
   c. are developing folios

8. Note: there is no penalty for repeating subjects.
   - Ultimately if a student is uncertain, the key issue is to keep their options open.
   - Also be aware Universities have certain requirements governing the entry to some courses e.g. Maths Methods CAS. (Use VTAC ‘Course search’ and ‘Course Link’ to check these requirements.

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Choosing a year 12 course

Effectively this is much easier than choosing a Year 11 course. You have already had an understanding of how successful you have been in specific subjects. You have also eliminated a number of other subjects because you didn’t choose them in Year 11. Hopefully you also have investigated the pathway that is right for you.

The issues are therefore:

1. Completing the VCE, total units and course requirements
2. Your results
3. Complementing vocational and personal interests.
4. Identifying prerequisites for tertiary courses and employment (VIC TER 2018)
5. Considering the implications of the ATAR and scaling (ATAR booklet)
6. Choosing the appropriate subject given the blocking
7. Recognising that other options are available. Either taking another year or perhaps looking at attempting a first year University subject.
Tertiary and higher education

A range of issues

Students will undertake some form of post-secondary education. Very few students move directly from secondary education to full time employment. Therefore it is important that students understand the process, investigate the choices and identify an appropriate pathway in terms of their education and vocation. The following is a brief summary of issues/information that need to be examined. It is not a definitive study.

Students need to understand the following

- Pre requisite subjects (VICTER 2016/2017 or 2018 – the year they will enter tertiary studies).
- VCE requirements (VCE Handbook).
- The Australian Tertiary Admissions Rank ATAR (VCAA and VTAC publications).
- Direct entry to TAFE is applicable for apprenticeships; post Year 10/11 courses and some post secondary courses.
- Articulation – movement from one course to another related course such as Diploma course (TAFE) to a degree (University) course. Credit transfer may apply (direct contact with course advisers and selection officers advised).

The choices

- Vocational training eg. Apprenticeships and Traineeships (TAFE Course Directory).
- Institutes of TAFE – varying levels of certification. Range of entry points and campuses. (TAFE Course Directory).
- University – different campuses, general or niche degrees, single or double degrees, level of industry involvement, ATAR Rank, selection criteria (Open Days, course descriptions, University handbooks), middle band criteria, CSP (previously HECS) vs Fee based courses, Distance Education and Open Learning.
- Employment.
- Other.

All the detail and documentation is available in the Careers office. While students are counselled in terms of VCE subject choices and VTAC, it is important that they take some responsibility for finding out what is available and what suits their particular needs.
Pathway programs at Auburn High School 2016

COMMERCE/BUSINESS PATHWAY

Students with a keen interest, passion and ability in the business and commerce area can choose to enrol in a Commerce/Business pathway. Students can choose from a range of studies that will provide them with a deep understanding of the world of Commerce. The program provides like-minded students to excel academically in a supportive environment. There is a focus of providing pathways into a range of careers in Accounting, Finance, Information Technology and Gaming.

In 2016 students entering VCE will undertake the Commerce/Business pathway as part of a two year program.

Why Commerce/Business Pathway?

Opportunities include:

- Participating in workshops with practising professionals
- Expand understanding of the commerce area
- Join like-minded students to share and discuss issues and work together in problem-solving exercises
- Receive excellent tuition from commerce teachers who possess a passion for commerce/business.

This Pathway is suited to students who:

- Have high expectations, are motivated and wish to pursue a career in some area of business or commerce
- Have a keen interest, ability in one or more areas of commerce or business
- Aspire to studying a commerce degree at University, or a Diploma at TAFE.

What studies do I need?

All students must complete:

- Four units of English/EAL
- Four or more units of subjects within the commerce area such as Accounting, Business Management, Legal Studies, IT or Software Development
- Four units from Maths (General/Further and /or Methods CAS)
- Other VCE units to satisfy the VCAA requirements for VCE completion.
## COMMERCE/BUSINESS PATHWAY

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Suggested units</th>
<th>Other units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1 or EAL 1 and /or Literature 1</td>
<td>Accounting 1</td>
<td>Methods CAS 1 or General Maths 1</td>
</tr>
<tr>
<td>English 2 or EAL 2 and /or Literature 2</td>
<td>Accounting 2</td>
<td>Methods CAS 2 or General Maths 2</td>
</tr>
<tr>
<td>English 3 or EAL 3 and /or Literature 3</td>
<td>Accounting 3</td>
<td>Methods CAS 3 or Further Maths 3</td>
</tr>
<tr>
<td>English 4 or EAL 4 and /or Literature 4</td>
<td>Accounting 4</td>
<td>Methods CAS 4 or Further Maths 4</td>
</tr>
</tbody>
</table>

**THIS PATHWAY MAY LEAD TO:**

<table>
<thead>
<tr>
<th>Employment</th>
<th>University</th>
<th>TAFE</th>
<th>Careers Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited opportunities for students seeking employment directly from VCE. Some traineeships are available. See Careers adviser for more details.</td>
<td>Bachelor degrees in: Accounting, Finance, Commerce, Business, Computing, Marketing Management, Events Economics, IT, Office Management, Property, Management, Law</td>
<td>Diplomas &amp; Certificates in: Information Technology Marketing Business Administration Business(Accounting) Accounting</td>
<td>Tertiary Entry Needs Prerequisites Recommended Units Any special requirements</td>
</tr>
</tbody>
</table>
ARTS/HUMANITIES PATHWAY

The study of Humanities has a proud history that spans well over 2000 years, and for that entire period via disciplines such as History, Geography, Politics and Literature its focus has been ‘what it is to be human’, and how we become successful and good citizens. Students with an interest and passion for these and other questions can enrol in Arts/Humanities Pathway. The pathway focuses on developing the intellectual skills to become a global citizen who can critique and understand world issues and events.

In 2016 students entering VCE will undertake the Arts/Humanities pathway as part of a two year program.

The program provides like-minded students to excel academically in a supportive environment. There is a focus of providing pathway advice relating to wide range of careers and skills necessary to become an aware, conscious and actively contributing member of society. Students will work with teachers who are passionate about Humanities and participate in a range of incursions and excursions related to this pathway.

Why select the Arts/Humanities Pathway?

Students will have the opportunity to:

- Be involved in activities to improve historical and global awareness
- Create pathway links to Arts degrees and diplomas at University & TAFE
- Develop writing and thinking skills to a very high level
- Develop interpersonal skills through presenting verbally in group situations.

This pathway is suited to students who:

- Have high expectations, are motivated and wish to excel in written and verbal communication skills
- Have a keen interest and academic flair for one or more humanities areas
- Are interested in local, national and international events & issues.

What subjects do I need?

All students must complete over the 2 or 3 years:

- Four units of English/EAL
- Eight units from the Humanities
- Other studies include: Psychology, Biology, Legal Studies and Business Management
## ARTS/HUMANITIES PATHWAY

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Suggested units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1 or EAL 1 and/or Literature 1</td>
<td>Select from:</td>
<td>Examples:</td>
</tr>
<tr>
<td></td>
<td>History 1-2</td>
<td>Legal Studies or other units which interest you such as Foods, Studio Art and Psychology, or a VET Business or IT.</td>
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<tr>
<td></td>
<td>Revolutions 3-4</td>
<td></td>
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<td></td>
<td>Legal Studies 1-4</td>
<td></td>
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<tr>
<td></td>
<td>Units from Maths and IT</td>
<td>Selecting other units may depend on which direction you wish to take after completing VCE.</td>
</tr>
<tr>
<td></td>
<td>Units from Commerce (Business Management)</td>
<td>You might be able to do two maths subjects as well.</td>
</tr>
<tr>
<td>English 2 or EAL 2 and/or Literature 2</td>
<td>Units from the Sciences (Psychology/Biology)</td>
<td></td>
</tr>
<tr>
<td>English 3 or EAL 3 and/or Literature 3</td>
<td>Units from the Arts &amp; Technology (Media/Studio Art)</td>
<td></td>
</tr>
<tr>
<td>English 4 or EAL 4 and/or Literature 4</td>
<td>A VET study that is of interest (IT)</td>
<td></td>
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</tbody>
</table>

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<th>Careers Manager</th>
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<tbody>
<tr>
<td>Limited opportunities for students seeking employment directly from VCE</td>
<td>Bachelor degrees in: Arts, Humanities Social Science, Family Studies, Social Work, Public Relations, Teaching, Education eg. Librarian, Arts/Media</td>
<td>Diplomas &amp; Certificates in Social &amp; Community Services</td>
<td>Tertiary Entry Needs Prerequisites</td>
</tr>
<tr>
<td>See Careers adviser for more details.</td>
<td>You can major in Philosophy, Politics Humanities &amp; Social Science Professional Writing Journalism History &amp; Geography</td>
<td></td>
<td>Recommended Units</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Any special requirements</td>
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</tbody>
</table>
PHYSICAL SCIENCE/ENGINEERING PATHWAY

Students with a keen interest, passion and ability in Maths and Science with a keen desire to consider Engineering can select to study in this program. Students can choose from a broad range of subjects which will provide deep knowledge and understanding of how Maths and Science interconnect in the real world. Students will be involved in a range of enrichment activities to complement the general curriculum.

What is the Physical Science/Engineering Program?
The program provides like-minded and motivated students with the opportunity to excel academically. There is a focus on pathways into a range of careers in Maths and Science. The pathway includes a range of projects and extension activities designed to build experience, knowledge and skills within Maths and Science with connections to tertiary providers and industry.

In 2015, Year 11 students can commence the Maths/Science Pathway as part of a two or three-year program.

Why select the Engineering/Science Pathway?
- Students will have the opportunity to:
  - Participate in problem solving activities with university & industry experts
  - Participate in university research programs
  - Numerous Science & Maths competitions
  - Expand their understanding of the wide range of careers in Engineering Maths and Science
  - Join like-minded students to share ideas, expand thinking, develop research and project management skills
  - Receive tuition from maths and science teachers who have a passion for their discipline and happy to work with and share their experiences with students
  - Discover the many engineering and related fields of work.

This pathway is suited to students who:
- Have very high expectations, are motivated and have ability
- Have a keen interest in pursuing a career in Engineering Maths and/or Science
- Are committed and willing to work hard to achieve university entrance in such areas as engineering, radiography and applied science and maths and law.

What subjects do I need?
All students must complete this pathway over the 2 or 3 years:
- Four units of English/EAL
- Eight units from the Maths – Methods, General Maths A, Specialist
- Four units of Physics
- Four Units of Systems & Engineering
- Other studies include: IT, Environmental Science or VCD (especially for architecture) etc
- In Year 1 you might study the VET Engineering course offered by the IMVC
## PHYSICAL SCIENCE/ENGINEERING PATHWAY

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Suggested units</th>
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</thead>
<tbody>
<tr>
<td><strong>English 1 or EAL 1 and/or Literature 1</strong></td>
<td>Physics 1</td>
</tr>
<tr>
<td><strong>English 2 or EAL 2 and/or Literature 2</strong></td>
<td>Physics 2</td>
</tr>
<tr>
<td><strong>English 3 or EAL 3 and/or Literature 3</strong></td>
<td>Physics 3</td>
</tr>
<tr>
<td><strong>English 4 or EAL 4 and/or Literature 4</strong></td>
<td>Physics 4</td>
</tr>
</tbody>
</table>

### OTHER UNITS

Units such as VET Engineering or IT.

If interested in Chemical Engineering definitely Chemistry 1-4 or perhaps Environmental Science

Selecting other units may depend on which direction you wish to take after completing VCE.

### THIS PATHWAY MAY LEAD TO:

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</table>
VISUAL AND PERFORMING ARTS PATHWAY

Students with a keen interest and flair in the visual and performing arts can enrol in this pathway. Students can select from a range of studies and gain deep understanding through involvement in a range of enrichment activities taught by practising artists and designers.

What is a Visual and Performing Arts Pathway?

This pathway provides motivated and like-minded students with opportunities to excel academically in a supportive environment. Students complete their studies in a state of the art facility – ADEC and can select up to three folio subjects in Year 11 and two folio subjects in Year 12. As well they will complete subjects in the Drama or Theatre Studies area. The program includes extension and enrichment activities that build skills and knowledge within the visual & performing arts as well as linking in to relevant industry, galleries and businesses.

In 2015 students can commence this pathway as part of a two or three year program.

Why select a Visual and Performing Arts Pathway?

Students will have the opportunity to:

- Participate in practical workshops with the practising arts
- Meet and work with artists and curators
- Widen experiences in the visual and performing arts
- Produce creative folio’s to showcase skills
- Have a passion for the arts and would like to study in this area at a tertiary level
- Wish to work in the area.

This pathway is suited to students who:

- Have high expectations, are motivated and have a visual/performing arts pathway in mind
- Have a keen interest, passion and ability in the Arts
- A committed to develop folio skills that will enhance their tertiary entrance prospects

What subjects do I need?

All students must complete the pathway over the 2 or 3 years:

- Four units of English/EAL
- twelve units from the Arts – Art, Studio Art, Media, VCD, Product Design & Technology etc
- Four units of Theatre Studies or Drama
- Four Units from the Arts/Humanities e.g. History
- Other studies include: IT, Food, VET Digital Media, Broadcasting etc

Students need to select units that will lead to satisfying the VCAA requirements for completion of the VCE.
# VISUAL AND PERFORMING ARTS PATHWAY

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<tr>
<td><strong>English 1 or EAL 1 and/or Literature 1</strong></td>
<td>Studio Arts/Media 1</td>
<td>Media 1</td>
</tr>
<tr>
<td></td>
<td>VCD 1 or Product Design Technology 1</td>
<td>Other VCE units can range from a humanities/maths study, or Psychology or Business Management</td>
</tr>
<tr>
<td><strong>English 2 or EAL 2 and/or Literature 2</strong></td>
<td>Studio Arts/Media 2</td>
<td>Media 2</td>
</tr>
<tr>
<td></td>
<td>VCD 2 or Product Design Technology 2</td>
<td>Selecting other units may depend on which direction you wish to take after completing VCE.</td>
</tr>
<tr>
<td><strong>English 3 or EAL 3 and/or Literature 3</strong></td>
<td>Studio Arts/Media 3</td>
<td>Media 3</td>
</tr>
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<td></td>
<td>VCD 3 or Product Design Technology 3</td>
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<tr>
<td><strong>English 4 or EAL 4 and/or Literature 4</strong></td>
<td>Studio Arts/Media 4</td>
<td>Media 4</td>
</tr>
<tr>
<td></td>
<td>VCD 4 or Product Design Technology 4</td>
<td></td>
</tr>
</tbody>
</table>

**THIS PATHWAY MAY LEAD TO:**

- **Employment**: Limited opportunities for students seeking employment directly from VCE. Some traineeships are available - Lab Tech. See Careers teacher for more details.
- **Careers Manager**: Tertiary Entry Needs Prerequisites, Recommended Units, Any special requirements.
ENVIRONMENTAL SCIENCES PATHWAY

Students with a keen interest, passion for science and the environment can choose to study in this program. Students can select from a range of subjects which will provide deep knowledge and understanding of how Science/Geography and the environment interconnect in the real world. Students will be involved in a range of enrichment activities to complement the general curriculum.

What is an Environmental Science Pathway?

This pathway provides motivated and like-minded students with opportunities to excel academically in a supportive environment. Students complete their studies in a state of the art science discovery centre and can select up to three subjects in Year 11 such as Outdoor and Environmental Studies, Geography, Chemistry and Biology. As well they may wish to enrol in a VET subject such as Outdoor Recreation, Animal Studies or even the laboratory skills VET. Extension and enrichment activities in the area will build skills and knowledge linking students to relevant industry, programs and certificates.

Why select an Environmental Science Pathway?

Students will have the opportunity to:

- Participate in practical workshops related to the environment
- Complete a work placement within the area
- Widen experiences in environmental science
- Wish to work in the area.

This pathway is suited to students who:

- Have high expectations, are motivated and have an environmental pathway in mind
- Have a keen interest, passion and strong view about global issues e.g climate change
- Are committed to develop skills that will enhance their tertiary entrance prospects.
- Have a passion for the environment and would like to study in this area at a tertiary level.

What subjects do I need?

All students must complete the pathway over the 2 or 3 years:

- Four units of English/EAL
- Four units of Chemistry and Biology
- Four units of Maths
- Four Units from Environmental Science
- Four units of Geography
- Four units from VET preferably Outdoor Recreation
### ENVIRONMENTAL SCIENCES PATHWAY

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Suggested units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1 or EAL 1 and/or Literature 1</td>
<td>Chemistry 1</td>
<td>Biology 1</td>
</tr>
<tr>
<td></td>
<td>Methods CAS 1 and/or General Maths 1</td>
<td></td>
</tr>
<tr>
<td>English 2 or EAL 2 and/or Literature 2</td>
<td>Chemistry 2</td>
<td>Biology 2</td>
</tr>
<tr>
<td></td>
<td>Methods CAS 2 and/or General Maths 2</td>
<td></td>
</tr>
<tr>
<td>English 3 or EAL 3 and/or Literature 3</td>
<td>Chemistry 3</td>
<td>Biology 3</td>
</tr>
<tr>
<td></td>
<td>Methods CAS 3 and/or Further Maths 3</td>
<td></td>
</tr>
<tr>
<td>English 4 or EAL 4 and/or Literature 4</td>
<td>Chemistry 4</td>
<td>Biology 4</td>
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<td></td>
<td>Methods CAS 4 and/or Further Maths 4</td>
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</table>

**THIS PATHWAY MAY LEAD TO:**

<table>
<thead>
<tr>
<th>Employment</th>
<th>University</th>
<th>TAFE</th>
<th>Careers Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited opportunities for students seeking</td>
<td>Bachelor degrees in:</td>
<td>Diplomas &amp; Certificates in:</td>
<td>Tertiary Entry Needs</td>
</tr>
<tr>
<td>employment directly from VCE</td>
<td>Agriculture</td>
<td>Horticulture</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>Some traineeships are available- Lab Tech</td>
<td>Science</td>
<td>Applied Science</td>
<td>Recommended Units</td>
</tr>
<tr>
<td>See Careers adviser for more details.</td>
<td>Environmental Health</td>
<td>Farming</td>
<td>Any special requirements</td>
</tr>
<tr>
<td></td>
<td>Applied Science-Health</td>
<td>Community</td>
<td></td>
</tr>
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<td></td>
<td>Applied Science-Food Tech</td>
<td>Recreation</td>
<td></td>
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<tr>
<td></td>
<td>Education</td>
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</tr>
</tbody>
</table>

Notes:
- Selecting other units may depend on which direction you wish to take after completing VCE.
ARCHITECTURE PATHWAY

Students with a keen interest, passion for design, drawing and computing can choose to study in the Architecture program. Students can select from a range of subjects which will provide deep knowledge and understanding of how building, drafting and planning play a significant role in the way our cities and suburbs look.

Students will be involved in a range of enrichment activities to complement the general curriculum.

What is an Architectural Pathway?

This pathway provides motivated and like-minded students with opportunities to excel academically in a supportive environment. Students complete their studies in a state of the art science discovery centre and must select Maths Methods (CAS), Physics, VCD and of course English or EAL. As well they may wish to enrol in a VET subject such as Interior Decoration (For Year 11 only), it is also strongly advised that students enrol in an Information Technology study as well.

Extension and enrichment activities in the area will build skills and knowledge linking students to relevant industry, programs and certificates.

Why select an Architectural Pathway?

Students will have the opportunity to:

- Participate in practical workshops related to architecture
- Complete a work placement within the area
- Widen experiences in drafting, building, applied art, design
- Wish to work in the area.

This pathway is suited to students who:

- Have very high expectations, are motivated and have ability
- Have a keen interest in pursuing a career in architecture or drafting
- Are committed and willing to work hard to achieve university entrance in such areas as architecture, building, industrial design and planning & engineering.

What subjects do I need?

All students must complete this pathway over 2 or 3 years:

- Four units of English/EAL
- Eight units from the Maths – Methods, General Maths A, Specialist
- Four units of Physics
- Four Units of Systems & Engineering
- Other studies include: IT, VCD, Studio Art or Product & Design Technology
ARCHITECTURE PATHWAY

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Suggested units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English1 or EAL 1 and /or Literature 1</td>
<td>Physics 1</td>
<td>Methods CAS 1 (Advanced)</td>
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<tr>
<td></td>
<td></td>
<td>General Maths 1</td>
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<tr>
<td></td>
<td></td>
<td>Units such as IT and VCD are highly recommended.</td>
</tr>
<tr>
<td>English 2 or EAL 2 and /or Literature 2</td>
<td>Physics 2</td>
<td>Methods CAS 2 or</td>
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<tr>
<td></td>
<td></td>
<td>General Maths 2 (Advanced)</td>
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<tr>
<td></td>
<td></td>
<td>Selecting other units may depend on which direction you wish to take after</td>
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<tr>
<td></td>
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<td>completing VCE.</td>
</tr>
<tr>
<td>English 3 or EAL 3 and /or Literature 3</td>
<td>Physics 3</td>
<td>Methods CAS 3 or</td>
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<td>Further Maths 3</td>
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<td></td>
<td>Specialist Maths 3</td>
</tr>
<tr>
<td>English 4 or EAL 4 and /or Literature 4</td>
<td>Physics 4</td>
<td>Methods CAS 4 or</td>
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<tr>
<td></td>
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<td>Further Maths 4</td>
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<tr>
<td></td>
<td></td>
<td>Specialist Maths 4</td>
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</table>

THIS PATHWAY MAY LEAD TO:

<table>
<thead>
<tr>
<th>Employment</th>
<th>University</th>
<th>TAFE</th>
<th>Careers Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited opportunities for students seeking employment directly from VCE</td>
<td>Bachelor degrees in:</td>
<td>Diplomas &amp; Certificates in:</td>
<td>Tertiary Entry Needs</td>
</tr>
<tr>
<td>Some traineeships are available</td>
<td>Architecture Building Environments</td>
<td>Applied Art Building Studies</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>See Careers adviser for more details.</td>
<td>Engineering</td>
<td>Drafting</td>
<td>Recommended Units</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>Surveying</td>
<td>Any special requirements</td>
</tr>
<tr>
<td></td>
<td>Education</td>
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<td></td>
<td>Industrial Design</td>
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<td></td>
<td>Planning</td>
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<td>Arts</td>
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<td></td>
<td>Landscape Architecture</td>
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</tbody>
</table>
MEDICAL/BIOMEDICAL SCIENCE PATHWAY

Students with a keen interest, passion and ability in Maths, Chemistry and Biology can select to study in this program. Students can choose from a broad range of subjects which will provide deep knowledge and understanding of how Maths, Chemistry and Biology interconnect in the real world and how these subjects relate to medicine and allied health. Students will be involved in a range of enrichment activities to complement the general curriculum.

What is the Medical, Biomedical Program?
The program provides like-minded and motivated students with the opportunity to excel academically. There is a focus on pathways into a range of careers in the medical area. The pathway includes a range of projects and extension activities designed to build experience, knowledge and skills within the medical field with connections to tertiary providers and industry.

In 2015, Year 11 students can commence the Medical/Biomedical Science Pathway as part of a two or three-year program.

Why select the Medical/Biomedical Pathway?
Students will have the opportunity to:

- Participate in problem solving activities with university & industry experts
- Participate in university research programs
- Numerous Science & Maths competitions
- Expand their understanding of the wide range of careers in Medical Science and Allied Health
- Join like-minded students to share ideas, expand thinking, develop research and project management skills
- Receive tuition from maths and science teachers who have a passion for their discipline and happy to work with and share their experiences with students.

This pathway is suited to students who:

- Have very high expectations, are motivated and have high ability
- Have a keen interest in pursuing a career in Medicine or in the allied health area e.g. Psychology, Pharmacy, Industrial Chemist etc
- Are committed and willing to work hard to achieve university entrance in such areas as Medicine, Radiography, Chemical Engineering, Bio Medical Science, Pharmacy and Science.

What subjects do I need?
All students must complete this pathway over the 2 or 3 years:

- Four units of English/EAL
- Eight units from the Maths – Methods, General Maths A, Specialist
- Four units of Chemistry
- Four Units of Biology
- Other studies include: Physics, Environmental Science, Health & Human Development etc.
MEDICAL/BIO MEDICAL SCIENCE PATHWAY

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Suggested units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English1 or EAL 1 and /or Literature 1</td>
<td>Chemistry 1</td>
<td>Methods CAS 1</td>
</tr>
<tr>
<td>English 2 or EAL 2 and /or Literature 2</td>
<td>Chemistry 2</td>
<td>Methods CAS 2</td>
</tr>
<tr>
<td>English 3 or EAL 3 and /or Literature 3</td>
<td>Chemistry 3</td>
<td>Methods CAS 3</td>
</tr>
<tr>
<td>English 4 or EAL 4 and /or Literature 4</td>
<td>Chemistry 4</td>
<td>Methods CAS 4</td>
</tr>
</tbody>
</table>

**THIS PATHWAY MAY LEAD TO:**

<table>
<thead>
<tr>
<th>Employment</th>
<th>University</th>
<th>Other Requirements</th>
<th>Careers Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited opportunities for students seeking employment directly from VCE</td>
<td>Bachelor degrees in: Medicine Physiotherapy Occupational Therapy Speech Pathology Podiatry Pathology Orthoptics Chiropractic Pharmacy Dentistry Prosthetics &amp; Orthotics Radiology</td>
<td>Don't forget to do the UMAT test and Interview.</td>
<td>Tertiary Entry Needs Prerequisites Recommended Units Any special requirements</td>
</tr>
</tbody>
</table>
NURSING/ALLIED HEALTH/ PSYCHOLOGY PATHWAY

Students with a keen interest, passion for working with people in need and care can select to study in this program. Students can choose from a broad range of subjects which will provide deep knowledge and understanding of how the allied health industry operates and study subjects like Maths, Chemistry, Biology, Psychology and Health interconnect in the real world, especially in hospitals, surgeries and day practices. Students will be involved in a range of enrichment activities to complement the general curriculum.

What is the Nursing, Allied Health & Psychology Program?

The program provides like-minded and motivated students with the opportunity to excel academically. There is a focus on pathways into a range of careers in the medical & allied health area. The pathway includes a range of projects and extension activities designed to build experience, knowledge and skills within the field with connections to tertiary providers and industry.

In 2015, Year 11 students can commence the Nursing/ Allied Health Psychology Pathway as part of a two or three-year program.

This pathway is suited to students who:

- Have very high expectations, are motivated and possess a caring and supportive mindset
- Have a keen interest in pursuing a career in the allied health area e.g. Nursing, Social Community Services, Psychological and Social Welfare industry, including Child Care Services, Paramedics, Human Movement, Occupational Therapy, Teaching, Public Health
- Are committed and willing to work hard to achieve university or TAFE entrance in such areas as Social Science, Behavioural Science, Psychiatric Nursing, Biological Science.

What subjects do I need?

All students must complete this pathway over the 2 or 3 years:

- Four units of English/EAL
- Four units from the Maths – Methods, General Maths
- Four units of Psychology
- Four Units of Biology
- Four Units of Health & Human Development
- Other studies include: Physical Education, Environmental Science, Legal Studies etc.
NURSING/ALLIED HEALTH/PSYCHOLOGY PATHWAY

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Suggested units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1 or EAL 1 and/or Literature 1</td>
<td>Chemistry 1 and/or Biology 1</td>
<td>General Maths 1</td>
</tr>
<tr>
<td></td>
<td>Health &amp; Human Development 1 and/or Psychology 1</td>
<td>Selecting other units may depend on which direction you wish to take after completing VCE. You might wish to study Physical Education or Environmental Science as well.</td>
</tr>
<tr>
<td>English 2 or EAL 2 and/or Literature 2</td>
<td>Chemistry 2 and/or Biology 2</td>
<td>General Maths 2</td>
</tr>
<tr>
<td></td>
<td>Health &amp; Human Development 2 and/or Psychology 2</td>
<td>If interested in Hospitality Studies then consider Food &amp; Technology or VET Hospitality</td>
</tr>
<tr>
<td>English 3 or EAL 3 and/or Literature 3</td>
<td>Chemistry 3 and/or Biology 3</td>
<td>Further Maths 3</td>
</tr>
<tr>
<td></td>
<td>Health &amp; Human Development 3 and/or Psychology 3</td>
<td>Other VET to consider is Community Recreation, esp for PE/Human Movement</td>
</tr>
<tr>
<td>English 4 or EAL 4 and/or Literature 4</td>
<td>Chemistry 4 and/or Biology 4</td>
<td>Further Maths 4</td>
</tr>
<tr>
<td></td>
<td>Health &amp; Human Development 4 and/or Psychology 4</td>
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</table>

THIS PATHWAY MAY LEAD TO:

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<th>TAFE</th>
<th>Careers Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited opportunities for students seeking employment directly from VCE</td>
<td>Bachelor degrees in: Child Care, Chiropractic Nursing, Paramedics, Occupational Therapy, Human Movement, Physical Education, Teaching, Public Health</td>
<td>Associate Diplomas, Advanced Certificates and Certificates in: Childcare, Health Sciences, Social &amp; Community Services, Occupational Studies, Hospitality Studies, Tourism, Events Management</td>
<td>Tertiary Entry Needs Prerequisites</td>
</tr>
<tr>
<td>Some traineeships are available</td>
<td>See Careers adviser for more details.</td>
<td></td>
<td>Recommended Units</td>
</tr>
<tr>
<td>See Careers adviser for more details.</td>
<td></td>
<td></td>
<td>Any special requirements</td>
</tr>
</tbody>
</table>
APPLIED LEARNING PATHWAY

This pathway is suited to students who have an interest and ability in applied learning and enjoy completing their learning in a more ‘hands on’ approach. Students will be able to choose from a broad range of subjects and develop skills and knowledge in applying it to real life situations and products.

In 2016, Year 11 students can commence the Applied Learning Pathway as part of a two or three-year program.

What is the Applied Learning Pathway?

The program provides students who prefer to learn in practical ways in subjects whose focus is on problem solving, working in teams and following the four steps in the design and product process. The project based learning is linked to areas of vocational interest that will provide students with the skills needed for future employment and training.

Why select the Applied Learning Pathway?

Students will have the opportunity to:

- Participate in problem solving activities in teams or as individuals
- Participate in TAFE research programs and work placements
- Expand their understanding of the wide range of careers in Vocational areas
- Join like-minded students to share ideas, expand thinking, develop research and project management skills
- Receive tuition from teachers who have a passion for their discipline and happy to work with and share their experiences with students.

This pathway is suited to students who:

- Have very high expectations, are motivated and enjoy learning in a more applied way
- Have a keen interest in pursuing a career in the vocational and TAFE area e.g. Hospitality, IT, Fashion/Textiles, Acting, Design, Business, Building, Child Care diploma at TAFE or a Trade after Year 12 in Plumbing, Electrical Trades, Building and Carpentry, Bricklaying, Metal Trades Music, Tourism etc
- Are committed and willing to work hard to achieve TAFE entrance in such areas as mentioned above.

What subjects do I need?

- Four units of English/EAL
- Twelve units from the Arts/Design – Art, Studio Art, Media, VCD, Product Design & Technology etc
- Four units of Theatre Studies or Drama or Foods
- Other studies include: IT, Food, VET Digital Media, Broadcasting etc
- Students should select a VET subject that links into the area that they may wish to study at University or TAFE
## APPLIED LEARNING PATHWAY

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Suggested units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English 1</strong></td>
<td>Studio Arts/Media 1</td>
</tr>
<tr>
<td><strong>English 2</strong></td>
<td>Studio Arts/Media 2</td>
</tr>
<tr>
<td><strong>English 3</strong></td>
<td>Studio Arts/Media 3</td>
</tr>
<tr>
<td><strong>English 4</strong></td>
<td>Studio Arts/Media 4</td>
</tr>
</tbody>
</table>

### Other Units

**Other units depending on strengths/interests**

- VET Units - Choose from:
  - Building & Construction
  - Music & Technical Production
  - Hospitality
  - Multi Media
  - Make up/Hairdressing
  - Community Recreation
  - Engineering/Electrotechnology
  - Acting
  - Fashion
  - Lab Tech
  - Equine
  - Horticulture
  - Automotive

(Refer to VET Handbook for all VET studies)

### OTHER UNITS

**Other units depending on strengths/interests**

- VCE Units - Choose from:
  - Information Technology 1-4
  - Business Management 1-4
  - Physical Education 1-4
  - Health & Human Development 1-4
  - Outdoor & Environmental Studies 1-4
  - General Maths if capable.

### NOTE:

Parents and students in this pathway have the option to complete VCE certificate by S or N. This means that an ATAR will not be issued.

### THIS PATHWAY MAY LEAD TO:

<table>
<thead>
<tr>
<th>Employment</th>
<th>University</th>
<th>TAFE</th>
<th>Careers Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traineeships</td>
<td>Credit transfer after completion of a Diploma: Visual &amp; Performing Arts, Fine Arts, General Arts Media/Communications Public Relations Education, Journalism, Graphic Design Textiles Design Ceramic Design Architecture at some universities</td>
<td>Diplomas &amp; Certificates in Arts &amp; Media Multi-Media Music Industry Business Marketing Vocational Arts Advanced Certificate in Art &amp; Design IT Trades</td>
<td>Tertiary Entry Needs Prerequisites Recommended Units Any special requirements</td>
</tr>
<tr>
<td>Apprenticeships</td>
<td>See Careers Teacher for details</td>
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</tbody>
</table>
ACCOUNTING - Contact: Mr Stannard

Rationale
This study focuses on the procedures of accounting and finance and the way in which these may be used. The study examines the processes of recording and reporting financial information to provide users with appropriate information for planning, control and effective decision making.

All units focus on accounting and finance for sole-proprietor small business. It is expected that students will be introduced to the use of information technology in accounting procedures in all units.

Unit 1 – Establishing and operating a service business
This unit introduces the processes of gathering, recording, reporting, analysing, interpreting, and evaluating financial information for use in a small business. The cash basis of recording is used throughout this unit.

Unit 2 – Accounting for a trading business
This unit introduces an accounting system based on single entry accounting for a trading business, the accrual method of revenue and expense recognition, and reporting using the modified cash approach and the accrual approach.

Unit 3 and Unit 4 – Recording and reporting for a trading business/Control and analysis of business performance
While each unit has its particular application, both examine the underlying principles and professional practices of accounting, the managerial role of the accountant and likely future directions in accounting. Unit 3 introduces a double entry system using the accrual basis of accounting. Unit 4 focuses upon accounting information for management, and the uses made of information to promote management effectiveness.

Career Choices:
Accountant, Auditor, Bank Officer, Financial Advisor, Retail Buyer, Retail Manager

ART - Contact: Ms Bowen

Rationale
This study encourages students to explore ideas and to demonstrate effective working methods and a range of technical skills through investigation and experimentation. Intermedia and cross media investigations are an integral part of this exploratory process. It also equips students to respond to art in an informed and articulate manner.

Unit 1 – Developing Ideas and Skills
This unit encourages the imaginative exploration of materials, techniques and working methods, demonstrating visual solutions to set tasks and studying the ways in which the art of the past and present relates to the society for which it was created.

Unit 2 – Exploring Ideas and Issues
This unit focuses on the development of art works demonstrating effective working methods and studying the roles of artists and their innovative and personal involvement in art.

Units 3 and 4 – Investigation and Interpretation/Realisation and Reality
In these units students present a broad and innovative body of work as they communicate ideas through experiments in one or more media. A range of approaches to interpreting art are studied and applied.

Assessment – Exams, coursework and folio
BIOLOGY - Contact: Mr Van Est, Mr Christopoulos

Rationale
Biology is the study of living things and how science studies living things. Much of it centres on humans – how our bodies work, how we came to be as we are and how we fit in with other living things on this planet. The course also allows you to gain practical experience in the ways scientists come up with their ideas about living things.

Unit 1: How do living things stay alive? (2016)
In this unit students explain what is needed by an organism to stay alive. They are introduced to some of the challenges for organisms in sustaining life. Students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs. Types of adaptations that enhance the organism’s survival in a particular environment are analysed, and the role that homeostatic mechanisms play in maintaining the internal environment is studied. Students consider how the planet’s biodiversity is classified and investigate the factors that affect population growth.

Unit 2: How is continuity of life maintained? (2016)
In this unit students focus on asexual and sexual cell reproduction and the transmission of biological information from generation to generation. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They consider the role of genetic knowledge in decision-making about the inheritance of various genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Unit 3 – Signatures of Life (2016)
The chemistry of life – proteins, DNA, molecular biology and biochemical processes such as photosynthesis and respiration. How cells react to chemicals and disease causing organisms. The immune system. How nerves and hormones work.

Unit 4 - Continuity and Change (2016)
Genetics and evolution: Relating Unit 3 work on biochemistry to how we inherit characteristics from our ancestors. How biotechnology allows us to customize genes. Cloning and stem cells. The theory of evolution and how life has developed on earth.

Unit 3: How do cells maintain life? (2017)
In this unit students investigate the workings of the cell from several perspectives. These different perspectives enable consideration of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. Students examine the key molecules and biochemical pathways involved in cellular processes both within the cell and between cells. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Unit 4: How does life change and respond to challenges over time? (2017)
In this unit students consider the continual change and challenges to which life on Earth has been subjected. They examine change in life forms, investigate the relatedness between species and consider the impact of various change events on a population’s gene pool. Students explore the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies are explored for both the individual and the species.

Nature of the Work: The courses centre on practical work and, in Unit 2, on field work. Most of the work requires researching advances in biology from books, magazines and the internet. An interest in animals, plants and microorganisms is useful. Some background in chemistry is advised for students considering Units 3 and 4.

BUSINESS MANAGEMENT - Contact: Ms Zhang

Rationale
Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. The study recognises that there is a range of management theories rather than a single theory of management. Each unit examines some of these theories and, through exposure to real business scenarios and/or direct contact with business, tests them against management in practice.

Unit 1 - Small Business Management
This unit studies generic business concepts, which apply to the management of organisations of varying size, complexity or industry setting. It also involves a consideration of the range of activities related to planning and operation of a small business.

Unit 2 – Communication and Management
This unit focuses on the importance of effective communication in achieving business objectives. It includes communication both internally and externally to business with special attention to the functions of marketing and public relations.

Unit 3 - Corporate Management and Operations Management
This unit examines the role and importance of large-scale organisations to the Australian economy. It considers management styles and skills as well as operations management practices and processes.

Unit 4 - Human Resource Management
This unit examines the human resource management practices and processes and the management of change in large-scale organisations in Australia.

Career Choices: Project Manager, Retail Manager, Real Estate Agent, Property / Resource Manager, Marketing Officer, Public Relations Officer.
CHEMISTRY - Contact: Ms Sobey

Rationale
Chemistry is a science that explores the workings of the universe from the smallest particles we know – atoms. Units 1-4 Chemistry is a course for students who like patterns, practical experiments and enjoy maths, or want to get better at maths. Chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers.

Unit 1: How can the diversity of materials be explained? (2016)
The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices. They explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible through to nanoparticles, molecules and atoms. Students are introduced to quantitative concepts in chemistry.

Unit 2: What makes water such a unique chemical? (2016)
Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the structure and bonding within and between water molecules in order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. They are introduced to stoichiometry and to analytical techniques and instrumental procedures analysis, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

UNIT 3 - Chemical Pathways (2016)
In this unit students will investigate the scope of techniques available to the analytical chemist. Chemical analysis is vital in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field, and the environmental chemist monitoring the health of a waterway. Students will also investigate organic reaction pathways and the chemistry of particular organic molecules. The role of organic molecules will be further investigated in regard to the generation of biochemical fuels and forensic analysis.

UNIT 4- Chemistry at Work (2016)
In this unit students will investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Students will explore features that affect chemical reactions such as the rate and yield or equilibrium position. Students will also investigate how energy is produced from available resources and consider efficiencies, advantages and disadvantages of each energy resource. They will also study the operating principles of galvanic and electrolytic cells both in the laboratory and in important commercial and industrial applications including fuel cells.

Unit 3: How can chemical processes be designed to optimise efficiency? (2017)
The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources and investigate the combustion of fuels. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They apply the equilibrium law and Le Chatelier’s principle to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

Unit 4: How are organic compounds categorised, analysed and used? (2017)
Carbon is the basis of the diverse compounds found in living tissues and in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food. Students process data from instrumental analyses to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. They predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy released in the combustion of food.

Career Choices: Nurse, Pharmacist, Paramedic, Engineer, Physiotherapist, Radiologist, Teacher, Winemaker, Forensic Scientist, Laboratory Technician, Medical researcher, Chef
Rationale
The ubiquity and rapid pace of developments in digital systems, and the increasing availability of digitised data and information are having major influences on many aspects of society and the economy. This study equips students with the knowledge and skills to be discerning users of digital systems, data and information and creators of digital solutions. They are equipped to apply new ways of thinking as well as technical and social protocols when developing intellectual and social capital.

Structure - The study is made up of six units:
Unit 1: Computing
Unit 2: Computing
Unit 3: Informatics
Unit 4: Informatics
Unit 3: Software development
Unit 4: Software development

Computing

Unit 1: Computing
In this unit students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Unit 2: Computing
In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Informatics

Unit 3
In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making. In Area of Study 2 students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.
Unit 4
In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project. In Area of Study 2, students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

Software Development

Unit 3
In Software development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules.
In Area of Study 1 students respond to given software designs and develop a set of working modules through the use of a programming language. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

Unit 4
In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3. In Area of Study 1 students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress. In Area of Study 2 students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Rationale
This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education, and participation in a democratic society. It emphasises the integration of reading, writing, speaking, listening, and critical thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

Unit 1 (2016-2020)
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 2 (2016-2020)
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 3 (2016)
This focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of text create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and their ability to explain choices they have made as authors.

Unit 4 (2016)
This focus of this unit is on reading and responding both orally and in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multi-modal texts suggested by their reading within their chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Unit 3 (2017-2020)
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Unit 4 (2017-2020)
In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Career Choices: Publisher, Public relations Officer, Author, Bookseller, Social Worker, Management Consultant, Teacher, Linguist.
FOOD AND TECHNOLOGY - Contact: Ms Stambolziev

Rationale
Food and Technology is designed to give students a greater understanding of food as a commodity and knowledge of food preparation and production from a small scale perspective to mass production. Throughout the four units, students will develop skills in the planning, preparation and evaluation of food products.

Unit 1 - Food and its Preparation
Students will undertake studies and research in the properties of the food we eat, they will investigate and report on the key factors in food preparation and undertake study in the areas of food hygiene and safety.

Unit 2 - Planning and Development
In this unit students will develop a design for the planning in food preparation and will investigate recent food and technological developments.

Unit 3 – Food Preparation, Processing and Food Controls
Students will write a design plan to manage the production of 5-8 food items surrounding a theme of their choice. They will analyse the functions of key foods by using a variety of cookery techniques. Students will develop an understanding of food safety in Australia and investigate the key reasons for food poisoning and food spoilage.

Unit 4 – Food Product Development and Emerging Trends
Students will produce 5-8 food items based on their established design brief. They will also investigate the process of product development, including packaging and marketing. Students will investigate emerging trends in product development including societal pressures to improve health, technological developments and environmental considerations.

Career Choices: Hotel/Motel Manager, Food Writer, Caterer. Bar Attendant, Quality Assurance Technician, Chef, Hospital Catering Officer, Teacher, Cheese Maker

GLOBAL POLITICS - Contact: Ms Gibson

Rationale
This study will enable students to understand and reflect on current national and international political issues, problems and events and the forces that shape them. Students will have the opportunity to engage with key political world issues and become more informed citizens about Australia and the world.

Unit 1- The National Citizen
Students consider key political concepts such as democracy, power, representation and citizenship. Students will be expected to compare a democratic country with a non democratic country.

Unit 2 – The Global Citizen
This unit deals with the students gaining an understanding of global conflict and how it is managed. Students consider the current international situation. Students will need to consider factors which influence the role of countries and how they are able to influence international events and relationships. Students will do this through a case study of a current international conflicts or area of instability.

Unit 3 – Global Actors
Students consider what constitutes globalisation and internationalism national interest, sovereignty, autonomy and independence. They undertake studies of a state in the Asia-Pacific Region – Australia, PRC, Indonesia or Japan and examine the elements of national interest, forms of power used to achieve national interest goals.

Unit 4 – Global Challenges
Students explore two issues confronting the global community: human rights, people movement, development or arms
Rationale
The central focus of the Health and Human Development study is to examine the factors that promote wellbeing in individuals, families and communities. This study aims to develop an understanding of the relationship between health and human development.

Unit 1 - Youth Health & Development
This unit explores the challenges to maintain optimum health and development for youth.

Unit 2 - Individual & Community Health & Development
This unit examines how in Australia, families, communities and governments play a key role in optimising health and development of individuals across their lifespan.

Unit 3 - Nutrition, Health & Development
Students will examine the role government and non-government organisations play in promoting health and development for all citizens.

Unit 4 - Global Health & Development
Enables students to examine the development and changes that occur as individuals move through their lifespan and explains inherited factors that determine developmental potentials.

Career Choices: Occupational Health and Safety officer, Ambulance Officer, Laboratory Technician, Beauty Therapist, Dental Technician, Youth Officer.
Rationale
History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records. The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time.

Unit 1: Twentieth century history 1918 –1939 (2016-2020)
In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939. The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

Units 3 and 4: Revolutions (2016-2020)
In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

Career Choices: Lawyer, Publisher, Playwright, Publisher, Travel Consultant, Author, Archaeologist, Librarian, Teacher, Speech Writer
LANGUAGES OTHER THAN ENGLISH - Contact: Ms Zhang

Introduction
Many universities offer Year 12 LOTE students a bonus for a range of courses. Given the competitive nature of the selection process, that bonus may make a difference. Some courses also identify LOTE as a prerequisite, so it is obvious two languages are better than one!
At Hawthorn Secondary College LOTE in Chinese FL is currently offered

Students can study a variety of languages via the Victorian School of Languages or Distance Education.

NOTE: These four units are designed to extend students’ knowledge and skill in speaking and writing the language. Specifically, they enable students to use language to conduct daily activities, to develop relationships, to seek out and understand factual information, to use information for a variety of purposes and to entertain themselves and others.

Areas of Study for Units 1 & 2:
A range of themes and topics, grammar, text types, vocabulary and kinds of writing are covered.
Listening, reading, writing and speaking skills are developed to prepare students to study a LOTE at tertiary level.

Areas of Study for Units 3 & 4:
A range of themes and topics, grammar, text types, vocabulary and kinds of writing are covered.
Listening, reading, writing and speaking skills are developed to prepare students to study a LOTE at tertiary level

Career Choices: Jobs in the service industry retail, trade, government, banking and finance, IT and other professions.

LEGAL STUDIES - Contact: Ms Gibson

Rationale
This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

Unit 1- Criminal Law and Justice
This unit begins with an investigation of the importance of criminal law and the nature of criminal liability, the courtroom and the different courts and their personnel.

Unit 2- Civil Law and the Law in Focus
This unit investigates the enforcement of civil rights and a comparison with criminal trial. Topics include the role of juries, civil dispute resolution. Students will also undertake a study of an area of law.

Unit 3- Law Making
This unit focuses on the institutions that determine laws, and the processes by which laws are made. The focus of unit 3 will be on the role of parliament and the courts in making law.

Unit 4- Dispute Resolution
This unit focuses on the courts, tribunals and alternative avenues of dispute resolution, processes and procedures that operate within the legal system. Students will undertake studies in court hierarchy and jurisdiction and key elements which promote an effective legal system.

Career Choices: Industrial Relations Officer, Correction Officer, Lawyer, Town Planner, Legal Assistant, Foreign Affairs and Trade Officer.
Rationale
Literature involves the study and enjoyment of a wide range of literary texts: classical, popular, traditional and modern. Its distinctive focus is on the use of language to illuminate and give insight into the nature of experience. Literature is an interactive study between the text, the social /political /economic context in which the text was produced, and the experience of life and of literature that the reader brings to the text.

Unit 1: Approaches to literature (2016-2020)
In this unit students focus on the ways the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop responses to a range of literary forms and styles. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Unit 2: Context and connections (2016-2020)
In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students consider the relationships between authors, audiences and contexts and analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

Unit 3 and 4- Literature in the making (2016)
The study of literature is a means of exploring human experience. It involves asking questions such as: whose experiences and what experiences are given voice in the text? How are they created through the text’s use of language and literary devices? What does the text’s representation of characters and events suggest about the values and views of the text? These units examine such questions and involve students in analysing a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

Unit 3: Form and transformation (2017-2020)
In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students develop creative responses to texts and their skills in communicating ideas in both written and oral forms.

Unit 4: Interpreting texts (2017-2020)
In this unit students develop critical and analytic responses to texts. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

Career Choices: Professional Writer, Author, Journalist, Teacher, Linguist, Advertising, Librarian, Theatre Critic
Rationale
This study is designed to provide access to worthwhile and challenging mathematical learning for a wide range of students. Each unit is designed to enable students to develop their mathematical knowledge and skills and their ability to apply this to both familiar and unfamiliar situations and effectively use technology to support their learning.

Structure
The study is made up of the following units:

- General Mathematics Units 1 and 2
- Mathematical Methods Units 1 and 2
- Specialist Mathematics Units 1 and 2
- Further Mathematics Units 3 and 4
- Mathematical Methods Units 3 and 4
- Specialist Mathematics Unit 3 and 4.

General Mathematics
General Mathematics Units 1 and 2 may be taken alone or with Mathematical Methods Units 1 and 2. It contains assumed knowledge for related material in Further Mathematics Units 3 and 4.

Specialist Mathematics
Specialist Mathematics Units 1 and 2 must be taken in conjunction with Mathematical Methods Units 1 and 2. This is the most advanced Mathematics class that can be undertaken at the Unit 1 and 2 level and should only be selected if you feel very confident with mathematics.

Mathematical Methods CAS Units 1 and 2
Mathematical Methods Units 1 and 2 should be taken with General Mathematics Units 1 and 2. Mathematical Methods Units 1 and 2 contains the assumed knowledge and therefore must be completed in order to enrol for Mathematical Methods Units 3 and 4.

Further Mathematics Units 3 and 4
Further Mathematics Units 3 and 4 may be taken alone or with Mathematical Methods Units 3 and 4.

Mathematical Methods CAS Units 3 and 4
Mathematical Methods Units 3 and 4 may be taken alone or with either Further Mathematics or Specialist Mathematics Units 3 and 4.

Specialist Mathematics Units 3 and 4
Specialist Mathematics must be taken in conjunction with Mathematical Methods Units 3 and 4. Mathematical Methods Units 3 and 4 contains some assumed knowledge for Specialist Mathematics in calculus.

At the end of Year 10 and Year 11 students will be given a recommendation by their school, from their teacher, based on SAC, assessments and exam results, as to which subject selection will most benefit the student and enable the most optimal results in VCE.


Possible courses:
The sequence you select should be determined by your abilities in specific areas of mathematics and the subject prerequisites of tertiary courses you are interested in attempting. You are advised to attempt the sequence which best extends your capabilities and keeps as many options open for you as possible.
Consult your Careers and Maths teachers before making your selection.

The following combinations of units are the most likely ones to be chosen:

**KEY**
- GM: General Maths
- MM: Maths Methods
- SM: Specialist Maths
- FM: Further Maths

### Mathematics Sequences

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**Selecting your sequence**

**Sequence A:** Students who are having difficulty with Year 10 Mathematics but need a Year 11 maths subject

**Sequence B:** Students who are having reasonable success in Year 10 but have difficulty with complex algebra and graphs.

**Sequence C, D, E, F or G:** Students who have a sound mathematical background and have a good grasp of Year 10 Mathematics, particularly algebra, graphs and probability.
Rationale
The media have a significant impact on people’s lives. Media entertains, educates, informs and provides many channels of communication. The media not only comments on culture, it reflects the society which creates them. The study of media includes media forms such as film, animation, TV, popular culture, gaming, the press, radio, advertising, music, photography, online social networking and online medias.

Unit 1: Representation and technologies of representation
The main purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. Students also develop practical and analytical skills in a study of the production of media products.

Unit 2: Media production and the media industry
The main purpose of this unit is to enable students to develop an awareness of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills and analyse issues concerning the media production process.

Unit 3: Narrative and media production design
The main purpose of this unit is to enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional media texts. Students also develop practical skills through designing media productions.

Unit 4: Media process, influence and society’s values
The main purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Students also develop an awareness of the role of social values in the construction of media texts and analyse issues raised about the role and influence of the media.

Entry
There are no prerequisites for entry to Units I, 2 & 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Career Choices: Animator, Advertising Executive, Illustrator, Visual Merchandiser, Display Artist, Desktop Publisher, Film and Television Operator, Director, Entertainer, Film Critic
PHYSICAL EDUCATION - Contact: Mr Boots

Rationale
Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this study.

Unit 1 – Learning and Improving Skill
This unit looks at a range of factors that influence learning and improving physical skills and the role of the coach in making this happen. The unit is divided into two areas of study: Movement analysis and Coaching for enhanced performance. Students are expected to achieve two outcomes, one related to each area of study.

Outcome 1: Movement analysis
On completion of this unit students should be able to explain the application of biomechanical and skill learning principles in analysing how motor skills are learnt and improved.

Outcome 2: Coaching for enhanced performance
On completion of this unit students should be able to identify and evaluate a range of coaching practices that lead to enhanced sport performance. Demonstration of achievement of Outcomes 1 and 2 is based on the student’s performance from a selection of assessment tasks (written reports, test, laboratory report, data analysis, case analysis, practical activity report).

Unit 2 – The Active Body
This unit introduces students to an understanding of physical activity, including the relationships between body systems and physical activity, the place of physical activity in contributing to well being in students’ own lives as well as within the wider community. The unit is divided into two areas of study: Body systems and performance and the impact of physical activity on the individual.

Outcome 1 Body systems and performance
On completion of this unit students should be able to explain how the musculoskeletal, cardiorespiratory and energy systems function during physical activity, including how energy systems work together to enable activity to occur.

Outcome 2: The impact of physical activity on the individual
On completion of this unit students should be able to explain the impact of participation in physical activity on the health of selected population(s) and analyse factors affecting participation in physical activity.

Demonstration of achievement of Outcomes 1 and 2 is based on the student’s performance from a selection of assessment tasks (written reports, test, laboratory report, data analysis, case analysis, practical activity report).

Unit 3 - The Physiology of Fitness
Students evaluate individual and population levels of participation in physical activity, and evaluate strategies that promote adherence to the National Physical Activity Guidelines. They analyse the role and relative contribution of the energy systems during physical activity.

Unit 4 - Participation and Performance
Students plan and evaluate training programs to enhance physical fitness. They evaluate practices and/or strategies that are used in conjunction with each other to enhance sports performance.

PHYSICS - Contact: Mr Shrimpton

Rationale
Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe.

Unit 1: What ideas explain the physical world? (2016-2021)
In this unit students explore some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. They consider thermal concepts by investigating heat and assessing the impact of human use of energy on the environment. Students evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilised. They examine current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe. Students undertake quantitative investigations involving at least one independent, continuous variable.

Unit 2: What do experiments reveal about the physical world? (2016-2021)
This unit requires that students undertake a core study related to motion, one option from a choice of twelve options, and a student-designed investigation related to motion and/or one of the twelve options.

In this unit, students explore the power of experiments in developing models and theories. They make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored including through indirect observations. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Unit 3: Motion, Electronics, Photonics (2016)
Unit 3 consists of two prescribed areas of study: Motion in one and two dimensions; and Electronics and photonics. A detailed study is to be chosen in either Unit 3 or Unit 4 from one of six detailed studies: Einstein’s special relativity, Materials and their use in structures, Further electronics, Synchrotron and its applications, Photonics, and Sound.

Unit 4: Electric Power, Light, Matter (2016)
Unit 4 consists of two prescribed areas of study: Electric power and Interactions of light and matter. A detailed study is to be chosen in either Unit 3 or Unit 4 from one of six detailed studies: Einstein’s special relativity, Materials and their use in structures, Further electronics, Synchrotron and its applications, Photonics, and Sound.

Unit 3: How do fields explain motion and electricity? (2017-2021)
In this unit, students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. They explore the interactions, effects and applications of gravitational, electric and magnetic fields including the design and operation of particle accelerators. Students use Newton’s laws and Einstein’s theories to investigate and describe motion. Students design and undertake investigations involving at least two independent variables, with at least one of the independent variables being continuous. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4. The findings of the investigation are presented in a scientific poster format.

Unit 4: How can two contradictory models explain both light and matter? (2017-2021)
Light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and analyse its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students are challenged to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4. The findings of the investigation are presented in a scientific poster format.
Rationale
In Product Design and Technology students assume the role of designer-maker and develop knowledge and skills to produce effective and creative responses to design challenges. Evaluation of the purpose, processes and products of technological activity and the wider role of technology in societies is integral to this study.

Unit 1 – Product re-design and sustainability
This unit focuses on the analysis, modification and improvement of an existing product design. It provides a structured approach towards the design process and looks at examples of design practice used by a designer and analysis and evaluation of a design. The design and production work students complete will need to include three points of difference to improve an existing design/product. At least 2 materials will be considered in terms of their sustainability and suitability.

Unit 2 - Collaborative design
In this unit each student works both individually and as a member of a small design team to develop a product range or contribute to the design and production of a group product. This mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Team members contribute their expertise, share research findings and develop viable solutions that conform to the needs and requirements outlined in the design brief.

Unit 3 – Applying the Product Design process
The design and development of a product that meets the needs and expectations of a client or an end user is influenced by a range of complex factors. These include client or community requirements; innovation, social and economic trends, availability of resources and technological developments in industry. Design, product development and manufacture occur in a range of settings. An industrial setting provides a market contrast to that of a ‘one off situation’ in a school workshop setting.

Unit 4 - Product development and evaluation
In this unit students examine factors that are used to determine the success of a commercially available product in the context of comparison with similar product types. Products are analysed and compared for aesthetic appeal, function, ease of use, repair and maintenance requirements, cost, innovative features and consideration of social and environmental impacts. On completion of this unit the student should be able to evaluate the outcomes of the design and production activities, and promote the product’s design features to the client and/or end user in a presentation.

Rationale

Psychology is the study of nature and development of mind and behaviour in both humans and animals, including the biological structures and processes that underpin and sustain both. Students can develop an understanding of themselves and their relationships with others and their society through the study of psychology.

Unit 1: How are behaviour and mental processes shaped? (2016-2021)
In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

Unit 2: How do external factors influence behaviour and mental processes? (2016-2021)
A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

Unit 3: The Conscious Self (2016)
This unit focuses on the study of the relationship between the brain and the mind through examining the basis of behaviour and of consciousness. We look particularly at the role of sleep. There is a focus on up-to-date brain research methods, which enable psychologists to investigate the functioning of different parts of the brain. The second part of the unit focuses on human memory. Why do I remember some things and forget others? How are memories formed? Can I improve my memory?

Unit 4: Brain, Behaviour and Experience (2016)
This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours.

Students build on their conceptual understanding of learning to consider it as one of several important facets involved in the analysis of mental health and illness. They consider different concepts of normality, and learn to differentiate between normal responses to external stimuli and mental disorders. Students use a bio-psycho-social framework to explore the nature of stress, the nature of a simple phobia and the nature of gambling addiction.

Unit 3: How does experience affect behaviour and mental processes? (2017-2021)
The nervous system influences behaviour and the way people experience the world. In this unit students examine the functioning of the nervous system to explain how a person can interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.

Unit 4: How is wellbeing developed and maintained? (2017-2021)
Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit, students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.

Career Choices: Psychologist, Social Worker, Youth Worker, Teacher, Human Resource Manager
**STUDIO ARTS - Contact: Ms Bowen**

**Rationale**
Studio Arts enables students to specialise in a particular form of studio production. Students generate, explore and communicate ideas through specific studio forms and develop and use specialised skills in a range of media and techniques. The theoretical component of the study informs students’ practice through an investigation of how selected studio forms have developed, an examination of artists’ working methods and a study of professional practices and art industry issues.

**Unit 1 - Artistic inspiration and techniques**
The focus of this unit is the investigation of sources of inspiration which generate creative activity and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations are also examined.

**Unit 2 - Design exploration and concepts**
The focus of this unit is to establish an effective design methodology for the production of art works and develop skills in the analysis of art works.

**Unit 3 - Studio production and professional practice**
The focus of this unit is the implementation of the design process leading to the production of a range of solutions. Students also examine traditional and contemporary practices of artists together with the ways in which artists develop distinctive styles and approaches to subject matter.

**Unit 4 - Studio production and industry contexts**
The focus of this unit is to produce a cohesive folio of finished art works which resolves the aims and intentions set out in the work brief formulated in Unit 3. Students also examine different components of the arts industry and issues relating to the public display, promotion and critique of art works.

**Career Choices:** Photographer, Interior Designer, Camera Operator, Journalist, Visual Merchandiser, Illustrator, Advertising Executive, Teacher, Artist.

**STUDIO ARTS (MEDIA) - Contact: Ms Bowen**

**Rationale**
Studio Arts Media enables students to specialise in a particular form of studio media production. Students generate, explore and communicate ideas through new media forms and develop and use specialised skills in a range of different techniques. The theoretical component of the study informs students’ practice through an investigation of how selected media forms have developed, an examination of media artists’ working methods and a study of professional practices and industry issues. Successfully completing Studio Arts Units 1 and 2 allows you to progress to Units 3 and 4.

**Unit 3 - New Media production and professional practice**
The focus of this unit is the implementation of the design process leading to the production of a range of solutions. Students also examine traditional and contemporary media practices together with the ways in which media artists develop distinctive styles and approaches to subject matter.
Unit 4 - New Media production and industry contexts
This unit focuses on the production of a cohesive folio of finished new media pieces. In developing this folio, students present visual and written documentation explaining how potential solutions generated in Unit 3 will be used to produce a cohesive body of new media works. These media works should reflect the skilful application of materials and techniques, and the resolution of aims, ideas and aesthetic qualities. This unit also explores aspects of current industry issues, the exhibition space and the methods and considerations involved in preparation, presentation and conservation.


VISUAL COMMUNICATION & DESIGN - Contact: Mr Leach

Rationale
This study is intended to assist students in the understanding, use and interpretation of a range of visual communications. It involves a study of the vocabulary and grammar of visual communication, which includes an understanding of, and application of, drawing and drawing conventions, design elements, and principles and function of design in communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life.

Unit 1 - Visual Communication
The main purpose of this unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. Students will also be introduced to the visual communication production process.

Unit 2 - Communication in context
The main purpose of this unit is to enable students to develop practical skills by generating images and developing them through freehand and instrumental drawing. The ways in which information and ideas are communicated visually will be explored through analysing the work of others. The visual communication production process will be applied by modifying existing final presentations for specified audiences.

Unit 3 - Visual communication practices
The main purpose of this unit is to enable students to apply the visual communication production process to satisfy specific communication needs. Students will investigate the production of visual communications in a professional setting and evaluate examples of visual communication produced.

Unit 4 - Designing to a brief
The main purpose of this unit is to enable students to prepare one brief and design and produce developmental work and two final presentations based on the brief.


Assessed Course work Unit 4 (25%), 2 hour written examination in November.
This study promotes innovative systems thinking and problem solving skills through the Systems Engineering process, which takes a project management approach. It focuses on mechanical and electrotechnology engineered systems. Systems engineering integrates aspects of designing, planning, fabricating, testing and evaluating in a project management process.

It prepares students for careers in Engineering, manufacturing and design through either a university or TAFE study pathway. In some instances it could lead to a traineeship or apprenticeship.

The study provides a rigorous foundation and a practical working knowledge of design, manufacturing and evaluation techniques.

**Unit 1: Introduction to mechanical systems**
This unit contains basic physics and theoretical understanding of mechanical systems and how they work. The main focus is on the construction of a system. The construction process draws heavily on the design and innovation within all the interrelated applied learning activities.

**Unit 2: Introduction to electrotechnology systems**
Students study fundamental electrotechnology engineering principles. Through the application of their knowledge students produce basic operational systems and program PICs using basic language. The systems produced by the students could employ a level of integration between mechanical and electronic components. Students also apply their knowledge and skills to research and produce technical reports.

**Unit 3: Integrated systems engineering and energy**
This unit focuses on how mechanical and electrotechnological systems are combined to form a controlled integrated technological system. This includes knowledge of sources and types of energy that enable engineered technological systems to function.

**Unit 4: Systems control and new and emerging technologies**
This unit combines the contemporary focus of control systems and provides opportunities for students to build on their understanding and apply it to practical solutions through the construction of controlled integrated systems.

**VCAA Assessment:** The overall study score will consist of:
School Assessed Course Work (20%), School Assessed Task (50%), 1.5 hour written examination in November (30%)

**Career Choices:** Architecture, Engineering (all forms), Science (Applied, Physical, Chemical, Biological) Education, Manufacturing & Project Management, Law
<table>
<thead>
<tr>
<th><strong>Assessment task</strong></th>
<th>Graded activities in Units 1 &amp; 2 such as sitting a test, producing a folio of work or a research report.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Victorian Curriculum and Assessment Authority</strong></td>
<td>The body that administers the VCE.</td>
</tr>
<tr>
<td><strong>Coursework Assessment</strong></td>
<td>An assessment of each student’s level of achievement based on a selection of the assessment tasks designated in the Study Design. Coursework is assessed by the classroom teacher and is awarded a numerical grade.</td>
</tr>
<tr>
<td><strong>J</strong></td>
<td>A J result will be recorded for a student who has been absent from class for more than 20% of the lessons and has not been assessed for the unit.</td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td>Activities and pieces of work that form an essential part of learning in a VCE unit. Learning Outcomes are assessed as either Satisfactory (S) or Non-satisfactory (N). Each Learning Outcome in a unit must be completed satisfactorily for a student to gain an “S” for the overall result for that unit. Some Learning Outcomes may also be Graded Assessment Tasks.</td>
</tr>
<tr>
<td><strong>Middle band criteria</strong></td>
<td>Most institutions who use the ATAR to select students use a two stage process. <strong>Stage 1:</strong> Identify students who obviously have achieved or cannot achieve the notional cut off score. Accept or reject on that basis. <strong>Stage 2:</strong> Use middle band criteria as published for each course eg. bonuses, interviews etc to rerank the remaining students.</td>
</tr>
<tr>
<td><strong>Pre-requisite studies</strong></td>
<td>Studies nominated by individual course authorities (Universities, etc) which must be satisfactorily completed by all applicants seeking admission to that course. Applicants who do not meet this condition may not be considered for selection. Many other courses offer a choice from a list of pre-requisite studies. You should check requirements carefully, referring to a publication called VICTER 2014. (See the Careers Teacher and/or your level coordinator).</td>
</tr>
<tr>
<td><strong>Semester</strong></td>
<td>Half year.</td>
</tr>
<tr>
<td><strong>Sequence</strong></td>
<td>2 units at levels 3 and 4 in the same study (subject).</td>
</tr>
<tr>
<td><strong>Special Provision</strong></td>
<td>Where a student has a disability, or has been ill, or if personal circumstances have affected the student’s work to a significant degree during any semester of VCE studies, they may be eligible to have this taken into consideration. The student must formally notify the College.</td>
</tr>
<tr>
<td><strong>Australian Tertiary Admissions Rank</strong></td>
<td>Upon successful completion of the VCE and VTAC criteria each student will be given an ATAR. This ATAR will be determined by the student’s result in the ‘Primary Four’ (i.e. English/EAL plus their best other three subjects) and increments for fifth and sixth subjects, if applicable. The ranking will be a percentage and will indicate the percentage of students they are equal to or above in terms of their results. Tertiary institutions will then use this and other published criteria to determine tertiary offerings.</td>
</tr>
</tbody>
</table>
Unit  A self-contained study of a semester’s length.
Units 1 and 2  Level of difficulty usually associated with Year 11.
Units 3 and 4  Level of difficulty usually associated with Year 12.
VCE  Victorian Certificate of Education.
VCAL  Victorian Certificate of Applied Learning
VTAC  The Victorian Tertiary Admissions Centre (VTAC administers a joint selection system on behalf of the universities and TAFE colleges).

USEFUL WEBSITES

Job Guide
www.jobguide.education.gov.au
http://joboutlook.gov.au
Youth Central:
www.youthcentral.vic.gov.au
Ace Day Jobs:
www.abc.net.au/acedayjobs
Victorian Curriculum and Assessment Authority (VCAA)
www.vcaa.vic.edu.au
Victorian Tertiary Admissions Centre (VTAC)
www.vtac.edu.au
Australia’s Career Information and Guidance Service
www.myfuture.edu.au
VICTER 2016, 2017, 2018:
www.vcaa.vic.edu.au
TAFE Courses Directory:
Australian Job Search:
www.jobsearch.gov.au
Education Victoria:
www.education.vic.gov.au/students