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## Enrolment process and dates 2016-17

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<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td><strong>Term 2 Break</strong></td>
</tr>
</tbody>
</table>
| 2    | Wednesday 20th July: | - 2017 VCE Blocks available  
- Year 9&10 assembly to present VCE Blocks  
- 11 VCE/VTAC Information session (During Study Period, VCE Common)  
- Parents may make an appointment with DMR for further information |
| 3    | Thursday 21st July: | - 12 VCE/VTAC Information session (Period 2, VCE Common)  
- Parents may make an appointment with DMR for further information. |
| 4    | Friday 5th August 3:00PM | Personalised course counselling appointments with DMR continue |
| 5    |      | **Final Course Confirmation** |
| 6    |      | Students will receive confirmation of their course when the 2016 assessments are completed. Students can then organise their booklists for 2017. |
| 7    |      | A Compulsory VCE Orientation Program “Head Start” will be held after the examination period. |

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[3]
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.
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.

The four key pathways within the later years are:

1. **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.

2. **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.

3. **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.

4. **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 2019 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.

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 (VICTER 2019)
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 2017/2018 or 2019 – 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.
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>English1 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: History 1-2</td>
<td>Examples: Legal Studies or other units which interest you such as Foods, Studio Art and Psychology</td>
</tr>
<tr>
<td></td>
<td>Revolutions 3-4</td>
<td>Selecting other units may depend on which direction you wish to take after completing VCE.</td>
</tr>
<tr>
<td></td>
<td>Legal Studies 1-4</td>
<td>You might be able to do two maths subjects as well.</td>
</tr>
<tr>
<td></td>
<td>Units from Maths and Computing</td>
<td></td>
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<tr>
<td></td>
<td>Units from Commerce (Business Management)</td>
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<tr>
<td>English 2 or EAL 2 and/or Literature 2</td>
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<td></td>
<td>Units from the Sciences (Psychology/Biology)</td>
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<td></td>
<td>Units from the Arts &amp; Technology (Media/Studio Art)</td>
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<tr>
<td>English 3 or EAL 3 and/or Literature 3</td>
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<tr>
<td>English 4 or EAL 4 and/or Literature 4</td>
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**THIS PATHWAY MAY LEAD TO:**

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<thead>
<tr>
<th>Employment</th>
<th>University</th>
<th>TAFE</th>
<th>Careers Manager</th>
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</thead>
<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 You can major in Philosophy, Politics, Humanities &amp; Social Science, Professional Writing, Journalism, History &amp; Geography</td>
<td>Diplomas &amp; Certificates in Social &amp; Community Services</td>
<td>Tertiary Entry Needs Prerequisites Recommended Units Any special requirements</td>
</tr>
</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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<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

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

**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: Architecture Engineering Science (Applied, Physical, Chemical, Biological) Education Manufacturing &amp; Project Management Law</td>
<td>Diplomas &amp; Certificates in Engineering Applied Science</td>
<td>Tertiary Entry Needs Prerequisites Recommended Units Any special requirements</td>
</tr>
<tr>
<td>Some traineeships are available- Lab Tech</td>
<td>See Careers adviser for more details.</td>
<td></td>
<td></td>
</tr>
</tbody>
</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>
<th>Compulsory Units</th>
<th>Suggested units</th>
<th>Other Units</th>
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<tbody>
<tr>
<td>English 1 or EAL 1 and/or Literature 1</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>English 2 or EAL 2 and/or Literature 2</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>English 3 or EAL 3 and/or Literature 3</td>
<td>Studio Arts/Media 3</td>
<td>Media 3</td>
</tr>
<tr>
<td></td>
<td>VCD 3 or Product Design Technology 3</td>
<td></td>
</tr>
<tr>
<td>English 4 or EAL 4 and/or Literature 4</td>
<td>Studio Arts/Media 4</td>
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<td>VCD 4 or Product Design Technology 4</td>
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<td>Diplomas &amp; Certificates in:</td>
<td>Tertiary Entry Needs Prerequisites</td>
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<tr>
<td>Some traineeships are available- Lab Tech</td>
<td>Visual &amp; Performing Arts</td>
<td>Arts &amp; Media</td>
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<tr>
<td>See Careers teacher for more details.</td>
<td>Fine Arts</td>
<td>Music Industry</td>
<td></td>
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<tr>
<td></td>
<td>General Arts</td>
<td>Architectural Drafting</td>
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<td></td>
<td>Media/Communications</td>
<td>Vocational Arts</td>
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<td></td>
<td>Public Relations</td>
<td>Advanced Certificate in Art &amp; Design</td>
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<td>Textiles Design</td>
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<td></td>
<td>Ceramic Design</td>
<td></td>
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<tr>
<td></td>
<td>Architecture at some universities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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>Methods CAS 1 and/or General Maths 1</td>
</tr>
<tr>
<td>English 2 or EAL 2 and/or Literature 2</td>
<td>Chemistry 2</td>
<td>Methods CAS 2 and/or General Maths 2</td>
</tr>
<tr>
<td>English 3 or EAL 3 and/or Literature 3</td>
<td>Chemistry 3</td>
<td>Methods CAS 3 and/or Further Maths 3</td>
</tr>
<tr>
<td>English 4 or EAL 4 and/or Literature 4</td>
<td>Chemistry 4</td>
<td>Methods CAS 4 and/or Further Maths 4</td>
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## 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: Agriculture Science Environmental Health Applied Science-Health Applied Science-Food Tech Education</td>
<td>Diplomas &amp; Certificates in: Horticulture Applied Science Farming Community Recreation</td>
<td>Tertiary Entry Needs Prerequisites Recommended Units Any special requirements</td>
</tr>
<tr>
<td>Some traineeships are available- Lab Tech</td>
<td>See Careers adviser for more details.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Limited opportunities for students seeking employment directly from VCE
- Some traineeships are available - Lab Tech
- See Careers adviser for more details.

Bachelor degrees in:
- Agriculture Science
- Environmental Health
- Applied Science-Health
- Applied Science-Food Tech Education

Diplomas & Certificates in:
- Horticulture
- Applied Science
- Farming
- Community Recreation

Tertiary Entry Needs Prerequisites
Recommended Units
Any special requirements
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>
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</tr>
</thead>
<tbody>
<tr>
<td>English1 or EAL 1 and /or Literature 1</td>
<td>Physics 1</td>
<td>Methods CAS 1</td>
</tr>
<tr>
<td>English 2 or EAL 2 and /or Literature 2</td>
<td>Physics 2</td>
<td>Methods CAS 2 or</td>
</tr>
<tr>
<td>English 3 or EAL 3 and /or Literature 3</td>
<td>Physics 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>Physics 4</td>
<td>Methods CAS 4 or Further Maths 4</td>
</tr>
</tbody>
</table>

Units such as Computing and VCD are highly recommended.

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

THIS PATHWAY MAY LEAD TO:

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</tr>
</thead>
<tbody>
<tr>
<td>Limited opportunities for students seeking employment directly from VCE</td>
<td>Bachelor degrees in: Architecture Building Environments Engineering Science Education Industrial Design Planning Arts Landscape Architecture</td>
<td>Diplomas &amp; Certificates in: Applied Art Building Studies Drafting Surveying</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>
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<td></td>
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<td></td>
<td>Any special requirements</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/BIOMEDICAL SCIENCE PATHWAY

<table>
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<tr>
<th>Compulsory Units</th>
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<th>Other Units</th>
</tr>
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<tbody>
<tr>
<td>English 1 or EAL 1 and/or Literature 1</td>
<td>Chemistry 1</td>
<td>Methods CAS 1</td>
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<tr>
<td></td>
<td></td>
<td>Specialist Maths 1</td>
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<tr>
<td>English 2 or EAL 2 and/or Literature 2</td>
<td>Chemistry 2</td>
<td>Methods CAS 2</td>
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<tr>
<td></td>
<td></td>
<td>Specialist Maths 2</td>
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<tr>
<td>English 3 or EAL 3 and/or Literature 3</td>
<td>Chemistry 3</td>
<td>Methods CAS 3</td>
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<td>Specialist Maths 3</td>
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<tr>
<td>English 4 or EAL 4 and/or Literature 4</td>
<td>Chemistry 4</td>
<td>Methods CAS 4</td>
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<tr>
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<td>Specialist Maths 4</td>
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</tbody>
</table>

Strongly recommended to study Physics and Biology as the two final units.
Choosing other units may depend on which direction you wish to take after completing VCE.

THIS PATHWAY MAY LEAD TO:

<table>
<thead>
<tr>
<th>Employment</th>
<th>University</th>
<th>Other Requirements</th>
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</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>
</tr>
<tr>
<td>Some traineeships are available</td>
<td></td>
<td>Tertiary Entry Needs</td>
</tr>
<tr>
<td>See Careers adviser for more details.</td>
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<td>Prerequisites</td>
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<tr>
<td></td>
<td></td>
<td>Recommended Units</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Any special requirements</td>
</tr>
</tbody>
</table>

Tertiary Entry Needs
Prerequisites
Recommended Units
Any special requirements
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>
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<tbody>
<tr>
<td>English 1 or EAL 1 and/or Literature 1</td>
<td>Chemistry 1 and/or Biology 1</td>
<td>Health &amp; Human Development 1 and/or Psychology 1</td>
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<td></td>
<td>Chemistry 2 and/or Biology 2</td>
<td>Health &amp; Human Development 2 and/or Psychology 2</td>
</tr>
<tr>
<td></td>
<td>Chemistry 3 and/or Biology 3</td>
<td>Health &amp; Human Development 3 and/or Psychology 3</td>
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<tr>
<td></td>
<td>Chemistry 4 and/or Biology 4</td>
<td>Health &amp; Human Development 4 and/or Psychology 4</td>
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</table>

**THIS PATHWAY MAY LEAD TO:**

**Employment**
Limited opportunities for students seeking employment directly from VCE
Some traineeships are available
See Careers adviser for more details.

**University**
Bachelor degrees in: Child Care, Chiropractic Nursing, Paramedics, Occupational Therapy Human Movement Physical Education Teaching, Public Health

**TAFE**
Associate Diplomas, Advanced Certificates and Certificates in: Childcare Health Sciences Social & Community Services Occupational Studies Hospitality Studies Tourism Events Management

**Careers Manager**
Tertiary Entry Needs Prerequisites
Recommended Units
Any special requirements
Subject Descriptions

ACCOUNTING - Contact: Mr Stannard

Refer to VCAA Accounting Study Design 2013 – 2017

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. 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.

Assessment
Assessment tasks for these units are selected from the following:
• a folio of exercises (manual and ICT-based)
• a test (manual and/or ICT-based)
• an assignment (manual and/or ICT-based)
• a case study (manual and/or ICT-based)
• a classroom presentation (oral or multimedia)
• a report (written, oral or multimedia).

Advice to students
It is recommended that students studying Unit 3 & 4 Accounting have studied Unit 1 & 2 Accounting.

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.

Assessment

<table>
<thead>
<tr>
<th>Study</th>
<th>Graded assessment</th>
<th>Type of assessment</th>
<th>Contribution to study score (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting AC03</td>
<td>1</td>
<td>Unit 3 School-assessed Coursework</td>
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<tr>
<td></td>
<td>2</td>
<td>Unit 4 School-assessed Coursework</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Written examination (2 hours)</td>
<td>50</td>
</tr>
</tbody>
</table>
BIOLOGY - Contact: Mr Van Est, Mr Christopoulos

Refer to VCAA Biology Study Design 2016 – 2020

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?
In this unit students explain what is needed by an organism to stay alive. 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. 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?
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.

Assessment
Suitable tasks for assessment may be selected from the following:
- a report of a fieldwork activity,
- annotations of a practical work folio of activities or investigations,
- a bioinformatics exercise,
- media response,
- data analysis,
- problem solving involving biological concepts, skills and/or issues,
- a reflective learning journal/blog related to selected activities or in response to an issue,
- a test comprising multiple choice and/or short answer and/or extended response,
- a report of a student-designed or adapted investigation

Advice to students
It is recommended that students studying Unit 3 & 4 Biology have studied Unit 1 & 2 Biology. Some background in chemistry is advised for students considering Units 3 and 4.

Unit 3: How do cells maintain life?
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. Students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Advice to students
It is recommended that students studying Unit 3 & 4 Biology have studied Unit 1 & 2 Biology.

Unit 4: How does life change and respond to challenges over time?
In this unit students consider the continual change and challenges to which life on Earth has been subjected. They examine change in life forms, investigate the relatedness between species and consider the impact of various change events on a population’s gene pool. 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.

Assessment

<table>
<thead>
<tr>
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<th>Contribution to study score (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology BI03</td>
<td>1</td>
<td>Unit 3 School-assessed Coursework</td>
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<tr>
<td></td>
<td>2</td>
<td>Unit 4 School-assessed Coursework</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Written examination (2½ hours)</td>
<td>60</td>
</tr>
</tbody>
</table>

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 micro-organisms is useful. Some background in chemistry is advised for students considering Units 3 and 4.
BUSINESS MANAGEMENT - Contact: Ms Zhang

Refer to VCAA Business Management Study Design 2017 - 2021

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 – Planning a business
Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation’s wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2 – Establishing a business
This unit focuses on the establishment phase of a business’s life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Assessment
Suitable tasks for assessment may be selected from the following: a case study analysis, a business research report, development of a business plan and/or feasibility study, an interview and a report on contact with business, a school-based, short-term business activity, a business simulation exercise, an essay, a business survey and analysis, a media analysis.

Advice to students
It is recommended that students studying Unit 3 & 4 Business Management have studied Unit 1 & 2 Business Management.

Unit 3 – Managing a business
In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 4 – Transforming a business
Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Assessment

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<tr>
<td>Business Management BM03</td>
<td>1</td>
<td>Unit 3 School-assessed Coursework</td>
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<tr>
<td></td>
<td>2</td>
<td>Unit 4 School-assessed Coursework</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Written examination (2 hours)</td>
<td>50</td>
</tr>
</tbody>
</table>
Rationale
Chemistry is a science that explores the workings of the universe from the smallest particles we know – atoms. 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?
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?
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.

Assessment
Suitable tasks for assessment may be selected from the following: annotations of a practical work folio of activities or investigations, a report of a practical activity or investigation, a modelling activity, media response, problem-solving involving chemical concepts, skills and/or issues, a reflective learning journal/blog related to selected activities or in response to an issue, data analysis, a test comprising multiple choice and/or short answer and/or extended response, a report of an independent investigation

Advice to students
It is recommended that students studying Unit 3 & 4 Chemistry have studied Unit 1 & 2 Chemistry.

Unit 3: How can chemical processes be designed to optimise efficiency? (2017)
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.

Assessment

<table>
<thead>
<tr>
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<th>Graded assessment</th>
<th>Type of assessment</th>
<th>Contribution to study score (%)</th>
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<tbody>
<tr>
<td>Chemistry CH03</td>
<td>1</td>
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<td>Unit 4 School-assessed Coursework</td>
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<tr>
<td></td>
<td>3</td>
<td>Written examination (2½ hours)</td>
<td>60</td>
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</tbody>
</table>
COMPUTING - Contact: Mr McPherson

Refer to VCAA Computing Study Design 2016 – 2019

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.

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. Students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. 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. 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
Students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. Students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. 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.

Assessment
Suitable tasks for assessment in this unit may be selected from the following: using digital systems and techniques, create a solution in response to a need, visual presentations, oral presentations, written reports.

Advice to students
It is recommended that students studying Unit 3 & 4 Software Development have studied Unit 1 & 2 Computing.

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.

Unit 4
Students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3. Students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. 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.

Assessment

<table>
<thead>
<tr>
<th>Study</th>
<th>Graded assessment</th>
<th>Type of assessment</th>
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<tr>
<td>3</td>
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</table>
ENGLISH/EAL - Contact: Ms Weymouth, Ms Michael, Mr Thorburn

Refer to VCAA English/EAL Study Design 2017 – 2020

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

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

Assessment
Suitable tasks for assessment in this unit are: an analytical response to a set text, a creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text • an analysis of the use of argument and persuasive language in text/s, a text intended to position an audience. Assessment tasks for Outcome 1 must include at least one analytical and one creative response to set texts. One assessment task, but no more than one task, in Unit 1 must be in oral or multimodal form. For EAL students at least one text provided for the assessment of Outcome 2 should be in spoken form or have a spoken component to allow for the assessment of listening skills.

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

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

Assessment

<table>
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<tr>
<th>Study</th>
<th>Graded assessment</th>
<th>Type of assessment</th>
<th>Contribution to study score (%)</th>
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<tr>
<td>EN09 – English as an Additional Language</td>
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</tr>
<tr>
<td></td>
<td>3</td>
<td>Written examination (3 hours)</td>
<td>50</td>
</tr>
</tbody>
</table>
ENGLISH LANGUAGE - Contact: Ms Weymouth

Refer to VCAA English Language Study Design 2016 - 2020

Rationale
The study of English Language enables students to further develop and refine their own skills in reading, writing, listening to and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades or social groups. In this study students read widely to develop their analytical skills and understanding of linguistics. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use, as well as consider a range of historical and contemporary written and spoken texts.

Unit 1: Language and communication
In this unit, students consider the way language is organised and explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children’s ability to acquire language, and the stages of language acquisition across a range of subsystems.

Unit 2: Language change
In this unit, students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected. Students also consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Students consider the cultural repercussions of the spread of English and the various possibilities for the future of English.

Assessment
Suitable tasks for assessment in this unit may be selected from the following: • a folio of annotated texts • an essay • an investigative report • an analysis of spoken and/or written text • an analytical commentary • a case study • short-answer questions • an analysis of data. Assessment tasks may be written, oral or multi-modal.

Unit 3: Language variation and social purpose
In this unit students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. Students examine the stylistic features of formal and informal language in both spoken and written modes. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning. Students consider how texts are influenced by the situational and cultural contexts in which they occur. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language, and through the ways in which language varieties are used in processes of inclusion and exclusion.

Unit 4: Language variation and identity
In this unit students focus on the role of language in establishing and challenging different identities. Students examine both print and digital texts to consider the ways different identities are constructed. Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between ‘us’ and ‘them’, creating solidarity and reinforcing social distance.

Assessment

<table>
<thead>
<tr>
<th>Study</th>
<th>Graded assessment</th>
<th>Type of assessment</th>
<th>Contribution to study score (%)</th>
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<td></td>
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<tr>
<td></td>
<td>3</td>
<td>Written examination (3 hours)</td>
<td>50</td>
</tr>
</tbody>
</table>
FOOD STUDIES - Contact: Ms Stambolziev
Refer to VCAA Food and Technology Study Design 2017 - 2021

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 origins
This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today’s urban living and global trade in food. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine.

Unit 2 – Food Makers
In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances.

Assessment
Tasks include a range of practical activities, a short written report: media analysis, research inquiry, historical timeline, comparative food-testing analysis or product evaluation, an oral presentation, a practical demonstration, a video or podcast.

Advice to students
It is recommended that students studying Unit 3 & 4 Food Studies have studied Unit 1 & 2 Food Studies.

Unit 3 – Food in daily life
This unit investigates the many roles and everyday influences of food. Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4 – Food issues, challenges and futures
In this unit students examine debates about global and Australian food systems. Students focus on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Assessment

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<tr>
<th>Study</th>
<th>Graded assessment</th>
<th>Type of assessment</th>
<th>Contribution to study score (%)</th>
</tr>
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<tr>
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<td></td>
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<td>School-assessed Task</td>
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<td></td>
<td>3</td>
<td>Written examination (1½ hours)</td>
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</tr>
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</table>
Refer to VCAA Health and Human Development Study Design 2014 – 2017

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 – The health and development of Australia’s youth
In this unit students are introduced to the concepts of health and individual human development. This unit focuses on the health and individual human development of Australia’s youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition. In this unit students identify issues that have an impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

Unit 2 - Individual human development and health issues
In this unit students identify issues that affect the health and individual human development of Australia’s mothers and babies, children and adults. Students investigate health issues in detail and analyse personal, community and government strategies and programs that affect the health and individual human development of mothers and babies, children and adults.

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

Advice to students
It is recommended that students studying Unit 3 & 4 HHD have studied Unit 1 & 2 HHD.

Unit 3 – Australia’s Health
Australians generally enjoy good health and are among the healthiest people in the world. The health status of Australians can be measured in many ways, such as consideration of burden of disease, health adjusted life expectancy, and disability adjusted life years (DALYs), life expectancy, under-five mortality rate, mortality and morbidity rates, incidence and prevalence of disease. Despite Australia’s good health status, there is still potential for improvements. Different levels of health are experienced by different groups, which can be attributed to the determinants of health, including the physical environment, biological, behavioural and social.

Unit 4 - Global Health and human development
This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests.

Assessment

<table>
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<tr>
<th>Study</th>
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</tr>
<tr>
<td></td>
<td>3</td>
<td>Written examination (2 hours)</td>
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</tbody>
</table>
**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**

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. 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.

**Unit 2: Twentieth century history 1945 –2000**

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 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.

**Assessment**

Assessment tasks over Units 1 and 2 should include the following: a historical inquiry, an analysis of primary sources, an analysis of historical interpretations, an essay

**Advice to students**

It is recommended that students studying Unit 3 & 4 History have studied Unit 1 & 2 History.

**Units 3 and 4: Revolutions**

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.

**Assessment**

<table>
<thead>
<tr>
<th>Study</th>
<th>Graded assessment</th>
<th>Type of assessment</th>
<th>Contribution to study score (%)</th>
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<td></td>
<td>2</td>
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<tr>
<td>HI13 Revolutions*</td>
<td>3</td>
<td>Written examination (2 hours)</td>
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</table>

*HI13 Revolutions* includes both History and Geography.
LANGUAGES OTHER THAN ENGLISH Chinese - 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 Auburn High School LOTE in Chinese FL is currently offered

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

RATIONALE
The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the cultures of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond. The study of Chinese develops students’ ability to understand and use a language which is spoken by about a quarter of the world’s population. It is the major language of communication in China and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia. Studying Chinese can provide a basis for continued learning and a pathway for students into a number of post-secondary options. A knowledge of Chinese can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

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.

Assessment
A total of four tasks should be selected from those listed below.
- discussion • personal letter/fax/email • listen to a spoken text (e.g. discussion, interview, broadcast) and extract and use information and ideas in a different text type and • read a written text (e.g. article, report, letter) and extract and use information and ideas in a different text type. • oral presentation or • review or • article.

It is expected that the student will respond in Chinese to all assessment tasks selected.

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

Assessment

<table>
<thead>
<tr>
<th>Study</th>
<th>Graded assessment</th>
<th>Type of assessment</th>
<th>Contribution to study score (%)</th>
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<td></td>
<td>2</td>
<td>Unit 4 School-assessed Coursework</td>
<td>25</td>
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<tr>
<td></td>
<td>3</td>
<td>Examination: oral component (10 minutes)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examination: written component (2 hours)</td>
<td>40</td>
</tr>
</tbody>
</table>

Advice
Chinese First Language is designed for students who will typically, have spent some time as a resident and/or have had significant experience of studying Chinese in a country in which Chinese is a major language of communication.
Introduction

Rationale
The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The ability to communicate in another language, in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts, commerce, technology, science, education etc.

Unit 1 and 2
At the end of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience, be able to listen to, read and obtain information from spoken and written texts, and be able to produce a personal response to a text focusing on real or imaginary experience. On completion of unit two, the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions, be able to listen to, read, and extract and use information and ideas from spoken and written texts, and be able to give expression to real or imaginary experience in spoken or written form.

Unit 3 and 4
On completion of these units the student should be able to express ideas through the production of original texts, be able to analyse and use information from spoken texts, and be able to exchange information, opinions and experiences. The student should also be able to analyse and use information from written texts and critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities.

Entry
There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

<table>
<thead>
<tr>
<th>Study</th>
<th>Graded assessment</th>
<th>Type of assessment</th>
<th>Contribution to study score (%)</th>
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<tbody>
<tr>
<td>VCE Languages: French</td>
<td>1</td>
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<tr>
<td></td>
<td>2</td>
<td>Unit 4 School-assessed Coursework</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Examination: oral component (10 minutes)</td>
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<tr>
<td></td>
<td></td>
<td>Examination: written component (2 hours)</td>
<td>37.5</td>
</tr>
</tbody>
</table>
LEGAL STUDIES - Contact: Ms Gibson

Refer to VCAA Legal Studies Study Design 2011 - 2017

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.

Assessment
Assessment tasks for this unit are selected from the following: • structured assignment • essay • mock court or role-play • folio and report • case study • test • report (written, visual, oral or multimedia).

Advice to students
It is recommended that students studying Unit 3 & 4 Legal Studies have studied Unit 1 & 2 Legal Studies.

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.

Assessment

<table>
<thead>
<tr>
<th>Study</th>
<th>Graded assessment</th>
<th>Type of assessment</th>
<th>Contribution to study score (%)</th>
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<tbody>
<tr>
<td>Legal Studies LS03</td>
<td>1</td>
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<td>2</td>
<td>School-assessed Coursework</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Written examination (2 hours)</td>
<td>50</td>
</tr>
</tbody>
</table>
Refer to VCAA Literature Study Design 2017 – 2020

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
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
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.

Assessment
Suitable tasks for assessment in this unit are: • an essay (comparative, interpretive, analytical or discursive) • a debate • a reading journal • a close analysis of selected passages • an original piece of writing responding to a text/s studied • an oral or a written review • a multimedia presentation • participation in an online discussion • performance and commentary.

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

Unit 4: Interpreting texts
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.

Assessment

<table>
<thead>
<tr>
<th>Study</th>
<th>Graded assessment</th>
<th>Type of assessment</th>
<th>Contribution to study score (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature LI01</td>
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<td>Unit 3 School-assessed Coursework</td>
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</tr>
<tr>
<td></td>
<td>3</td>
<td>Written examination (2 hours)</td>
<td>50</td>
</tr>
</tbody>
</table>
MATHEMATICS - Contact: Mr Christopoulos

Refer to VCAA Mathematics Study Design 2016 - 2018

Rationales
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
- Further Mathematics Units 3 and 4
- Mathematical Methods Units 1 and 2, 3 and 4
- Specialist Mathematics Units 1 and 2, 3 and 4

General Mathematics Units 1 and 2
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 Units 1 and 2
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.

Assessment
Demonstration of achievement is based on the student’s performance on a selection of the following assessment tasks: • investigations and projects; for example, a report on an application of mathematics such as costing of a birthday party, budgeting for a holiday, a survey of types of television programs or design of a car park • assignments, summary or review notes of mathematics that students have encountered in their work or study; for example, a written or a multimedia or an oral presentation of wages calculations, materials estimation for a task, personal budgeting • tests of mathematical skills developed across application contexts.

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

**A**

2 Unit Sequence

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
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<tbody>
<tr>
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**B**

4 Unit Sequence

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<th>Unit 3</th>
<th>Unit 4</th>
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<tbody>
<tr>
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**C**

4 Unit Sequence

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**D**

4 Unit Sequence

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<tr>
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**E**

6 Unit Sequence

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**F**

8 Unit Sequence

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<th>Unit 3</th>
<th>Unit 4</th>
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<tr>
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**Assessment**

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<th>Type of assessment</th>
<th>Contribution to study score (%)</th>
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<tr>
<td>Mathematics* MA11</td>
<td>1, 2, 3</td>
<td>Units 3 and 4 School-assessed Coursework Written examination 1 (1 hour) Written examination 2 (2 hours)</td>
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<tr>
<td>Mathematical Methods*</td>
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<tr>
<td>MA09 Specialist Mathematics*</td>
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</tbody>
</table>

**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.
MEDIA - Contact: Ms Bowen

Refer to VCAA Media Study Design 2012 - 2017

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.

Assessment
Assessment tasks for this unit are selected from the following: • radio or audio sequences • audio-visual or video sequences • photographs • print layouts • multimedia sequences or presentations • posters • tests • written responses • oral reports.

Advice to students
It is recommended that students studying Unit 3 & 4 Media have studied Unit 1 & 2 Media.

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.

Assessment

<table>
<thead>
<tr>
<th>Study</th>
<th>Graded assessment</th>
<th>Type of assessment</th>
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<tr>
<td></td>
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<td>Written examination (2 hours)</td>
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</table>

Entry
There are no prerequisites for entry to Units I, 2 & 3. Students must undertake Unit 3 prior to undertaking Unit 4.
PHYSICAL EDUCATION - Contact: Mr Boots

Refer to VCAA Physical Education Study Design 2017 - 2021

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: The human body in motion
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Unit 2: Physical activity, sport and society
This unit develops students’ understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Assessment
Tasks include: a written report analysing participation in at least four physical activities that demonstrate how the musculoskeletal and cardiorespiratory systems work together to produce movement, a practical laboratory report linking key knowledge and key skills to a practical activity or practical activities • a case study analysis • a data analysis • a critically reflective folio/diary of participation in practical activities • a visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file • a physical simulation or model • an oral presentation such as podcast, debate • a written report • structure questions.

Advice to students
It is recommended that students studying Unit 3 & 4 Physical Education have studied Unit 1 & 2 Physical Education.

Unit 3: Movement skills and energy for physical activity (2018)
This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise.

Unit 4: Training to improve performance
In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

Assessment

<table>
<thead>
<tr>
<th>Study</th>
<th>Graded assessment</th>
<th>Type of assessment</th>
<th>Contribution to study score (%)</th>
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<tbody>
<tr>
<td>Physical Education PE03</td>
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<td>2</td>
<td>Unit 4 School-assessed Coursework</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Written examination (2 hours)</td>
<td>50</td>
</tr>
</tbody>
</table>
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?
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?
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.

Assessment
Suitable tasks for assessment may be selected from the following:
• an annotated folio of practical activities • data analysis • design, building, testing and evaluation of a device • an explanation of the operation of a device • a proposed solution to a scientific or technological problem • a report of a selected physics phenomenon • a modelling activity • a media response • a summary report of selected practical investigations • a reflective learning journal/blog related to selected activities or in response to an issue • a test comprising multiple choice and/or short answer and/or extended response

Advice to students
It is recommended that students studying Unit 3 & 4 Physics have studied Unit 1 & 2 Physics.

Unit 3: How do fields explain motion and electricity?
In this unit, students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. 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.

Unit 4: How can two contradictory models explain both light and matter?
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.

Assessment

<table>
<thead>
<tr>
<th>Study</th>
<th>Graded assessment</th>
<th>Type of assessment</th>
<th>Contribution to study score (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics PH03</td>
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<tr>
<td></td>
<td>2</td>
<td>Unit 4 School-assessed Coursework</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Written examination (2½ hours)</td>
<td>60</td>
</tr>
</tbody>
</table>
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.

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

Advice to students
It is recommended that students studying Unit 3 & 4 PDT have studied Unit 1 & 2 PDT.

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.

Assessment

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<tr>
<th>Study</th>
<th>Graded assessment</th>
<th>Type of assessment</th>
<th>Contribution to study score (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product Design and Technology</td>
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</tr>
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<td>DT03</td>
<td>2</td>
<td>School-assessed Task</td>
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<tr>
<td></td>
<td>3</td>
<td>Written examination (1½ hours)</td>
<td>30</td>
</tr>
</tbody>
</table>
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?
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?
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.

Assessment
Suitable tasks for assessment may be selected from the following:
a report of a practical activity involving the collection of primary data • a research investigation involving the collection of secondary data • a brain structure modelling activity • a logbook of practical activities • analysis of data/results including generalisations/conclusions • media analysis/response • problem solving involving psychological concepts, skills and/or issues • a test comprising multiple choice and/or short answer and/or extended response • a reflective learning journal/blog related to selected activities or in response to an issue• a report of an investigation into brain function and/or development that can be presented in various formats, for example digital presentation, oral presentation, or written report

Advice to students
It is recommended that students studying Unit 3 & 4 Psychology have studied Unit 1 & 2 Psychology.

Unit 3: How does experience affect behaviour and mental processes?
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?
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.

Assessment

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<tr>
<th>Study</th>
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<th>Type of assessment</th>
<th>Contribution to study score (%)</th>
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<td>Unit 4 School-assessed Coursework</td>
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<td></td>
<td>3</td>
<td>Written examination (2½ hours)</td>
<td>60</td>
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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: Studio inspiration and techniques
In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

Unit 2: Studio exploration and concepts
In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists’ work in the making of new artworks.

Assessment
Suitable tasks for assessment may be selected from the following:
- an outline of a proposed investigation of studio practice using visual language
- a selection of exploratory work and a visual diary, showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques
- a presentation of at least one finished artwork
- an extended response
- a short-answer responses
- a presentation using digital technologies
- an oral presentation.

Advice to students
It is recommended that students studying Unit 3 & 4 Studio Art have studied Unit 1 & 2 Studio Art.

Unit 3: Studio practices and processes
In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4. The study of artists and their work practices and processes may provide inspiration for students’ own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms.

Unit 4: Studio practice and art industry contexts
In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists’ involvement in the art industry, focusing on at least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions.

Assessment

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<tr>
<th>Study</th>
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<th>Type of assessment</th>
<th>Contribution to study score (%)</th>
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<td></td>
<td>3</td>
<td>Written examination (1½ hours)</td>
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46
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.

Assessment
Assessment tasks for this unit are selected from the following: • folio of observational, visualisation and presentation drawings created using manual and/or digital methods • final presentations created using manual and/or digital methods • written report of a case study • annotated visual report of a case study • oral report of a case study supported by written notes and/or visual materials • folio of typography and image ideas and concepts created using manual and digital methods • folio of technical drawings created using manual and/or digital methods • written and/or oral descriptions and analysis of historical and contemporary design examples • folio demonstrating the design process created using manual and/or digital methods • final presentations of visual communications.

Advice to students
It is recommended that students studying Unit 3 & 4 VCD have studied Unit 1 & 2 VCD.

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.

Assessment

<table>
<thead>
<tr>
<th>Study</th>
<th>Graded assessment</th>
<th>Type of assessment</th>
<th>Contribution to study score (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Communication Design</td>
<td>1</td>
<td>Units 3 and 4 School-assessed</td>
<td>25</td>
</tr>
<tr>
<td>VC03</td>
<td>2</td>
<td>Coursework School-assessed Task</td>
<td>40</td>
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<tr>
<td></td>
<td>3</td>
<td>Written examination (1½ hours)</td>
<td>35</td>
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<tr>
<td><strong>Assessment task</strong></td>
<td>Graded activities in Units 1 &amp; 2 such as sitting a test, producing a folio of work or a research report.</td>
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<tr>
<td><strong>Victorian Curriculum and Assessment Authority</strong></td>
<td>The body that administers the VCE.</td>
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<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>
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<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>
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<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>
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<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 rank the remaining students.</td>
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<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>
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<tr>
<td><strong>Semester</strong></td>
<td>Half year.</td>
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<tr>
<td><strong>Sequence</strong></td>
<td>2 units at levels 3 and 4 in the same study (subject).</td>
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<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>
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<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>
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<tr>
<td><strong>Unit</strong></td>
<td>A self-contained study of a semester’s length.</td>
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</tbody>
</table>
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