<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 20 June 2014</td>
<td>Download the Senior Certificates Handbook available online at the College website</td>
</tr>
<tr>
<td>From Friday 20 June 2014</td>
<td>Read this Handbook carefully</td>
</tr>
<tr>
<td></td>
<td>Discuss your plans with Parents/Guardians</td>
</tr>
<tr>
<td></td>
<td>Make a list of teachers with whom you need to discuss your subject selection plans</td>
</tr>
<tr>
<td></td>
<td>Discuss your plans with relevant teachers</td>
</tr>
<tr>
<td>Monday 21 July 2014</td>
<td>Year 11 2015 – Attend the Subject Selection Overview Assembly</td>
</tr>
<tr>
<td>Tuesday 22 July 2014</td>
<td>Year 11 2015 – Attend the Learning Area Subject Presentations in Vocational Pathways</td>
</tr>
<tr>
<td></td>
<td>Year 11 2015 – Attend the VCE and VCAL Information Night with your Parents/Guardians</td>
</tr>
<tr>
<td>From Wednesday 23 July 2014</td>
<td>Collect VCE and/or VET acceleration application form if you are considering accelerated Unit 3 &amp; 4 studies or VET studies</td>
</tr>
<tr>
<td>Friday 1 August 2014</td>
<td>Final date to submit application forms for accelerated studies and VET studies</td>
</tr>
<tr>
<td>From Monday 4 August 2014</td>
<td>Enter your subject preferences into the online Student Options Module</td>
</tr>
<tr>
<td></td>
<td>Print a copy of your subject preferences from the online Student Options Module</td>
</tr>
<tr>
<td></td>
<td>Parents/Guardians to sign the printed copy of your subject preferences</td>
</tr>
<tr>
<td></td>
<td>Submit the signed copy of your subject preferences to the Teaching and Learning Office</td>
</tr>
<tr>
<td>Tuesday 5 August 2014</td>
<td>Year 11 2015 – Attend Subject Selection mentoring in Vocational Pathways classes</td>
</tr>
<tr>
<td>Monday 18 August 2014</td>
<td>Final date to enter your subject preferences into the online Student Options Module which closes at 11.59 pm</td>
</tr>
<tr>
<td></td>
<td>Final date to print a copy of your subject preferences from the online Student Options Module which closes at 11.59 pm</td>
</tr>
<tr>
<td></td>
<td>Final date for parents/guardians to sign the printed copy of your subject preferences</td>
</tr>
<tr>
<td>Tuesday 19 August 2014</td>
<td>Final date to return the signed copy of your subject preferences to the Teaching and Learning Office</td>
</tr>
</tbody>
</table>
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- VCE Unit Descriptions  
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  - Agriculture and Horticulture Studies  
  - Australian and Global Politics  
  - Biology  
  - Business Management  
  - Chemistry  
  - Dance  
  - Drama  
  - Economics  
  - English  
  - English Language  
  - Extended Investigation  
  - Food and Technology  
  - Geography  
  - Health and Human Development  
  - History  
  - Information Technology  
  - Language – French or Italian  
  - Legal Studies  
  - Literature  
  - Mathematics Overview  
    - Foundation Mathematics  
    - General Mathematics  
    - General Mathematics (Advanced)  
    - Mathematical Methods  
    - Further Mathematics  
    - Specialist Mathematics  
  - Media  
  - Music Performance  
  - Philosophy  
  - Physical Education  
  - Physics  
  - Product Design and Technology  
  - Psychology  
  - Religion and Society  
  - Studio Art  
  - Texts and Traditions  
  - Visual Communication and Design  

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2015 VCE / VCAL Subject Selection Timeline

Friday 20 June 2014  Senior Certificates Handbook available online at the College website
Tuesday 22 July 2014  Year 11 2015 VCE and VCAL Information Night for parents and students 
learning Area Subject Presentations in Vocational Pathways
Wednesday 23 July 2014  VCE & VET acceleration applications open for collection and submission
Friday 1 August 2014  Deadline for acceleration applications
Monday 4 August 2014  Student Options Module opens for data
Tuesday 5 August and Monday 18 August 2014  Subject Selection mentoring in Vocational Pathway classes
Monday 5 August to Monday 18 August 2014  Students enter preferences online, print-out a copy to be signed off by parents. Signed sheet returned to central collection box. Options module closes at 11.59pm on 18th August.
Tuesday 19 August 2014  Deadline for return of signed preferences.
**KEY CONTACTS**

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postal Address:</td>
<td>P O Box 111, Kilmore Vic 3764</td>
<td></td>
</tr>
<tr>
<td>Telephone:</td>
<td>03 5782 1422</td>
<td></td>
</tr>
<tr>
<td>Facsimile:</td>
<td>03 5782 1902</td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>Mr Michael Kenny</td>
<td><a href="mailto:michael.kenny@assumption.vic.edu.au">michael.kenny@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>Mr Maurice Di Muzio</td>
<td><a href="mailto:maurice.dimuzio@assumption.vic.edu.au">maurice.dimuzio@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Director of Staff &amp; Welfare</td>
<td>Mrs Maureen Kurzman</td>
<td><a href="mailto:maureen.kurzman@assumption.vic.edu.au">maureen.kurzman@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Director of Teaching &amp; Learning</td>
<td>Ms Tracey Kift</td>
<td><a href="mailto:tracey.kift@assumption.vic.edu.au">tracey.kift@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Curriculum Coordinator</td>
<td>Ms Cristina Vergara</td>
<td><a href="mailto:cristina.vergara@assumption.vic.edu.au">cristina.vergara@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>VCE Coordinator</td>
<td>Ms Rachel Williams</td>
<td><a href="mailto:rachel.williams@assumption.vic.edu.au">rachel.williams@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>VET/SBAT Coordinator</td>
<td>Mrs Carol Fisher</td>
<td><a href="mailto:carol.fisher@assumption.vic.edu.au">carol.fisher@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>VCAL Coordinator</td>
<td>Mrs Jenny Pendlebury</td>
<td><a href="mailto:jenny.pendlebury@assumption.vic.edu.au">jenny.pendlebury@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Pathways Coordinator</td>
<td>Mrs Jenny Pendlebury</td>
<td><a href="mailto:jenny.pendlebury@assumption.vic.edu.au">jenny.pendlebury@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>VASS Administrator / Timetabler</td>
<td>Mr Vincenzo Rovetto</td>
<td><a href="mailto:vincenzo.rovetto@assumption.vic.edu.au">vincenzo.rovetto@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Senior Transition Coordinator</td>
<td>Mrs Ursula Linke</td>
<td><a href="mailto:ursula.linke@assumption.vic.edu.au">ursula.linke@assumption.vic.edu.au</a></td>
</tr>
</tbody>
</table>

**LEARNING AREA COORDINATORS**

<table>
<thead>
<tr>
<th>Area</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Ms Anna Liggieri</td>
<td><a href="mailto:anna.liggieri@assumption.vic.edu.au">anna.liggieri@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Senior English</td>
<td>Mr Tristan Davis</td>
<td><a href="mailto:tristan.davis@assumption.vic.edu.au">tristan.davis@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Senior Mathematics (acting)</td>
<td>Ms Laila Sarraf</td>
<td><a href="mailto:laila.sarraf@assumption.vic.edu.au">laila.sarraf@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>LOTE</td>
<td>Mrs Jane Darrou</td>
<td><a href="mailto:jane.darrou@assumption.vic.edu.au">jane.darrou@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Humanities</td>
<td>Ms Elisa Litvin</td>
<td><a href="mailto:elisa.litvin@assumption.vic.edu.au">elisa.litvin@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Ms Judita Turco</td>
<td><a href="mailto:judita.turco@assumption.vic.edu.au">judita.turco@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Mr Matthew Johnson</td>
<td><a href="mailto:matthew.johnson@assumption.vic.edu.au">matthew.johnson@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Science</td>
<td>Ms Jess Wogan</td>
<td><a href="mailto:jess.wogan@assumption.vic.edu.au">jess.wogan@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Technology</td>
<td>Mrs Robin Panousieris</td>
<td><a href="mailto:robin.panousieris@assumption.vic.edu.au">robin.panousieris@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Mr Jason Gilchrist</td>
<td><a href="mailto:jason.gilchrist@assumption.vic.edu.au">jason.gilchrist@assumption.vic.edu.au</a></td>
</tr>
</tbody>
</table>
Students in Year 11 and 12 will undertake either the Victorian Certificate of Education (VCE) or and Victorian Certificate of Applied Learning (VCAL). Each of these certificates is of equal value and will suit the skills, needs and goals of different students.

Both VCE and VCAL consist of a two year course of study and this booklet is designed to assist students in making course selections.

- **The Victorian Certificate of Education (VCE)** which may include a combination of:
  - VCE Units
  - VET (Vocational Education Training) Units – school-based or external
  - SBAT
  - Accelerated Studies and University Extension Studies

And

- **The Victorian Certificate of Applied Learning (VCAL)** which will include a combination of:
  - VCAL units
  - VET (Vocational Education Training) Units – school-based or external
  - VCAL units
  - SBAT
  - Work Placement

As a general rule, students interested in moving directly from secondary education into tertiary study at university, would generally consider completing their VCE Certificate; students interested in moving into a full-time apprenticeship after Year 12 might consider completing their VCAL Certificate. However, it is possible for students to go to university via a VCAL Pathway and for apprenticeships to be gained by students completing their VCE Certificate.

Within either a VCE or a VCAL Certificate, students may consider including a VET (Vocational Education and Training) Study or an SBA (School Based Apprenticeship) in their program. In addition to a number of school-based VET studies, a wide range of external VET courses are available to student.

Students are encouraged to explore and consider all options before making final choices. Discuss your plans with Parents, Pastoral Care Teachers, House Coordinator, Pathways Co-ordinator, Subject Teachers and other students, as all can offer valuable perspectives and assist in making informed decisions. Importantly:

- Identify your strengths and interests by reflecting on your learning and your future direction.
- Read this Handbook carefully, make use of the subject selection information provided in Vocational Pathways (Year 10), and attend Information Evenings with your parents to find out as much as you can about individual studies and the pathways available.
- Seek course and careers guidance, including the pre-requisites for future study and work.
The VCE is awarded to all students who satisfactorily complete (i.e. gain an “S” for) at least 16 units of study. These units must include:

- three units of any VCE English, of which two must be a Unit 3 & 4; AND
- three sequences of VCE or VCE VET Units 3/4, other than VCE English Units 3/4.

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

- Religious Education in Year 11 (via a VCE 1/2 study or an accelerated 3/4 study);
- Religious Education in Year 12 (via a school-based seminar program or a VET study or);
- four units of any English including any English Unit 3/4 study; and
- the balance of program by way of student’s personal choice (as approved by relevant staff at the college).

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

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

ACCELERATED LEARNING

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

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

The criteria for considering an application for Accelerated Learning are:

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

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

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

At Assumption College this advice applies to the following studies:

**Mathematics**
Please consult the Mathematics Learning Area Coordinator for the various Mathematics combinations.

**Accounting**
Students must satisfactorily complete Unit 2 before attempting Units 3/4.

**Chemistry**
Students must satisfactorily complete Units 1/2 before attempting Units 3/4.

**Information Technology**
Students are advised to satisfactorily complete Unit 1 or 2 before attempting Units 3/4.

**LOTE**
Students must satisfactorily complete Units 1/2 before attempting Units 3/4.

**Physics**
Students are advised to do Unit 2 before attempting Units 3/4.

**VET**
Students must satisfactorily complete Units 1/2 before attempting Units 3/4.

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

A number of VCE Program Planner Templates are provided over the next few pages to allow students to map out their VCE selections over the two to three years of their VCE program and take a longer term view.

Student should select the appropriate planner template depending on whether they are including or did include accelerated VCE studies in their program in Year 10.

For assistance on using the template, students are encouraged to speak to their Pastoral Care Teacher, subject teachers and the Pathways team for assistance.
In a standard program, students must complete 6 Year 11 subjects (including RE and English) and 5 Year 12 Subjects (RE can be completed via a seminar program and students are not required to include a Unit 3 & 4 VCE RE study in their program.

**YEAR 11**

- English Unit 1 & 2
  OR
- English Language Unit 1 & 2
  OR
- Literature Unit 1 & 2

- Religion & Society Unit 1 & 2
  OR
- Texts & Traditions Unit 1 & 2

**YEAR 12**

- English Unit 3 & 4
  OR
- English Language Unit 3 & 4
  OR
- Literature Unit 3 & 4

- Study 2:
- Study 3:
- Study 4:
- Study 5:

+ Year 12 RE Seminar
In a standard program, students must complete 6 Year 11 subjects (these must include a VCE RE and VCE English study at either Unit 1 & 2 or Unit 3 & 4 Level) and 5 Year 12 Subjects (RE can be completed via a seminar program and students are not required to include a Unit 3 & 4 VCE RE study in their program.)
In a standard program, students must complete 6 Year 11 subjects (these must include a VCE RE and VCE English study at either Unit 1 & 2 or Unit 3 & 4 Level) and 5 Year 12 Subjects (RE can be completed via a seminar program and students are not required to include a Unit 3 & 4 VCE RE study in their program. Students who complete 2 examined Unit 3 & 4 studies in Year 11 may be eligible to complete a reduced load in Year 12 (ie. complete 4 rather than 5 studies in their Year 12 year). However, reduced load will only be granted if the results achieved in these studies exceed a Study Score of 34. As such, students are asked to plan their program assuming that they will complete 5 studies in Year 12.
VCE SUBJECTS OFFERED IN 2015

Note: Not all listed studies or units will be offered in every year. Units will be offered on the basis of school resources and student interest and needs. The school reserves the right not to offer units selected by a small number of students and to balance the number of units offered if there is a significant imbalance.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting*</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Agricultural and Horticultural Studies*</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Australian and Global Politics*</td>
<td>1</td>
</tr>
<tr>
<td>Australian Politics*</td>
<td>3</td>
</tr>
<tr>
<td>Biology*</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Business Management*</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Dance*</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Drama*</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Economics*</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>English</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>English Language</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Extended Investigation*</td>
<td>3</td>
</tr>
<tr>
<td>Food and Technology</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Geography*</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Global Politics*</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Health and Human Development*</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>History*</td>
<td>1,2,3,4</td>
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<td>Information Technology*</td>
<td>1</td>
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<tr>
<td>Information Technology (IT applications)*</td>
<td>3</td>
</tr>
<tr>
<td>Information Technology (Software development)*</td>
<td>3</td>
</tr>
<tr>
<td>Language French</td>
<td>1,2,3,4</td>
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<tr>
<td>Language Italian</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>(Other languages may be attempted by correspondence)</td>
<td></td>
</tr>
<tr>
<td>Legal Studies*</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Literature</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Mathematics: Foundation</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics: General</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics: General (Advanced)*</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics: Further*</td>
<td>3</td>
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<tr>
<td>Mathematics: Methods (CAS)</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Mathematics: Specialist</td>
<td>3</td>
</tr>
<tr>
<td>Media</td>
<td>1,2,3,4</td>
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<tr>
<td>Music Performance</td>
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<td>Philosophy</td>
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<td>Product Design and Technology (Wood)</td>
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<td>Psychology*</td>
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<td>1,2,3,4</td>
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<td>Texts and Traditions*</td>
<td>1</td>
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<tr>
<td>Visual Communication and Design</td>
<td>1,2,3,4</td>
</tr>
</tbody>
</table>

*Denotes VCE Studies that may suitable as accelerated studies. Please note that students must apply to complete an accelerated study to be considered with respect to the criteria outlined on Page 5.
WHO TO TALK TO ABOUT VCE STUDIES

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Accounting</td>
<td>Mr S Davis, Mr B Terrill</td>
</tr>
<tr>
<td>VCE Agricultural and Horticultural Studies</td>
<td>Mr Jongebloed</td>
</tr>
<tr>
<td>VCE Biology</td>
<td>Ms Wogan, Ms Linke</td>
</tr>
<tr>
<td>VCE Business Management</td>
<td>Ms Jephson, Ms Hudson, Mr S Davis, Ms Ryan</td>
</tr>
<tr>
<td>VCE Chemistry</td>
<td>Mr Rovetto, Ms Sarraf</td>
</tr>
<tr>
<td>VCE Dance</td>
<td>Ms Turco</td>
</tr>
<tr>
<td>VCE Drama</td>
<td>Ms Turco</td>
</tr>
<tr>
<td>VCE Economics</td>
<td>Ms Litvin, Ms Hudson</td>
</tr>
<tr>
<td>VCE English</td>
<td>Ms Williams, Ms Stokes, Ms Richardson, Ms Roks, Ms Daly, Mr T Davis</td>
</tr>
<tr>
<td>VCE English Language</td>
<td>Ms Jephson</td>
</tr>
<tr>
<td>VCE Extended Investigation</td>
<td>Ms T Kift</td>
</tr>
<tr>
<td>VCE Food Technology</td>
<td>Mr Houghton, Mr Engel</td>
</tr>
<tr>
<td>VCE Geography</td>
<td>Ms Litvin, Mr Pannuzzo</td>
</tr>
<tr>
<td>VCE Australian and Global Politics</td>
<td>Ms Litvin, Mr Brown</td>
</tr>
<tr>
<td>VCE Health and Human Development</td>
<td>Ms Blackall, Ms Flavell, Ms Gaff</td>
</tr>
<tr>
<td>VCE History</td>
<td>Mr T Davis, Ms Litvin</td>
</tr>
<tr>
<td>VCE Information Technology</td>
<td>Mr Tonkin, Ms King</td>
</tr>
<tr>
<td>VCE IT: Applications</td>
<td>Mr Tonkin, Ms King</td>
</tr>
<tr>
<td>VCE IT: Software Development</td>
<td>Mr Tonkin, Ms King</td>
</tr>
<tr>
<td>VCE Language</td>
<td>Mrs Darrou (<em>French</em>), Mr Montemurro (<em>Italian</em>)</td>
</tr>
<tr>
<td>VCE Legal studies</td>
<td>Ms Ryan, Mr S Davis, Ms Hudson</td>
</tr>
<tr>
<td>VCE Literature</td>
<td>Ms T Kift, Ms Williams</td>
</tr>
<tr>
<td>VCE Mathematics: Foundation Mathematics</td>
<td>Ms Collins, Ms Bryar, Mr Langdon</td>
</tr>
<tr>
<td>VCE Mathematics: General Mathematics</td>
<td>Mr Egan, Mr Langdon, Mr Johnson, Ms Sarraf</td>
</tr>
<tr>
<td>VCE Mathematics: Further Mathematics</td>
<td>Mr Egan, Mr Weber, Ms Sarraf, Mr Perreira</td>
</tr>
<tr>
<td>VCE Mathematics: Mathematical Methods (CAS)</td>
<td>Ms Vergara, Mr Edwards, Ms Sarraf</td>
</tr>
<tr>
<td>VCE Mathematics: Specialist Mathematics</td>
<td>Mr Rovetto</td>
</tr>
<tr>
<td>Subject</td>
<td>Teachers</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>VCE Media</td>
<td>Ms Barro</td>
</tr>
<tr>
<td>VCE Music Performance</td>
<td>Ms Hong, Mr Barlow</td>
</tr>
<tr>
<td>VCE Philosophy</td>
<td>Ms Litvin</td>
</tr>
<tr>
<td>VCE Physical Education</td>
<td>Mr Johnson, Mr Phillip, Ms Flavell, Ms Gaff</td>
</tr>
<tr>
<td>VCE Physics</td>
<td>Ms Vergara, Mr Wels</td>
</tr>
<tr>
<td>VCE Product Design and Technology (Wood)</td>
<td>Mr Grattan, Mrs Panousieris</td>
</tr>
<tr>
<td>VCE Psychology</td>
<td>Mrs Roks, Ms Tavilla</td>
</tr>
<tr>
<td>VCE Religion &amp; Society</td>
<td>Ms Liggieri, Ms Pati</td>
</tr>
<tr>
<td>VCE Studio Arts</td>
<td>Mrs Bennett, Mr Gilchrist</td>
</tr>
<tr>
<td>VCE Texts and Traditions</td>
<td>Ms Liggieri</td>
</tr>
<tr>
<td>VCE Visual Communication &amp; Design</td>
<td>Ms Kelly</td>
</tr>
</tbody>
</table>
VCE ACCOUNTING

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a small business. Students study both theoretical and practical aspects of Accounting, developing skills in calculating, recording and reporting financial events. The accounting information will be collected and calculated using both manual and information and communications technology (ICT) methods.

Unit 1: Establishing and operating a service business
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit.
Area of Study 1: Going into business.
Area of Study 2: Recording financial data and reporting accounting information.

Unit 2: Accounting for a trading business
This unit focuses on accounting for a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyze and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.
Area of Study 1: Recording financial data and reporting accounting information.
Area of Study 2: FCT in accounting.

Unit 3: Recording & Reporting for a trading business
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasizes the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First out (FIFO) method is also used.
Area of Study 1: Recording financial data.
Area of Study 2: Balance day adjustments and reporting and interpreting accounting information.

Unit 4: Control and analysis of business performance
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system.
Area of Study 1: Extension of recording and reporting.
Area of Study 2: Financial planning and decision making.

Studies in Accounting can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Accountant</th>
<th>Human Resource Developer</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditor</td>
<td>Investment Analyst</td>
<td>Trade Analyst</td>
</tr>
<tr>
<td>Bank Officers</td>
<td>Management Consultant</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Business Analyst</td>
<td>Marketing Officer</td>
<td>Valuer</td>
</tr>
<tr>
<td>Company Secretary</td>
<td>Market Researcher</td>
<td></td>
</tr>
<tr>
<td>Corporate Treasurer</td>
<td>Portfolio Manager</td>
<td></td>
</tr>
<tr>
<td>Diplomat</td>
<td>Project Manager</td>
<td></td>
</tr>
<tr>
<td>Financial Advisor</td>
<td>Statistician</td>
<td></td>
</tr>
<tr>
<td>Financial Journalist</td>
<td>Stockbroker</td>
<td></td>
</tr>
<tr>
<td>Financial Planner/Manager</td>
<td>Tax Agent</td>
<td></td>
</tr>
</tbody>
</table>
The Australian economic fabric is reliant on its primary industries. Agricultural and Horticultural Studies provides opportunities for students to experience and understand these industries. The study allows students to develop and apply theoretical knowledge and skills to real world business and practices. They apply their acquired knowledge and skills to design, develop and manage a small agricultural or horticultural business as a project.

**Unit 1 Agricultural and Horticultural Operations**
In this unit students study local agricultural and horticultural operations and the factors that influence these operations, including historical, environmental, social and economic factors. Students apply their knowledge and skills in researching the feasibility of a small agricultural or horticultural business project. Specified areas of study are Elements of Australian Agricultural and Horticultural Systems and Agricultural and Horticultural Operations.
Area of Study 1: Influences on agricultural and horticultural systems
Area of Study 2: Agricultural and horticultural operations

**Unit 2 Production**
This unit focuses on an analysis of production systems in terms of physical, biological, social and economic factors and time. A scientific approach to investigating aspects of production is also included. The role of production systems in adding value to products is explored through an agricultural or horticultural business. Specified areas of study are Biological Factors in Agriculture and Horticulture and Production Systems and Processes.
Area of Study 1: Biological and environmental factors
Area of Study 2: Production systems and processes

**Unit 3 Technology, Innovation and Business Practices**
Technology in this study refers to the equipment and processes that can be used to maintain and enhance efficiency and effectiveness of agricultural and horticultural systems. To achieve sustainable systems, operators need to be aware of the available range of equipment and processes that may be used in their business. Specified areas of study are Current Technology, New and emerging Technology and Business Design.
Area of Study 1: Current Management techniques
Area of Study 2: New or emerging technology
Area of Study 3: Business design

**Unit 4 Sustainable Management**
This unit focuses on the management of agricultural/horticultural systems within the context of ecological sustainability. It takes a holistic approach to issues associated with land, plant and animal management. Specified areas of study are Business Plan Implementation and Evaluation, Sustainability in Agricultural and Horticulture and Resource Management and Maintenance.
Area of Study 1: Sustainability in agriculture and horticulture
Area of Study 2: Resource management and maintenance
Area of Study 3: Business plan implementation and evaluation

Studies in Agriculture & Horticulture can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Agricultural engineer</th>
<th>Forster</th>
<th>University Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural resource economist</td>
<td>Fruit, vegetable &amp; flower grower</td>
<td>Veterinarian</td>
</tr>
<tr>
<td>Agronomist</td>
<td>Horticulture manager</td>
<td>Viticulturalist</td>
</tr>
<tr>
<td>Biochemist</td>
<td>Landscape architect</td>
<td>Zoologist</td>
</tr>
<tr>
<td>Botanist</td>
<td>Park ranger</td>
<td></td>
</tr>
<tr>
<td>Customs officer</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Dairy technician</td>
<td>Tree surgeon</td>
<td></td>
</tr>
<tr>
<td>Ecologist</td>
<td>Soil scientist</td>
<td></td>
</tr>
<tr>
<td>Environmental scientist</td>
<td>Stock and Station Agent</td>
<td></td>
</tr>
<tr>
<td>Farmer/Farm Manager</td>
<td>Sustainability consultant</td>
<td></td>
</tr>
</tbody>
</table>
VCE AUSTRALIAN AND GLOBAL POLITICS

VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these and responses to them.

Unit 1: The national citizen
Students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored. Students also examine the role and influence of social and political movements as methods of organising political ideas and action.
Area of Study 1: Power, politics and democracy.
Area of Study 2: Exercising and challenging power.

Unit 2: The global citizen
This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’.
Area of Study 1: Global threads.
Area of Study 2: Global cooperation and conflict.

There are two possible choices for Units 3 and 4: Australian Politics or Global Politics

Australian Politics

Unit 3: Evaluating Australian democracy
This unit provides an overview of the operation of Australian democracy, and compares the practice of Australian politics and government with democratic ideals. The major elements of representative and liberal democracy are introduced and significant aspects of the Australian system are evaluated in terms of their democratic strengths and weaknesses.
Area of Study 1: Australian democracy.
Area of Study 2: Australian democracy in perspective.

Unit 4: Australian public policy
This unit focuses on Australian federal public policy formulation and implementation. During the formulation stage of many public policies, the government is subject to pressures from competing stakeholders and interests. As the government responds to these influences and pressures, policy proposals are often subject to change and compromise. Students investigate the complexities the government faces in putting public policy into operation.
Area of Study 1: Domestic policy.
Area of Study 2: Foreign policy.

Global Politics

Unit 3: Global Actors
In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.
Area of Study 1: Global actors.
Area of Study 2: Power in the Asia-Pacific region.
Unit 4: Global challenges
In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them.
Area of Study 1: Ethical issues and debates.
Area of Study 2: Crises and responses.

Studies in Politics can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Campaign Worker</th>
<th>Lobbyist</th>
<th>Politician</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administrator</td>
<td>Social Worker</td>
<td>Human Rights Advocate</td>
</tr>
<tr>
<td>Political Correspondent</td>
<td>International Market Researcher</td>
<td>Labour Relations Specialist</td>
</tr>
<tr>
<td>Foreign Service Worker</td>
<td>Diplomat</td>
<td>Lawyer</td>
</tr>
<tr>
<td>Public Opinion Analyst</td>
<td>Editor</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Journalist</td>
<td></td>
</tr>
<tr>
<td>Political Consultant</td>
<td>Intelligence Agent</td>
<td></td>
</tr>
<tr>
<td>Public Relations Director</td>
<td>Human Resource Specialist</td>
<td></td>
</tr>
<tr>
<td>Urban Planner</td>
<td>Policy Analyst</td>
<td></td>
</tr>
</tbody>
</table>
VCE BIOLOGY

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

Unit 1 Unity and Diversity
This unit examines cell structure and functional unit of the whole organism. It investigates the challenges that all life forms encounter for obtaining nutrients and water, a source of energy, excretion and reproduction. Students explore the diversity of organisms and how their structure and functioning of systems assist in maintaining their internal environment.
Area of Study 1: Cells in action
Area of Study 2: Functioning organisms

Unit 2 Organisms and their environment
This unit examines the relationship between living things and their environment. Students investigate how features possessed by organisms affect their fitness and reproductive success. Students investigate how technologies are being applied to monitor natural ecosystems and to manage the environment.
Area of Study 1: Adaptations of organisms
Area of Study 2: Dynamic ecosystems

Unit 3 Signatures of Life
This unit examines the molecules and biochemical processes that are indicators of life. They consider the universality of DNA and investigate its structure. Students investigate the significant role of proteins in cell functioning. They investigate how cells communicate and the technological advances that have contributed to our knowledge and understanding of molecular biology.
Area of Study 1: Molecules of life
Area of Study 2: Detecting and responding

Unit 4 Continuity and Change
Students examine evidence for evolution of life forms over time. They examine the universality of DNA and conservation of genes. Students study how genes are transmitted from one generation to the next. They examine the interrelationships between biological, cultural and technological evolution.
Area of Study 1: Heredity
Area of Study 2: Change over time

Studies in Biology can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Agricultural scientist</th>
<th>Geneticist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomist</td>
<td>Horticulturalist</td>
</tr>
<tr>
<td>Agronomist</td>
<td>Horticulture manager</td>
</tr>
<tr>
<td>Biologist</td>
<td>Immunologist</td>
</tr>
<tr>
<td>Biotechnologist</td>
<td>Landscape architect</td>
</tr>
<tr>
<td>Botanist</td>
<td>Marine Biologist</td>
</tr>
<tr>
<td>Ecologist</td>
<td>Microbiologist</td>
</tr>
<tr>
<td>Entomologist</td>
<td>Natural therapist</td>
</tr>
<tr>
<td>Environmental planner</td>
<td>Pathologist</td>
</tr>
<tr>
<td>Forensic Pathologist</td>
<td>Pharmacist</td>
</tr>
</tbody>
</table>

Teacher
University Lecturer
Veterinarian
Viticulturalist
Zoologist

Agronomist
Horticulturalist
Horticulture manager
Immunologist
Landscape architect
Marine Biologist
Microbiologist
Natural therapist
Pathologist
Pharmacist

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

Unit 1 Description: Small Business Management
This unit looks at the management of small business in Australia. Students will focus on generic business concepts, which apply to organisations that vary in size, complexity and the industry in which they operate. Full consideration will be made by the student of the wide range of activities related to the planning and operation of small business.
Area of Study 1: Introducing business.
Area of Study 2: Small business decision-making, planning and evaluation.
Area of Study 3: Day-to-day operations.

Unit 2 Description: Communication and Management
This unit examines how management operates within a changing environment and how it responds to the forces of change, which it regularly meets in the commercial world. The unit also focuses on the importance that communication plays in the management process as well as investigating the crucial role of marketing public relations in the current marketplace.
Area of Study 1: Communication in business.
Area of Study 2: Managing the marketing function.
Area of Study 3: Managing the public relations function.

Unit 3 Description: Corporate Management
This unit a detailed examination is made of the role and importance of large-scale organizations to the Australian economy, focusing particularly on key elements of these organizations and the many roles that Managers play. Management styles, skills and competencies are studied critically along with the ways in which these managers manage change within the dynamic global environment.
Area of Study 1: Large scale organisations in context.
Area of Study 2: Internal environment of large scale organisations.
Area of Study 3: The Operations Management function.

Unit 4 Description: Managing People and Change
This unit examines human resource management practices and processes within large-scale organizations in Australia. A thorough investigation of the operations practices and processes involved in large business is also covered.
Area of Study 1: The human resource management function.
Area of Study 2: The management of change.

Studies in Business Management can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Advertising</th>
<th>Industrial Relations Officer</th>
<th>Stockbroker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brand Management</td>
<td>Investment Analyst</td>
<td>Teacher</td>
</tr>
<tr>
<td>Business Analyst</td>
<td>Management consultant</td>
<td>Trade Analyst</td>
</tr>
<tr>
<td>Company Secretary</td>
<td>Market researcher</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Diplomat</td>
<td>Marketing Officer</td>
<td>Statistician</td>
</tr>
<tr>
<td>Exporter/Importer</td>
<td>Political scientist</td>
<td>Securities dealer</td>
</tr>
<tr>
<td>Farmer/Farm Manager</td>
<td>Portfolio manager</td>
<td>Financial Manager</td>
</tr>
<tr>
<td>Human Resource Developer</td>
<td>Public relations officer</td>
<td>Financial Journalist</td>
</tr>
</tbody>
</table>
Chemistry is the study of substances encountered in our everyday life. It enables us to understand how and why chemicals are being used and their effects on the environment.

**Unit 1 The Big Ideas of Chemistry**
The story of chemistry begins with the building of the Periodic Table. The electron configuration of an element, its tendency to form a particular bond type and its ability to behave as an oxidant or reductant can all be linked to its position in the Periodic Table. Students study the models for metallic, ionic and covalent bonding. They consider the widespread use of polymers as an example of the importance of chemistry to their everyday lives. Students are introduced to the development and application of 'smart' materials. Developing new materials has escalated with the use of synchrotron science that explores particle behaviour at an ever-decreasing size.

Area of Study 1: The Periodic Table
Area of Study 2: Materials

**Unit 2 Environmental Chemistry**
Living things on earth have evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Algae blooms, salinity, acid rain, depletion of ozone, photochemical smog, and global warming continue to have an impact on living things and the environment. Students will investigate how chemistry is used to respond to the effects of human activities on our environment. The principles and applications of green chemistry – benign by design – to processes and practices are included. The goal of these processes is to achieve hazard-free, waste-free, energy efficient synthesis of non-toxic products whilst maintaining efficiency.

Area of Study 1: Water
Area of Study 2: The Atmosphere

**Unit 3 Description: Chemical Pathways**
In this unit students investigate the scope of techniques available to the analytical chemist. Chemical analysis is vital in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field, and the environmental chemist monitoring the health of a waterway.

Area of Study 1: Chemical Analysis
Area of Study 2: Organic Chemical Pathways

**Unit 4 Description: Chemistry at Work**
In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions, Acid-base equilibria, waste management, health and safety and establishing optimum conditions for the production of a chemical are investigated.

Area of Study 1: Industrial Chemistry
Area of Study 2: Supplying and using energy

**Studies in Chemistry** can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Anaesthetist</th>
<th>Mining &amp; metallurgy</th>
<th>Surgeon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemist</td>
<td>Nutritionist</td>
<td>Teacher</td>
</tr>
<tr>
<td>Chemical engineer</td>
<td>Obstetrician/Gynaecologist</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Environmental scientist</td>
<td>Ophthalmologist</td>
<td>Medical practitioner</td>
</tr>
<tr>
<td>Food technologist</td>
<td>Pathologist</td>
<td>Radiologist</td>
</tr>
<tr>
<td>Geneticist</td>
<td>Paediatrician</td>
<td>Manufacturing – quality control</td>
</tr>
<tr>
<td>Geochemist</td>
<td>Pharmacist</td>
<td>Psychiatrist</td>
</tr>
<tr>
<td>Industrial chemist</td>
<td>Pharmacologist</td>
<td></td>
</tr>
</tbody>
</table>
VCE DANCE

Unit 1:
Students explore the potential of the body as an instrument of expression. They learn about and develop technical and physical skills. Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe use of technical and physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes. They discuss cultural influences on their own dance backgrounds, and on the expressive intentions and movement vocabulary in their own dances.
Area of Study 1: Dance Perspectives
Area of Study 2: Choreography and Performance
Area of Study 3: Dance Technique and Performance
Area of Study 4: Awareness and Maintenance of a Dancer’s Body

Unit 2:
This unit focuses on expanding students’ personal movement vocabulary and choreographic skills through the exploration of the elements of movement; time, space (including shape) and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others. Students are also introduced to pre-1930 dance tradition/s, style/s and/or works. Students describe the movement vocabulary in their own and others’ dances by identifying expressive body actions and ways the elements of movement have been manipulated.
Area of Study 1: Dance Perspectives
Area of Study 2: Choreography, Performance and Dance-making Analysis
Area of Study 3: Dance Technique, Performance and Dance Analysis

Unit 3:
This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the physical execution of a diverse range of body actions and use of technical and performance skills. Students also learn a group dance work created by another choreographer. The dance-making and performance processes involved in choreographing, rehearsing and performing the solo dance work, and learning, rehearsing and performing the learnt group dance work are analysed. The students also focus on developing an understanding of the ways choreographers of prescribed twentieth and/or twenty-first century solo dance works arrange selected movement vocabulary into related phrases and movement sections to create formal structures to communicate their expressive intention.
Area of Study 1: Dance Perspectives
Area of Study 2: Choreography, Performance and Dance-making Analysis
Area of Study 3: Dance Technique, Performance and Dance Analysis

Unit 4:
This unit focuses on choreography, rehearsal and performance of a unified solo dance work which has a beginning, development/s and resolution. When rehearsing and performing this work students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of performance skills. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the unified solo dance work.
Area of Study 1: Dance Perspectives
Area of Study 2: Choreography, Performance and Dance-making Analysis

Units 3 and 4 Examinations:
In Dance the student’s level of achievement will be determined by school-assessed coursework, an end-of-year performance examination (50% of study score) and an end-of-year written examination (25% of study score).

Students electing VCE Dance will be required to be taking regular technique classes outside of the classroom to develop their skills and commence in Unit 1 with past dance experience.
Studies in Dance can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Actor</th>
<th>Director</th>
<th>Performing Arts Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agent</td>
<td>Drama Teacher</td>
<td>Personal Trainer</td>
</tr>
<tr>
<td>Announcer</td>
<td>Fashion Designer</td>
<td>Physical Education Teacher</td>
</tr>
<tr>
<td>Audio-visual Technician</td>
<td>Fitness Instructor</td>
<td>Playwright</td>
</tr>
<tr>
<td>Casting Director</td>
<td>Lighting Technician</td>
<td>Producer</td>
</tr>
<tr>
<td>Choreographer</td>
<td>Makeup Artist</td>
<td>Screenwriter</td>
</tr>
<tr>
<td>Costume Designer</td>
<td>Model</td>
<td>Singer</td>
</tr>
<tr>
<td>Dance Teacher</td>
<td>Musician</td>
<td>Stage Hand</td>
</tr>
<tr>
<td>Dance Therapist</td>
<td>Music Teacher</td>
<td>Stunt Person</td>
</tr>
<tr>
<td>Dancer</td>
<td>Music Therapist</td>
<td>TV Presenter</td>
</tr>
</tbody>
</table>
Unit 1 Description:
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. This unit also involves analysis of a student’s own performance work and analysis of a performance by professional and other drama practitioners.
Area of Study 1: Creating a Devised Performance
Area of Study 2: Presenting a Devised Performance
Area of Study 3: Analysing a Devised Performance
Area of Study 4: Analysing Performances by other Practitioners

Unit 2 Description:
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context.
Area of Study 1: Using Australia as an Inspiration
Area of Study 2: Presenting a Devised Performance
Area of Study 3: Analysing a Devised Performance
Area of Study 4: Analysing Australian Drama

Unit 3 Description:
Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.
Area of Study 1: Devising and Presenting a Non-naturalistic Ensemble Performance
Area of Study 2: Responding to Devised Ensemble Performance
Area of Study 3: Analysing Non-naturalistic Performance

Unit 4 Description:
This unit focuses on developing two devised solo performance. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority.
Area of Study 1: Working with Stimulus Material
Area of Study 2: Devising a Non-naturalistic Solo Performance
Area of Study 3: Analysing a Devised Non-naturalistic Solo Performance

Studies in Drama can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Actor</th>
<th>Film and TV producer</th>
<th>Stagehand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcer</td>
<td>Film or Theatre critic</td>
<td>Stunt performer</td>
</tr>
<tr>
<td>Arts administrator</td>
<td>Film, stage and TV director</td>
<td>Teacher</td>
</tr>
<tr>
<td>Audiovisual technician</td>
<td>Lighting operator</td>
<td>Wardrobe supervisor</td>
</tr>
<tr>
<td>Casting director</td>
<td>Playwright</td>
<td></td>
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<tr>
<td>Choreographer</td>
<td>Program director</td>
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<tr>
<td>Costume maker</td>
<td>Scriptwriter</td>
<td></td>
</tr>
<tr>
<td>Dancer</td>
<td>Set designer</td>
<td></td>
</tr>
<tr>
<td>Director of photography</td>
<td>Sound technician</td>
<td></td>
</tr>
<tr>
<td>Film and TV editor</td>
<td>Stage technician</td>
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</tbody>
</table>
The study of economics will guide students to become informed global citizens, able to discern economically and socially responsible decisions and to influence others to act likewise. Economic decisions are about resource use in producing goods and services, and about the distribution of the proceeds of production. Understanding of the influence of political, ethical, environmental and social forces on economic decision-making is a key focus. Skills, as well as knowledge, play an important part in the study of economics. In particular, students develop an ability to identify, collect and process data from a range of sources.

Unit 1 Economics: Choices and Consequences
Students come to understand how the decisions made by individuals, firms, governments and other relevant groups affect what is produced, how it is produced and who receives the goods and services that are produced. Students examine the importance of maintaining sustainable rates of economic growth for current and future living standards. Students also examine other important economic issues that are currently affecting the Australian and world economies.
Area of Study 1: A market system.
Area of Study 2: Economic issues.

Unit 2 Economic Change: Issues and Challenges
Through a detailed examination of the factors that affect demographic makeup and change, students gain an appreciation of the potential challenges facing businesses wishing to expand, government budgeting and future living standards. Students analyse the impacts of high unemployment on both society and the individual. They evaluate the effectiveness of government policies aimed at reducing unemployment and potential skills shortages, and the impact that these may have on future living standards. Through a close examination of Australia’s trading relationships, students come to appreciate the factors that influence Australia’s balance of payments and exchange rate.
Area of Study 1: Population, employment and change.
Area of Study 2: Global economic issues.

Unit 3 Economic Activity
Students examine the factors that affect the price and quantity traded in individual markets. Students investigate the importance of competition and analyse the degree of market power in different industries and how this affects the efficiency of resource allocation. Students also come to appreciate that markets will not always lead to the most efficient allocation of resources. Through an examination of market failure, students are able to explain situations where the market does not operate freely and discuss the role of government in the allocation of resources.
Students examine five key economic goals which may vary in importance from time to time and which are pushed for economic, political and social reasons. Through a detailed study of these goals and an examination of the trend in these goals over the last four years, students develop an understanding of the role that each goal plays in improving living standards. Students examine the role of trade with international households, businesses, governments and other groups, and the importance of international movement of capital for Australia’s living standards. Students examine the reasons for income inequality and the social costs and benefits, and the impact on living standards associated with inequity.
Area of Study 1: An introduction to microeconomics: the market system and resource allocation.
Area of Study 2: An introduction to macroeconomics: output employment and income.

Unit 4 Description: Economic Management
Students learn how changes in interest rates will affect inflation, the rate of unemployment and the rate of economic growth. Students also develop an understanding of how the federal government alters the composition and magnitudes of its receipts and expenditure to influence directly and indirectly the components of aggregate demand. Students investigate how the government has utilised fiscal policy to influence aggregate supply directly in the economy. Students apply the language, theories and tools of economics to develop a critical perspective about the role of aggregate demand and aggregate supply policies in the current government policy mix.
Area of Study 1: Macroeconomics demand management policies.
Area of Study 2: Aggregate supply policies.
Studies in **Economics** can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Career</th>
<th>Job Title</th>
<th>Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economist</td>
<td>Market researcher</td>
<td>Economist</td>
</tr>
<tr>
<td>Export/Import Clerk</td>
<td>Marketing officer</td>
<td>Exporter/Importer</td>
</tr>
<tr>
<td>Exporter/Importer</td>
<td>Political scientist</td>
<td>Trade Analyst</td>
</tr>
<tr>
<td>Trade Analyst</td>
<td>Portfolio manager</td>
<td>Farmer/Farm Manager</td>
</tr>
<tr>
<td>Farmer/Farm Manager</td>
<td>Project manager</td>
<td>Financial advisor</td>
</tr>
<tr>
<td>Financial advisor</td>
<td>Public relations officer</td>
<td>Financial Journalist</td>
</tr>
<tr>
<td>Financial Journalist</td>
<td>Securities dealer</td>
<td>Foreign affairs and trade Officer</td>
</tr>
<tr>
<td>Foreign affairs and trade Officer</td>
<td>Sociologist</td>
<td>Investment Analyst</td>
</tr>
<tr>
<td>Investment Analyst</td>
<td>Statistician</td>
<td>Management consultant</td>
</tr>
<tr>
<td>Management consultant</td>
<td>Stockbroker</td>
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</tbody>
</table>
The study of English encourages the development of literate individuals capable of critical and imaginative thinking.

Units 1 and 2 Description:
Students read a variety of texts and analyse how written structures and features can be used to construct meaning. They explore the ways in which texts are open to different interpretations, and construct responses that are supported by detailed textual evidence. Students read widely and examine the effects of form, purpose, audience and context on the author’s choice of language and structure. Students use this knowledge to create a range of written pieces for a variety of audiences and purposes. Students identify and discuss how language is used in persuasive media texts in order to position readers. Students also make use of persuasive language techniques in order to present their own point of view.

Area of Study 1: Reading and responding
Area of Study 2: Creating and presenting
Area of Study 3: Using language to persuade

Units 3 and 4 Description:
Students read a range of literary texts to develop critical and supported interpretations. In identifying and analysing the values embodied in texts, students examine the ways in which readers or viewers are invited to respond. Students explore texts and examine the choices made by authors in order to construct meaning. Students then draw on these ideas in the construction of their own written pieces. Students analyse and compare the use of language in texts that debate a topical issue. Students then put forward their own sustained point of view making use of their understanding of persuasive language.

Area of Study 1: Reading and responding
Area of Study 2: Creating and presenting
Area of Study 3: Using language to persuade

Studies in English can lead to study and career options in the following areas

<table>
<thead>
<tr>
<th>Actor</th>
<th>Literature critic</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcer</td>
<td>Media analyser</td>
<td>Teacher/Librarian</td>
</tr>
<tr>
<td>Archivist</td>
<td>Playwright</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Author</td>
<td>Presenter</td>
<td>Writer</td>
</tr>
<tr>
<td>Bookseller</td>
<td>Program director (radio/TV)</td>
<td>Politician</td>
</tr>
<tr>
<td>Copywriter</td>
<td>Publicity officer</td>
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<tr>
<td>Editor</td>
<td>Publisher</td>
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<tr>
<td>Historian</td>
<td>Reviewer</td>
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<tr>
<td>Journalist</td>
<td>Script writer</td>
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<tr>
<td>Librarian</td>
<td>Speech pathologist</td>
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</table>
VCE English Language

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify, and the society we inhabit. The study enables students to understand the structures, features and discourses of written and spoken texts. It promotes systematic and objective deconstruction of language in use.

Unit 1: Language and communication
In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students investigate children’s ability to acquire language, and the stages of language acquisition across a range of subsystems.
Area of Study 1: The nature and functions of language.
Area of Study 2: Language acquisition.

Unit 2: Language change
In this unit, students focus on language change. They explore texts from the past, as well as contemporary texts, to consider how all subsystems of the language system are affected. Students also explore the various possibilities for the future of English and consider how the global spread of English has led to a diversification of the language.
Area of Study 1: English across time.
Area of Study 2: 

Unit 3: Language variation and social purpose
In this unit students consider language as a means of societal interaction, understanding that through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. They learn how language can be indicative of relationships, power structures and purpose.
Area of Study 1: Informal Language.
Area of Study 2: Formal Language.

Unit 4 Description:
This unit focuses 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, and explore how language can distinguish between ‘us’ and ‘them’, thus reinforcing the degree of social distance and/or solidarity.
Area of Study 1: Language variation in Australian society.
Area of Study 2: Individual and group identities.

Studies in English can lead to study and career options in the following areas

<table>
<thead>
<tr>
<th>Actor</th>
<th>Literary critic</th>
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</thead>
<tbody>
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<tr>
<td></td>
<td>University Lecturer</td>
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<td></td>
<td>Writer</td>
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</table>
NOTE: In 2015, Assumption will offer this course to Year 11 students as an acceleration option only.

This is a new VCE study, piloted in 2013 and comprising of a Unit 3 & 4 Study only. The study develops students' research and critical thinking skills through independent investigation of a research question in a field of their choosing, applying sound research methodology and producing an original thesis. Through their research, students develop as independent critical and reflective learners with research project management skills and a capacity to analyse and evaluate their findings and results.

Unit 3: Designing an Extended Investigation

Students design a research question of significance and requiring detailed inquiry. They set parameters and consider their research methodology and develop a research plan. Students practise critical thinking and develop their capacity to evaluate information effectively.

Area of Study 1: Designing a research question
Area of Study 2: Planning and commencing the investigation
Area of Study 3: Critical thinking

Unit 4: Presenting an Extended Investigation

Students complete their Extended Investigation and write the final report that provides their response to the research question. They maintain journal as a record of their research and reflect on and evaluate their research. Students present their investigation before a non-specialist panel and respond to questions and challenges.

Area of Study 1: Presenting the final research report
Area of Study 2: Defending research findings
VCE Food and Technology focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation.

Unit 1: Food Safety and Properties of Food
In this unit students study safe, hygienic food handling and storage practices to prevent food spoilage and poisoning, and apply these practices to the preparation of food. They also examine the links between classification of foods and their properties, and changes in food when different preparation and processing techniques are used.

Area of Study 1:
Area of Study 2:

Unit 2: Planning and Preparation of Food
In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. They work both independently and as members of a team to research and implement solutions to a design brief.

Area of Study 1:
Area of Study 2:

Unit 3: Food preparation, processing & food controls
Students develop an understanding of food safety in Australia. They investigate the causes of food spoilage and food poisoning and apply safe work practices while preparing key foods. They analyse the functions of natural components, investigate cooking techniques & preservation and justify the use of the techniques they select when developing a design plan for their upcoming folio task.

Area of Study 1:
Area of Study 2:

Unit 4: Food product development & emerging trends
Students implement their design plan, using safe and hygienic work practices and a range of complex preparation and production processes. Students examine food product development, analyse forces that have contributed to product development & investigate food packaging, packaging systems and marketing.

Area of Study 1:
Area of Study 2:

Studies in Food and Technology can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Baker</th>
<th>Food technologist</th>
<th>Quality control officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caterer</td>
<td>Food writer</td>
<td>Teacher</td>
</tr>
<tr>
<td>Chef</td>
<td>Health Educator</td>
<td>University lecturer</td>
</tr>
<tr>
<td>Consumer advisor</td>
<td>Health inspector</td>
<td>Waiter</td>
</tr>
<tr>
<td>Cook</td>
<td>Health promotions</td>
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<tr>
<td>Dairy Technologist</td>
<td>Home economist</td>
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</tr>
<tr>
<td>Dietician</td>
<td>Hospital catering officer</td>
<td></td>
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<tr>
<td>Environmental health officer</td>
<td>Hospital advisor</td>
<td></td>
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<tr>
<td>Food scientist</td>
<td>Nutritionist</td>
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</tbody>
</table>
This study focuses on the geography of place and change. Each place on the Earth’s surface possesses characteristics that make it unique and subject to change. Geographers investigate the changing pattern of places using a range of geographical resources and skills. They observe, describe, explain and analyse patterns of phenomena, which affect places at or near the surface of the Earth. Patterns of phenomena can be studied at a range of scales.

**Unit 1 Description: Natural Environment**
This unit investigates the geographical characteristics of natural environments and the ways in which they change. It investigates different aspects of places and the long and short-term changes generated by natural processes and human activities.
Area of Study 1: Characteristics of natural environments.
Area of Study 2: Changes in natural environments.

**Unit 2 Description: Human Environments**
This unit investigates the characteristics of rural and human environments, which are developed by human activities and their interaction with natural environments. Rural and urban environments are dynamic. They can be changed in the long or short term by advances in technology, individual and organizations’ decisions as well as by natural and human processes and events.
Area of Study 1: Characteristics of human environments.
Area of Study 2: Changes in human environments.

**Unit 3 Description: Regional Resources**
This unit investigates the characteristics of resources and the concept of a region. A resource is anything which occurs naturally or is created by humans, provided that people use it to satisfy a need or want. This study investigates processes and relationships that operate over various timeframes and the factors that determine development and use of regional resources.
Area of Study 1: Use and management of an Australian water resource.
Area of Study 2: Use and manages of local resources.

**Unit 4 Description: Global Perspectives**
This unit investigates the geographic characteristics of global phenomena – major, natural or human events or processes that possess the capacity to affect the globe or significant parts of it. Examples of global phenomena include the spread of human activities, El Nino, international tourism, climate change and the spread of telecommunications. As well as investigating the global scale of events or processes, it is also to be acknowledged that they have local and regional impacts.
Area of Study 1: Global phenomena.
Area of Study 2: Global responses.

**Studies in Geography can lead to study and career options in the following areas**

| Farm Manager | Architect | Hydrographer |
| Forester | Civil Engineer | Hydrologist |
| Landcare Worker | Ecologist | Land Economist |
| Miner | Environmental Scientist | Landscape Architect |
| Park Ranger | Foreign Affairs and Trade Officer | Meteorologist |
| Geographer | Agricultural and Resource Economist | Mine Surveyor |
| Agricultural Scientist | Geological Engineer | Mining Engineer |
| Geologist | Natural Resource Manager | Surveyor |
| Urban and Regional Planner | | |
Trillions of dollars are spent worldwide on healthcare each year. Why? Health and Human Development explores this question through looking at attitudes, beliefs, behaviour and environmental factors. It looks at how to measure health status, why this is difficult and the variations between population subgroups as well as countries around the world. Students will look at the impact of both nutrition and the environment and thus the importance of these factors. Students will explore the health issues faced in developing countries, similarities and differences to industrialised countries, as well as ways to address these issues. This subject also focuses on sustainable human development. Students are required to be able to read and interpret data/graphs when undertaking this subject.

**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. Students identify issues that impact on the health and individual human development of Australia’s youth.

Area of Study 1: Understanding youth health and human development.

Area of Study 2: Youth issues.

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

This unit focuses on the health and individual human development of the lifespan stages of prenatal, childhood and adulthood. The many determinants that can affect the health and human development of these various lifespan stages are also explored.

Area of Study 1: Prenatal Health and Individual Human Development

Area of Study 2: Childhood Health and Individual Human Development

Area of Study 3: Adult Health and Individual Human Development

**Unit 3: Australia’s Health**

Students develop an understanding of the health status of Australians by investigating variations in health status amongst different population groups of Australia. Students also study the role of nutrition in addressing specific diseases, the National Health Priority Areas, health promotion programs. Students will explore the Australian healthcare system and the role of government and non-government initiatives in promoting health in Australia.

Area of Study 1: Understanding Australia’s health.

Area of Study 2: Promoting health in Australia.

**Unit 4: Global health and human development**

This unit examines concepts of global health, human development and sustainability. Students will explore the similarities and differences in health and health status between developed and developing countries. The focus of the study is to evaluate a range of sustainable health care initiatives developed by governments and international agencies to optimize global health and sustainable development.

Area of Study 1: Introducing global health and human development.

Area of Study 2: Promoting global health and human development.

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**Studies in Health & Human Development** can lead to study and career options in the following areas:

- Age carer
- Ambulance office/Paramedic
- Child care worker
- Child/Youth residential carer
- Chiropractor
- Dental assistance
- Dietician
- Enrolled Nurse
- General medical practitioner
- Medical imaging professional
- Medical receptionist
- Naturopath/Acupuncturist
- Nursing Aide
- Nutritionist
- Occupational therapist
- Personal care assistant
- Physiotherapist
- Podiatrist
- Registered nurse
- Speech pathologist
- Youth worker
History is the study of people; not only those who are famous but everyday people. It involves students in the study of events and looks at how we have been informed of these events. We do this by looking at film, newspapers, books, people’s stories and art. Emphasis is placed on analysis and evidence. This prepares students for their future as they learn to analyse what we are told, how we are told and the way in which this affects society.

**Unit 1 Twentieth Century History 1900 – 1945**
This unit focuses on European and American events during the first half of the 20th century. Throughout this period new forms of economic and political organization and cultural expressions, reflecting different responses to these changes, emerged. Topics covered include the effects of the Great War, the Great Depression and the rise of Nazism.
Area of Study 1: Crisis and conflict.
Area of Study 2: Social Life.
Area of Study 3: Cultural Expression.

**Unit 2 Twentieth Century History Since 1945**
This unit provides the opportunity to investigate major themes and principal events of post-war history: The Cold War, The Vietnam War, the emergence of social movements such as the black civil rights movements, the peace movements and the troubles in Ireland.
Area of Study 1: Ideas and political power.
Area of Study 2: Movements of the people.
Area of Study 3: Issues for the Millennium.

**Unit 3 Revolutions**
This unit deals with two areas. The first area involves an examination of the role of ideas, events, movements and leaders in the collapse of the old regime in France. The second looks at the emergence of a new society undergoing the changes of the French Revolution.
Area of Study 1: Revolutionary ideas, leaders, movements and events.
Area of Study 2: Creating a new society.

**Unit 4 Description: Revolutions**
The first area of this unit is an evaluation of the extent to which the ideas of revolution in Russia were achieved. The second area of focus investigates the problems and conflicts encountered when initiating social and political change.
Area of Study 1: Revolutionary ideas, leaders, movements and events.
Area of Study 2: Creating a new society.

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Studies in History can lead to study and career options in the following areas

<table>
<thead>
<tr>
<th>Anthropologist</th>
<th>Journalist</th>
<th>Script writer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archaeologist</td>
<td>Lawyer</td>
<td>Solicitor</td>
</tr>
<tr>
<td>Archivist</td>
<td>Librarian</td>
<td>Teacher</td>
</tr>
<tr>
<td>Art Historian</td>
<td>Museum curator</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Author</td>
<td>Photographer</td>
<td></td>
</tr>
<tr>
<td>Conservator</td>
<td>Playwright</td>
<td></td>
</tr>
<tr>
<td>Criminologist</td>
<td>Political scientist</td>
<td></td>
</tr>
<tr>
<td>Cultural Heritage officer</td>
<td>Publisher</td>
<td></td>
</tr>
<tr>
<td>Diplomat</td>
<td>Records manager</td>
<td></td>
</tr>
<tr>
<td>Historian</td>
<td>Researcher</td>
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</tbody>
</table>
VCE INFORMATION TECHNOLOGY

VCE Information Technology, IT Applications and Software Development focuses on the development of solutions to information problems in society. Students study the phases of the life cycle of information as it is gathered, processed, used and discarded. The impact of information on individuals, companies and society is explored.

Unit 1 Information Technology in Action
This unit focuses on the impact of information and communications technology (ICT) in individuals’ daily lives.
Area of Study 1: Spreadsheets
Area of Study 2: Networks and Security
Area of Study 3: ICT in a Global Society

Unit 2 Information Technology Pathways
This unit focuses on how organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students create solutions and information products that meet personal and clients’ needs. They also examine how networked information systems are used within organisations.
Area of Study 1: Data Visualisation
Area of Study 2: Programming and Pathways
Area of Study 3: Project planning and Implementation

Unit 3 IT Applications
Students solve information problems to assist in decision-making and in managing tasks and timelines. The solutions and information products should meet the specific needs of organisations such as sporting clubs, newsagencies, charities, or the needs of individuals. Students also explore how the capabilities of networked information systems support teams of workers or learners to solve problems and share knowledge.
Area of Study 1: Online Communities
Area of Study 2: Organisations and Data Management

Unit 4 Description: IT Applications
Students create solutions and information products to protect the integrity of data and security of information. They apply all of the problem-solving stages: analysis, design, development, testing, documentation, implementation and evaluation.
Area of Study 1: Organisations and Information Needs
Area of Study 2: Information Management

Unit 3 Description: Software Development
This unit focuses on a strategy for solving problems for specific users in a networked environment. Students develop knowledge and skills in the use of a programming language.
Area of Study 1: Analysing Information Problems
Area of Study 2: Design and Development

Unit 4 Description: Software Development
This Unit focuses on the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment.
Area of Study 1: Purpose Designed Solutions
Area of Study 2: Evaluating Purpose Designed Solutions

| Studies in Information Technology can lead to study and career options in the following areas |
| VCE INFORMATION TECHNOLOGY |
| Animator | IT administrator | System designer |
| Cartographer | IT educator | Teacher |
| Computer programmer | IT manager | University Lecturer |
| Computer systems analyst | IT support technician | Web designer/developer |
| Computer systems auditor | Materials engineer | Statistician |
| Computer systems engineer | Multimedia developer | Investment analyst |
| Database administrator | Multimedia systems engineer | Industrial engineer |
| Graphic designer | Network administrator | Software engineer |
The study of a language other than English contributes to a student’s overall education, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of the communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond. The study of French or Italian develops the ability to understand and use a language which is widely learned internationally.

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

UNIT 1 - 4 Descriptions: Common Areas of Study
The areas of study for Language comprise themes and topics, grammar, text types, vocabulary and various kinds of writing. They are common to all four units of the study. The themes and topics are used to demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks.

There are three prescribed themes: The individual, The French-speaking/Italian-speaking communities & the Changing World. The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics.

Studies in Language can lead to study and career options in the following areas

- SBS (with its wide multicultural audience)
- Travel and Tourism Industry
- Department of Foreign Affairs
- Trade Careers (International and EU Companies)
- Diplomat
- Interpreter
- Journalist
- Marketing Teacher
- Translator
- Writer
- Curator
- Humanitarian Aid
- Librarian
- Hospitality
- Winemaker
- Fashion Industry
- Chef
- Art Critic
VCE LEGAL STUDIES

VCE Legal Studies investigates the ways in which the law relates to and serves individuals and the community.

Unit 1: Criminal law in action
Students examine the need for laws in society and the key features of criminal law. Through a consideration of cases, students learn about types of crimes and explore rights and responsibilities under criminal law. Students investigate the role of parliament in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria. They explore the criminal courts and consider the effectiveness of the criminal justice system in achieving justice.
Area of Study 1: Law in society.
Area of Study 2: Criminal law.
Area of Study 3: The criminal courtroom.

Unit 2: Issues in civil law
Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases. The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness.
Area of Study 1: Civil law.
Area of Study 2: The civil law in action.
Area of Study 3: The law in focus.
Area of Study 4: A question of rights.

Unit 3: Law-making
Students explore the institutions that determine our laws. They examine the complex nature of law-making, investigating the features and operation of parliament, and influences on law-making. Students develop an understanding of the central role played by the Commonwealth Constitution, and the function of the High Court of Australia in interpreting and enforcing the Constitution. Students investigate the nature and importance of courts as law-makers and undertake an evaluation of their effectiveness as law-making bodies.
Area of Study 1: Parliament and the citizen.
Area of Study 2: The constitution and the protection of rights.
Area of Study 3: Role of the courts in law-making.

Unit 4: Resolution and justice
Students examine the institutions that adjudicate criminal cases and civil disputes. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Throughout this unit, students examine current or recent cases to support their learning, and apply legal principles to these illustrative cases.
Area of Study 1: Dispute resolution methods.
Area of Study 2: Court processes and procedures, and engaging in justice.

Studies in Legal Studies can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Administrative assistant</th>
<th>Legal secretary</th>
<th>Magistrate</th>
<th>Youth worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrister</td>
<td>Management consultant</td>
<td>Politician</td>
<td>University lecturer</td>
</tr>
<tr>
<td>Clerical officer</td>
<td>Corrections officer</td>
<td>Senior manager</td>
<td>Legal clerk</td>
</tr>
<tr>
<td>Clerk of courts</td>
<td></td>
<td>Social worker</td>
<td>Teacher</td>
</tr>
<tr>
<td>Commentator</td>
<td></td>
<td></td>
<td>Journalist</td>
</tr>
<tr>
<td>Criminologist</td>
<td></td>
<td></td>
<td>Human Rights Lawyer</td>
</tr>
<tr>
<td>Diplomat</td>
<td></td>
<td></td>
<td>Solicitor</td>
</tr>
</tbody>
</table>
The study of Literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their own interpretations and those of others. The study encourages independent and critical thinking demonstrated through analytical and creative responses to a range of texts.

**Unit 1 Description:**
This unit focuses on the ways literary texts represent human experience. Students develop reading practices to deepen their understanding of a variety of texts.
Area of Study 1: Readers and their responses.
Area of Study 2: Ideas and concerns in texts.
Area of Study 3: Interpreting non-print texts.

**Unit 2 Description:**
The focus of this unit is on critical responses to texts, deepening students' understanding of styles of narrative, characters, language and structures.
Area of Study 1: The text, the reader and their contexts.
Area of Study 2: Comparing texts.

**Unit 3 Description:**
This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of the text affects meaning, the social, historical and cultural contexts of works, and the way views and values are represented in texts.
Area of Study 1: Adaptations and transformations.
Area of Study 2: Views, values and contexts.
Area of Study 3: Considering alternative viewpoints.

**Unit 4 Description:**
This unit focuses on creative and critical responses to texts. Students consider context, concerns, style and point of view in both the original text and in their re-created or adapted responses. They also develop their own interpretation of a text based on close analysis of set passages.
Area of Study 1: Creative responses to texts.
Area of Study 2: Close analysis.

---

**Studies in Literature can lead to study and career options in the following areas**

<table>
<thead>
<tr>
<th>Actor</th>
<th>Literary critic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcer</td>
<td>Media analyser</td>
</tr>
<tr>
<td>Archivist</td>
<td>Playwright</td>
</tr>
<tr>
<td>Author</td>
<td>Presenter</td>
</tr>
<tr>
<td>Bookseller</td>
<td>Program director (radio/TV)</td>
</tr>
<tr>
<td>Copywriter</td>
<td>Publicity officer</td>
</tr>
<tr>
<td>Editor</td>
<td>Publisher</td>
</tr>
<tr>
<td>Historian</td>
<td>Reviewer</td>
</tr>
<tr>
<td>Journalist</td>
<td>Script writer</td>
</tr>
<tr>
<td>Librarian</td>
<td>Speech pathologist</td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Teacher/Librarian</td>
<td></td>
</tr>
<tr>
<td>University Lecturer</td>
<td></td>
</tr>
<tr>
<td>Writer</td>
<td></td>
</tr>
</tbody>
</table>
The VCE Mathematics Studies are designed to provide access to worthwhile and challenging mathematics learning in a way which takes into account the needs and applications of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas and processes.

VCE Mathematics Units available at Assumption College include:
- Foundation Mathematics Units 1 & 2
- General Mathematics (Standard) Units 1 & 2
- General Mathematics (Advanced) Units 1 & 2
- Mathematical Methods CAS Units 1 & 2, 3 & 4
- Further Mathematics Units 3 & 4
- Specialist Mathematics Units 3 & 4

Advised combinations:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Mathematics Standard 1 &amp; 2</td>
<td>Further Mathematics 3 &amp; 4</td>
</tr>
<tr>
<td>General Mathematics Advanced 1 &amp; 2*</td>
<td>Further Mathematics 3 &amp; 4</td>
</tr>
<tr>
<td>Mathematical Methods CAS 1 &amp; 2</td>
<td>Mathematical Methods CAS 3 &amp; 4</td>
</tr>
<tr>
<td>General Mathematics Advanced 1 &amp; 2*</td>
<td>Mathematical Methods CAS 3 &amp; 4</td>
</tr>
<tr>
<td>Mathematical Methods CAS 1 &amp; 2</td>
<td>Specialist Mathematics 3 &amp; 4</td>
</tr>
<tr>
<td>General Mathematics Advanced 1 &amp; 2*</td>
<td>Mathematical Methods CAS 3 &amp; 4</td>
</tr>
<tr>
<td>Mathematical Methods CAS 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Foundation Mathematics 1 &amp; 2</td>
<td>No Mathematics</td>
</tr>
</tbody>
</table>

*While it is possible to study Mathematical Methods Unit 1-4 without completing General Mathematics Advanced 1 & 2, this does not provide the best preparation for Year 12 studies. General Mathematics Advanced 1 & 2 may be completed as an acceleration study or studied concurrently with Mathematical Methods 1 & 2.

VCE Mathematics is a prerequisite for many tertiary degree courses. It is essential that students explore the prerequisites for tertiary courses they are considering before selecting Foundation Mathematics or eliminating Mathematics from their VCE program.

**FOUNDATION MATHEMATICS UNITS 1 & 2**

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

Area of Study 1: Space, shape and design
Area of Study 2: Patterns and number
Area of Study 3: Handling data
Area of Study 4: Measurement
GENERAL MATHEMATICS (STANDARD & ADVANCED) UNITS 1 & 2

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

Area of Study 1: Arithmetic
Area of Study 2: Data analysis and Simulation
Area of Study 3: Algebra
Area of Study 4: Graphs of linear and non-linear relations
Area of Study 5: Decision and Business Mathematics
Area of Study 6: Geometry and Trigonometry

MATHEMATICAL METHODS (CAS) UNITS 1 & 2

These units are designed to prepare you for all Units 3 and 4 Mathematics and later for tertiary studies including Engineering, Science and some Allied Health. If you take Mathematical Methods (CAS), it is expected that you also study General Mathematics (Advanced). Students will be able to gain a better understanding of Mathematical Methods and Science (CAS) if it is taken in conjunction with General Mathematics. You must take both Mathematical Methods (CAS) and General Mathematics (Advanced) before you can do Specialist Mathematics (Units 3 & 4).

Area of Study 1: Functions and Graphs
Area of Study 2: Algebra
Area of Study 3: Rates of Change and Calculus
Area of Study 4: Probability

MATHEMATICAL METHODS (CAS) UNITS 3 & 4

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

Area of Study 1: Functions and Graphs
Area of Study 2: Algebra
Area of Study 3: Rates of Change and Calculus
Area of Study 4: Probability

FURTHER MATHEMATICS UNITS 3 & 4

These units are designed to follow on directly from completed General Mathematics (Standard or Advanced). They are intended to provide a broad base of Mathematical experience which is considered suitable for employment or tertiary studies where mathematics is a supporting subject but not the main focus of the course. You may take these units on their own or with Mathematical Methods (CAS) Units 3 and 4.

Area of Study 1: Data Analysis – core materials
Area of Study 2: Applications – module material:
  Module 1: Number Patterns
  Module 5: Networks and decision mathematics
  Module 6: Matrices

SPECIALIST MATHEMATICS UNIT 3 & 4

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

Area of Study 1: Functions, relations and graphs
Area of Study 2: Algebra
Area of Study 3: Calculus
Area of Study 4: Vectors
Area of Study 5: Mechanics
Studies in *Mathematical Methods CAS & Specialist Mathematics* can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Accountant</th>
<th>Industrial designer</th>
<th>Surveyor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actuary</td>
<td>Investment analyst</td>
<td>Teacher</td>
</tr>
<tr>
<td>Aerospace engineer</td>
<td>Mathematician</td>
<td>Town planner</td>
</tr>
<tr>
<td>Architect</td>
<td>Mechanical engineer</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Auditor</td>
<td>Pharmacist</td>
<td>Valuer</td>
</tr>
<tr>
<td>Civil engineer</td>
<td>Physicist</td>
<td></td>
</tr>
<tr>
<td>Computer systems engineer</td>
<td>Pilot</td>
<td></td>
</tr>
<tr>
<td>Economist</td>
<td>Statistician</td>
<td></td>
</tr>
<tr>
<td>Doctor</td>
<td>Stockbroker</td>
<td></td>
</tr>
<tr>
<td>Information technology manager</td>
<td>Systems analyst</td>
<td></td>
</tr>
</tbody>
</table>
The media is a diverse, dynamic and evolving collection of forms used to inform, communicate with and connect people. Media influence the way people spend their time, help shape the way they perceive themselves and others, and play a crucial role in the creation and exchange of personal, social, cultural, national and global identities. Students examine and analyse the relationships between audiences and, through their study of the theoretical and practical elements of Media, become media creators.

**Unit 1: Representation and technologies of representation**
Students develop an understanding of the relationship between the media, technology and the representations present in media forms. They develop practical skills in photography and video production and refine their analytical skills, including an understanding of codes and conventions (genre) in the creation of meaning in media products. The role audiences play in constructing meaning and the creative and cultural impact of new media technologies is also investigated.
Area of Study 1: Representation
Area of Study 2: Technologies of representation
Area of Study 3: New Media

**Unit 2: Media production and the media industry**
Students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production (such as short film), developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments and the broader framework within which Australian media organisations operate.
Area of Study 1: Media production
Area of Study 2: Media industry production
Area of Study 3: Australian media organisations

**Unit 3: Narrative and media production design**
Students develop an understanding of film production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They specialize in a media form of their choice (animation, photography, video) and complete a media production design plan for their Unit 4 production.
Area of Study 1: Narrative
Area of Study 2: Media production skills
Area of Study 3: Media production design

**Unit 4: Media process, influence and society’s values**
Students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media and the nature and extent of media influence is also critically analysed.
Area of Study 1: Media process
Area of Study 2: Media texts and society’s values
Area of Study 3: Media Influence
**Studies in Media** can lead to study and career options in the following areas

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Career Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td>Film, stage and TV director</td>
</tr>
<tr>
<td>Arts administrator</td>
<td>Graphic designer</td>
</tr>
<tr>
<td>Audiovisual technician</td>
<td>Journalist</td>
</tr>
<tr>
<td>Camera operator</td>
<td>Makeup artist</td>
</tr>
<tr>
<td>Copywriter</td>
<td>Motion graphics designer</td>
</tr>
<tr>
<td>Desktop publisher</td>
<td>Multimedia developer</td>
</tr>
<tr>
<td>Film and TV editor</td>
<td>Projectionist</td>
</tr>
<tr>
<td>Film and TV lighting operator</td>
<td>Script writer</td>
</tr>
<tr>
<td>Film and TV producer</td>
<td>Set designer</td>
</tr>
<tr>
<td>Film critic</td>
<td>Sound mixer</td>
</tr>
</tbody>
</table>
VCE Music Performance focuses on building performance and musicianship skills. Students are able to present solo and group performances using one or more instruments; however, one must be chosen as the main instrument. Students need to take private lessons with an instrumental teacher at the College, or, by negotiation, with a private teacher.

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

Units 1 - 2
These units focus of developing students' performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. They study other performers' work and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address their challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Area of Study 1: Performance
Area of Study 2: Performance Technique
Area of Study 3: Musicianship
Area of Study 4: Organisation of Sound*

*Unit 2 Only

Units 3 – 4
These units prepare students to present convincing performances of group and solo works. Students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental/vocal techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions that they can use to enhance their performance. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and music analysis.

Area of Study 1: Performance
Area of Study 2: Performance Technique
Area of Study 3: Musicianship

Studies in Music can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Actor</th>
<th>Journalist</th>
<th>Stage manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcer</td>
<td>Music critic</td>
<td>Teacher</td>
</tr>
<tr>
<td>Arts administrator</td>
<td>Music librarian</td>
<td>University lecturer</td>
</tr>
<tr>
<td>Choral director</td>
<td>Music publisher</td>
<td>Radiologist</td>
</tr>
<tr>
<td>Choreographer</td>
<td>Music school administrator</td>
<td>Medical practitioner</td>
</tr>
<tr>
<td>Composer</td>
<td>Music therapist</td>
<td>Psychiatrist</td>
</tr>
<tr>
<td>Conductor</td>
<td>Musical director</td>
<td>Recreation officer</td>
</tr>
<tr>
<td>Disc jockey</td>
<td>Musician</td>
<td>Film and TV composer</td>
</tr>
<tr>
<td>Entertainer</td>
<td>Orchestra conductor</td>
<td>Manufacturing – quality control</td>
</tr>
</tbody>
</table>
VCE PHILOSOPHY

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

Unit 1 Description: Existence, knowledge and reasoning
What is the nature of reality? How can we achieve certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – and hence the study and practice of techniques of logic are central to this unit.
Area of Study 1: Metaphysics
Area of Study 2: Epistemology
Area of Study 3: Introduction to logic and reasoning.

Unit 2 Description: Questions of Value
What are the foundations of our judgements about value? What is the relationship between different types of value? How, if at all, can particular value judgements be defended or criticised? This unit invites students to explore these questions in relation to different categories of value judgement within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.
Area of Study 1: Ethics and moral philosophy.
Area of Study 2: Further problems in value theory.
Area of Study 3: Techniques of reasoning.

Unit 3 Description: Minds, bodies and persons
This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates.
Area of Study 1: Minds and bodies.
Area of Study 2: Personal identity.

Unit 4 Description: The good life
This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is mortality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life. Students critically compare the viewpoints and arguments in set texts from both ancient and modern periods to their own views on how we should live, and use their understandings to inform their analysis of contemporary debates.
Area of Study 1: Conceptions of the good life.
Area of Study 2: Living the good life in the 21st Century.

Studies in Philosophy can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Diplomat</th>
<th>Lawyer</th>
<th>University Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethicist</td>
<td>Parliamentarian/Politician</td>
<td>Writer</td>
</tr>
<tr>
<td>Intelligence Officer</td>
<td>Policy Officer/Analyst</td>
<td>Social Scientist</td>
</tr>
</tbody>
</table>
Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It provides the integration of theoretical knowledge and practical application through participation.

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

Unit 1 Bodies in Motion
Students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. Students apply biomechanical principals to improve and refine movement. In this unit students will also look at injury prevention and rehabilitation.
Area of Study 1: Body systems and human movement.
Area of Study 2: Biomechanics and Movement.
Area of Study 3: Injury Prevention and Rehabilitation.

Unit 2 Description: Sports Coaching and Physically Active Lifestyles
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population and also how active living is promoted in the community.
Area of Study 1: Effective coaching strategies.
Area of Study 2: Physically active lifestyles.
Area of Study 3: Promoting active living.

Unit 3 Description: Physical Activity Participation and Physiological Performance
This unit focuses on patterns of physical activity and the National Physical Activity Guidelines. Throughout the unit students will look at physical activity promotion in schools, community settings and the workplace. Students investigate how the body responds to demands during exercise, the contribution of energy systems to performance and the causes of fatigue. They consider different strategies used to promote recovery.
Area of Study 1: Monitoring and promoting physical activity.
Area of Study 2: The body’s responses to exercise.

Unit 4 Enhancing Physical Performance
This unit focuses on fitness components and assessment of fitness. Students will consider the ways in which fitness can be improved by the application of appropriate training principles and methods. Students will examine how individuals adapt both physically and mentally to a training program.
Area of Study 1: Planning, implementing and evaluating a training program.
Area of Study 2: Performance enhancement and recovery practices.

Studies in Physical Education can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Athlete</th>
<th>Sports administrator</th>
<th>Sports umpire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athlete manager</td>
<td>Sports coach</td>
<td>Teacher</td>
</tr>
<tr>
<td>Chiropractor</td>
<td>Sports commentator</td>
<td>University lecturer</td>
</tr>
<tr>
<td>Dietician</td>
<td>Sports editor</td>
<td>Yoga instructor</td>
</tr>
<tr>
<td>Fitness centre manager</td>
<td>Sports journalist</td>
<td>Sports trainer</td>
</tr>
<tr>
<td>Fitness instructor</td>
<td>Sports medical practitioner</td>
<td>Sports scientist</td>
</tr>
<tr>
<td>Nutritionist</td>
<td>Sports physiotherapist</td>
<td>Recreation office</td>
</tr>
<tr>
<td>Personal Trainer</td>
<td>Sports psychologist</td>
<td>Physiologist</td>
</tr>
</tbody>
</table>
VCE PHYSICS

Physics is about studying phenomena that are all around us and trying to understand how these things work. We study things that seem to just happen, like light and sound; and try to work out where these things come from and how they travel. The study of Physics will enable students to pursue a range of careers from medicine to engineering to electronics. It is recommended that students who undertake Physics have a strong maths background.

Unit 1 Radioactivity and Electricity and AOS3
In this unit students will use conceptual models to describe and explain observed physical phenomena. Understanding of electricity and circuit analysis will be broadened using a theoretical and practical approach. A detailed study on nuclear energy will also be presented.
Area of Study 1: Nuclear Physics and radioactivity
Area of Study 2: Electricity
Detailed Study: Energy from the nucleus

Unit 2 Motion, Wavelike and Properties of Light
In this unit students further develop their understanding of physics through the application of models to more complex phenomena. Models of light and its interaction with matter are presented. Newtonian ideas of motion will be extended to a greater range of movements and more abstract ideas. A detailed study on Astrophysics will also be presented.
Area of Study 1: Motion
Area of Study 2: Wave-like properties of light
Detailed Study: Astrophysics

Unit 3 Motion, Electronics, and Photonics
Students study motion, electronics, photonics and materials and their use in structures. Motion covers basic descriptions on movement, forces, momentum and energy, projectile motion, circular motion and gravity. Electronics covers basic circuits as well as diodes and amplifier characteristics, with photonics introducing students to opto-electrical devices such as those used in fibre optic communications. Characteristics of construction materials and the effects of forces in and on structures are also covered.
Area of Study 1: Motion in one and two dimensions
Area of Study 2: Electronics and Photonics

Unit 4 Light and Matter and Electric Power
Students study electric power and ideas about light and matter. Electric power covers the connection between magnetic fields and electric currents involved in the operation of electric motors, generators and the transmission of electric power. Based on experimental observations, models for light and for matter are discussed and applied, in particular the wave model, particle model and wave-particle duality.
Area of Study 1: Electric Power
Area of Study 2: Interactions of light and matter
Detailed Study: Materials and their use in structures

Studies in Physics can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Aeronautical engineer</th>
<th>Computer engineer</th>
<th>Physicist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airline pilot</td>
<td>Electrical engineer</td>
<td>Radiologist</td>
</tr>
<tr>
<td>Architecture</td>
<td>Forensic Scientist</td>
<td>Teacher</td>
</tr>
<tr>
<td>Audiologist</td>
<td>Mechanical engineer</td>
<td>Telecommunications engineer</td>
</tr>
<tr>
<td>Astronomer</td>
<td>Geophysicist</td>
<td>University lecturer</td>
</tr>
<tr>
<td>Audio engineer</td>
<td>Industrial designer</td>
<td></td>
</tr>
<tr>
<td>Biomedical engineer</td>
<td>Mechanical engineer</td>
<td></td>
</tr>
<tr>
<td>Cartographer</td>
<td>Medical imaging technologist</td>
<td></td>
</tr>
<tr>
<td>Civil engineer</td>
<td>Nuclear medicine technologist</td>
<td></td>
</tr>
</tbody>
</table>
VCE PRODUCT DESIGN AND TECHNOLOGY: WOOD

The course is seen as a two year approach, because the knowledge and skills gained in Units 1 & 2 are critical to Units 3 & 4. Product Design and Technology is based on changing ideas into functional and attractive products. Students develop the knowledge and skills related to working with a client, creating a folio that includes different drawing styles, research and evaluations. The subject has 3 main parts: a folio, making a product and understanding the links between design and industry and making products, with attention to social, environmental and economic considerations.

Unit 1 Collaborative design
Students work in teams to design, develop and make an item within a product range, focusing on human needs and wants; function, purpose and context of product design; aesthetics; materials and sustainability. Students gain inspiration from an historical design movement.
Area of Study 1: Designing within a team
Area of Study 2: Producing and evaluating collaborative designed product

Unit 2 Product re-design and sustainability
The focus is on modification and improvement of a product design. Students examine an existing product and how it meets the needs of a user. Students write a design brief and explain how it will be modified and improved.
Area of Study 1: Product redesign for improvement
Area of Study 2: Producing and evaluating a redesigned product

Unit 3 Applying the product design process
Using the Product design process students design and develop a product that meets the needs and expectations of the client. A range of factors are studied including purpose, function; human centred design; innovation and creativity; sustainability, etc. A design brief is written to meet client needs, which include drawings and related research.
Area of Study 1: The designer client and or end user in product development
Area of Study 2: Product development in industry
Area of Study 3: Designing for others

Unit 4 Product development and evaluation
Evaluations are made at various points of product design, development and production. The environmental, economic and social impact of products throughout their life cycle are analysed and evaluated.
Area of Study 1: Product analysis and comparison
Area of Study 2: Product manufacture
Area of Study 3: Product evaluation

Studies in Product Design & Technology can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Architect</th>
<th>Carpenter &amp; joiner</th>
<th>Jewellery designer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural drafter</td>
<td>Construction tradesperson</td>
<td>Leadlight worker</td>
</tr>
<tr>
<td>Automotive tradesperson</td>
<td>Craftsperson</td>
<td>Model maker</td>
</tr>
<tr>
<td>Building contractor</td>
<td>Digital modeller</td>
<td>Product designer</td>
</tr>
<tr>
<td>Building inspector</td>
<td>Electrical tradesperson</td>
<td>Set designer</td>
</tr>
<tr>
<td>Building surveyor</td>
<td>Ergonomist</td>
<td>Teacher</td>
</tr>
<tr>
<td>Building technician</td>
<td>Furniture designer</td>
<td></td>
</tr>
<tr>
<td>Building tradesperson</td>
<td>Industrial designer</td>
<td></td>
</tr>
<tr>
<td>Cabinet maker</td>
<td>Interior designer</td>
<td></td>
</tr>
</tbody>
</table>
VCE PSYCHOLOGY

Psychology is the systematic study of mental processes, and behaviour. It is a chance to enhance students understanding of themselves and others. Students will explore the different factors that influence thought, emotions and behaviour. They will develop skills in psychological research, and an appreciation of ethical considerations in this research.

Unit 1 Description: Introduction to Psychology
Students explore how research has informed different psychology perspectives used to explain human behaviour, including visual perception. This unit also explores a range of psychological development theories related to different stages throughout the lifespan.
Area of Study 1: What is Psychology?
Area of Study 2: Lifespan Psychology

Unit 2 Description: Self and Others
Students examine how attitudes are formed and changed and investigates the factors that affect the behaviour of individuals and groups. The unit also compares different theories of intelligence and personality, and the different methodologies used in the measurement of these.
Area of Study 1: Interpersonal and group behaviour
Area of Study 2: Intelligence and personality

Unit 3 Description: The Conscious Self
This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory.
Area of Study 1: Mind, brain and body
Area of Study 2: Memory

Unit 4 Description: Brain, Behaviour and Experience.
This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. The overall quality of functioning of the brain depends on experience, and its plasticity means that different kinds of experience change and configure the brain in different ways.
Area of Study 1: Learning
Area of Study 2: Mental Health

Studies in Psychology can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Career counsellor</th>
<th>Marketer</th>
<th>Sports psychologist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child psychologist</td>
<td>Marriage counsellor</td>
<td>Teacher</td>
</tr>
<tr>
<td>Clinical psychologist</td>
<td>Mental Health Nurse</td>
<td>University lecturer</td>
</tr>
<tr>
<td>Early childhood educator</td>
<td>Neuropsychologist</td>
<td>Youth worker</td>
</tr>
<tr>
<td>Educational psychologist</td>
<td>Organisational psychologist</td>
<td></td>
</tr>
<tr>
<td>Family therapist</td>
<td>Police officer</td>
<td></td>
</tr>
<tr>
<td>Forensic psychologist</td>
<td>School counsellor</td>
<td></td>
</tr>
<tr>
<td>Human resource manager</td>
<td>Sleep specialist</td>
<td></td>
</tr>
<tr>
<td>Life coach</td>
<td>Social worker</td>
<td></td>
</tr>
</tbody>
</table>
In this study, religions are defined as those forms of belief and practice through which human beings express their sense of ultimate reality. Such beliefs and practices form an important part of human experience and this experience is both individual and collective. Religious communities are formed and traditions of belief and practice are developed. This study proposes that religions can be understood in a general way as meaning systems that have eight interrelated aspects. These guide students through their study of one or many religious traditions. The eight aspects are: beliefs; myths and other stories; sacred texts and other religious writings; rituals; symbols; social structures; ethical principles and oral or written codes of behaviour; religious experience and spirituality (characteristic ways of thinking and behaving in the light of beliefs).

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

Unit 1 Description: Religion in Society
In this unit students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Students examine how religious traditions are affected and changed by individuals and groups. The unit provides the opportunity for students to understand the often complex relationships that exist between individuals, groups, religious traditions and the society in which they live.
Area of Study 1: The Religious World
Area of Study 2: Religious Traditions in Australia
Area of Study 3: Religious Identity and Life Experience

Unit 2 Description: Ethics and morality
Choosing which values to live by in principle and in practice is fundamental to being human. Ethics is a discipline that investigates the various methods for making ethical decisions; it involves reflection on what ‘right’ and ‘wrong’, and ‘good’ and ‘bad’ mean when applied to human decisions and actions. Ethics is concerned with discovering principles that guide practical moral judgment. Ethics is particularly concerned with the justification for moral choices – identifying the arguments and analysing the reasoning behind them. Ethical questions are raised at the personal, family, local, wider community, national and global level.
Area of Study 1: Ethical method in pluralist society
Area of Study 2: Religion and morality in pluralist society
Area of Study 3: Contemporary ethical issues in pluralist society

Unit 3 Description: The Search for Meaning
In this unit students begin by studying the religious beliefs developed by one or more than one religious tradition in response to the big questions of life. They explore the ways in which these religious beliefs create meaning for religious traditions and their members. The religious beliefs of any religion arise from the beliefs held about ultimate reality, and these in turn inform particular beliefs about human existence; about its meaning, purpose and destiny. Religious beliefs may be expressed through the other aspects of religion, such as myths and other stories, sacred texts and other religious writings (such as formal creeds), rituals, symbols, social structures, ethical principles and oral or written codes of behaviour, religious experience and spirituality.
Area of Study 1: Meaning in religious traditions
Area of Study 2: Maintaining continuity of religious beliefs
Area of Study 3: Significant life experience and religious belief

Unit 4 Description: Challenge and Response
In this unit students explore challenge and response in historical and contemporary contexts. Students investigate historical challenges to religious traditions arising internally and externally. They explore the challenge to religious traditions in contemporary pluralistic society for action on behalf of social justice and for assessment of new problems arising from social and technological change.
Area of Study 1: Historical challenges to religious traditions
Area of Study 2: Contemporary challenges and their impact
Studio Arts inspires students to generate artistic and independent ideas. They communicate concepts through specific studio forms and develop specialised skills through a range of media and techniques. Students can express themselves through the use of drawing, painting, 3D media and photography. The theoretical component of the subject improves students’ practise through analysing artists' work. Students investigate the working methods of both traditional and contemporary art.

**Unit 1 Description: Artistic inspiration and Techniques**
The focus of this unit is the investigation of sources of inspiration and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form.
Area of Study 1: Developing Art Ideas
Area of Study 2: Materials and Techniques
Area of Study 3: Interpretation of Art Ideas and use of materials and techniques

**Unit 2 Description: Design, Exploration and Concepts**
The focus of this unit is to establish and develop skills in the visual analysis of artworks and the development of the design process methodology for the production of artworks.
Area of Study 1: Design Exploration
Area of Study 2: Ideas and Styles in Artwork

**Unit 3 Description: Studio Production and Professional Practices**
The focus of this unit is the implementation of the design process leading to the production of a range of solutions.
Area of Study 1: Exploration Proposal
Area of Study 2: Design Process
Area of Study 3: Professional Art Practises and Styles

**Unit 4 Description: Studio Production and Industry Contexts**
The focus of this unit is to produce a cohesive folio of finished artworks and to gain an understanding of artists’ involvement in the art industry.
Area of Study 1: Folio of Artworks
Area of Study 2: Focus, Reflection and Evaluation
Area of Study 3: Art Industry Contexts

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**Studies in Studio Arts** can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Animator</th>
<th>Fashion designer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art gallery assistant</td>
<td>Film maker</td>
</tr>
<tr>
<td>Art gallery director</td>
<td>Graphic Designer</td>
</tr>
<tr>
<td>Art historian</td>
<td>Illustrator</td>
</tr>
<tr>
<td>Art Therapist</td>
<td>Interior designer</td>
</tr>
<tr>
<td>Artist</td>
<td>Jewellery designer</td>
</tr>
<tr>
<td>Arts administrator</td>
<td>Pattern maker</td>
</tr>
<tr>
<td>Cartoonist</td>
<td>Photographer</td>
</tr>
<tr>
<td>Conservator</td>
<td>Sculptor</td>
</tr>
<tr>
<td>Craftsperson</td>
<td>Tattooist</td>
</tr>
<tr>
<td>Teacher</td>
<td>Visual merchandiser</td>
</tr>
</tbody>
</table>

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

Units 1 Description: *Texts in Traditions*
This unit examines the place of texts and their literary forms within a religious tradition. Story-telling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. This unit explores the importance of texts at the source of a tradition and how we might find and describe their meaning for the earlier and continuing tradition. The discovery of meaning in a religious text is known as exegesis which is the establishing the intended meaning of an author given the times in which the text was written. Students are introduced to basic methods of exegesis. This unit also explores how texts have been used by people both within and beyond the religious tradition as a means of bringing meaning to the text, or using the text to bring meaning to issues or ideas in a new cultural setting. This unit requires the study of texts in a variety of literary forms. The texts may come from one religious tradition or from a range of religious traditions.

Area of Study 1: Exploring literary forms
Area of Study 2: The formation and exegesis of text
Area of Study 3: Later uses and interpretations of sacred texts

Unit 2 Description: *Texts in Society*
In this unit texts are studied as a means of investigating themes such as justice, racism and gender roles. Therefore, the texts selected for study should be potential sources of ideas about these or other themes in society. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, religious and political institutions. For the investigation students consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, and the kinds of authority attributed to them by traditions. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them. In this unit, students also compare how texts from different religious traditions treat common social themes.

Area of Study 1: Sacred texts in the past
Area of Study 2: Sacred text today
Area of Study 3: Comparing religious traditions
VCE VISUAL COMMUNICATION AND DESIGN

Visual communication design can inform people’s decisions about where and how they live and what they buy and consume. The visual presentation of information influences people’s choices on what they think they need or want. The study provides students with the opportunity to develop an informed, a critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management.

Unit 1
The focus of Unit 1 is on students to develop drawing skills as a means of communication and an understanding of how visual communications are shaped by past and contemporary factors. Observational drawing, visualisation drawing and presentation drawing skills are taught. Students are required to use both manual and freehand drawing methods and represent objects in three dimensions using paraline and perspective drawing systems. Knowledge and application of the design elements, design principles and the design process is required. The impact of social and cultural factors on past and present visual communications is studied through written analysis.

Unit 1 Structure
Area of Study 1 Drawing as a means of communication
Area of Study 2 Design elements and design principles
Area of Study 3 Visual communication design in context

Unit 2
The focus of Unit 2 offers a practical context for learning and applying drawing methods and an understanding of technical drawing. Students build knowledge of the key features of historical and contemporary typography and develop an understanding of how type communicates visually. Students develop awareness of the design process and communicate their ideas to a specific audience. Students are required to understand the role of the Australian Standards and how it provides parameters and standards for the design industry. Students develop a folio of visual communications solutions to set tasks
Use manual methods, ICT and rendering techniques to generate concepts.

Unit 2 Structure
Area of Study 1 Technical drawing
Area of Study 2 Type and image
Area of Study 3 Applying the design process

Unit 3 & 4
Drawing is what underpins this area of study. Drawing supports visual language and allows students to convey ideas, information and messages. VCE Unit 3 and Unit 4 Visual Communication and Design gives students the opportunity to communicate their ideas to a client and then record various observations and concepts in the form of a folio and final presentations. The study investigates visual communication through three distinct areas of design: designing for communication, designing for environments, designing for industrial products. Unit 3 & 4 VCE VCD students explore traditional drawing techniques and incorporate computer imaging to further develop creative, critical and reflective thinking. Paraline drawing systems are taught in line with Australian Standard Conventions.

Unit 3 Structure
Area of Study 1 Analysis and practice in context
Area of Study 2 Design industry practice
Area of Study 3 Developing a brief and generating ideas

Unit 4 Structure
Area of study 1 Development of design concepts
Area of study 2 Final presentations
Area of study 3 Evaluation and explanation
VET OVERVIEW

Students completing a VCAL Certificate must have a VET study or SBA in their program; however, students completing a VCE Certificate may also consider including a VET Study in their program.

VET Studies may contribute to a VCE Students’ ATAR and also allow them to gain an addition qualification – such as a Certificate II or Certificate III. For students completing a school-based or external VET study, a significant portion of the cost of the qualification is subsidised by the College; however, VET courses attract additional costs to families, generally between $200-$500 per year.

All VET Studies are considered VCE subjects; while some subjects are examined at the end of 2nd Year are will enable students to earn a Study Score, some VET studies are not examined and may contribute a block credit to their students’ final ATAR. For more information on VET studies and their contribution to a students’ VCE or VET Certificate, students are encouraged to contact VET/SBA Coordinator, Mrs Carol Fisher.

ACCELERATED LEARNING

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

- Students may apply to complete one 1st Year VCE VET Study in Year 10;
- Students may apply to complete one 2nd Year VCE VET Study in Year 11.

The criteria for considering an application for Accelerated Learning are:

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

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

NOTE: All students enrolled in French or Italian in Year 9 and 10 are enrolled in a VET Applied Languages study; this does not prevent students from applying to study an additional accelerated VET Study.

ENTRY TO STUDIES

**VET**

Students must satisfactorily complete Units 1/2 (1st Year) before attempting Units ¾ (2nd Year)

**Please Note**

It should be noted that, in line with the College Student Performance Policy, we reserve the right to refuse entry to any VCE study where there is a concern about a student's ability to engage with the content and complete the study to a satisfactory standard. Decisions in such cases will be based on the student's overall performance in previous years and demonstrated interest and commitment in similar studies. In some cases, students may be asked to complete one or more tasks over the holiday period in order to ensure their preparedness for the study. Appeals against the final decision on entry to a subject are made by the Director of Teaching and Learning and the Principal.
Attendance
Students must attend all scheduled VET classes with the exception of:
- Illness - in this instance a medical certificate is required;
- Year 11 and 12 Retreats and Year 10 Reflection Day
- Assumption Feast Day; and
- Champagnat Day.

Students will arrange with their subject teacher to sit any examinations that fall on a TAFE day on an alternative day. Please note that at times some TAFEs or RTOs may provide different information or advice regarding attendance; however, any Assumption College student enrolled in a VET course is bound by ACK’s policies, expectations and procedures.

No withdrawal from VET
VET courses run over all 4 terms. Students who undertake a VET course are committed to the full year. Students are unable to change their mind and pull out of their VET course once they have commenced. Some TAFEs allow two week probation where the student may withdraw in the first two weeks. If this is the case the student should contact the Pathways Coordinator immediately to discuss the situation. This does not apply to Hairdressing and Beauty courses.

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

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

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

It provides for:
- enhancement of skills development;
- practical application of Industry knowledge; assessment of units of competence as determined by the RTO; and
- increased employment marketability.
VCE / VET SUBJECTS OFFERED IN 2015

Note: Not all listed studies or units will be offered in every year. Units will be offered on the basis of school resources and student interest and needs. The school reserves the right not to offer units selected by a small number of students and to balance the number of units offered if there is a significant imbalance.

School-based VET Courses

Business VET
Carbon Management VET
Events Management VET
Hospitality Front of House and Back of House VET *
MediaVET*
Public Safety VET
Sports and Recreation VET*
Music Technical Production VET*

External VET Courses

Allied Health VET
Animal Studies VET
Applied Fashion & Design VET
Automotive VET
Auto Paint & Panel
Aviation VET
Beauty VET
Building VET
Children's Services VET
Dance VET*
Electrotechnology VET
Engineering VET*
Equine VET*
Fitness VET
Furnishing VET
Hairdressing VET
Horticulture/Land Management VET
Tourism VET

*Denotes VET Studies which generate a study score
WHO TO TALK TO ABOUT SCHOOL-BASED VCE/VET STUDIES

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

<table>
<thead>
<tr>
<th>VCE / VET Business</th>
<th>Ms Ryan</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE / VET Carbon Management</td>
<td>Mrs Fisher</td>
</tr>
<tr>
<td>VCE / VET Sport &amp; Recreation</td>
<td>Mr Caruso, Mr Coots</td>
</tr>
<tr>
<td>VCE / VET Public Safety</td>
<td>Mrs Fisher</td>
</tr>
<tr>
<td>VCE / VET Music Technical Production</td>
<td>Ms Hong</td>
</tr>
<tr>
<td>VCE / VET Hospitality</td>
<td>Mr Engel</td>
</tr>
<tr>
<td>VCE / VET Events Management</td>
<td>Ms King</td>
</tr>
</tbody>
</table>

For any inquiries regarding external VET Studies, please contact Mrs Carol Fisher.

A VET program can be a very individual choice and students are advised to access information from the following:


Information on VET subjects at Goulburn Ovens TAFE: www.gotafe.vic.edu.au/tec

Further information on VCAA VCE VET programs can be found at the below web site:
SCHOOL-BASED VET STUDY DESCRIPTIONS

VCE / VET BUSINESS

The VCE VET Business program is available to Year 12 students enrolled in VCAL only. The VCE VET Business program is drawn from the BSB07 Business Training Package and offers essential cross-industry skills for all enterprises. The program provides a pathway for students wishing to continue on with their business studies into higher education.

What qualification will I receive?
Certificate II in Business

Description:
First Year of CERTIFICATE II BUSINESS:
Certificate II in Business is an entry level qualification which provides students with the knowledge and skills to work effectively in a business or office environment. Depending on the electives chosen, units include occupational health and safety, communicating in the workplace, organising work activities, producing word processed documents, using business technology and creating and using spreadsheets.

Career opportunities:
Completion of Certificate II in Business provides a pathway into training and employment in business and related industries. Potential occupations may include administration or clerical assistant, data entry operator, office junior or receptionist.

Further information/useful links:

VCE / VET CARBON MANAGEMENT

The VCE VET Carbon Management program is drawn from a national training package and offers portable qualifications which are recognized throughout Australia. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in Carbon Management equipping students with skills in analyzing and implementing strategies to reduce an organisation’s carbon footprint.

What qualification will I receive?
Certificate III in Carbon Management

Description:
First Year of Certificate III Carbon Management:
- Communicate climate change impacts and recognition of sources for Greenhouse Gases
- Assist implementation and monitoring of a Carbon Management Response Plan (CMRP) for climate change and carbon emissions risk.
- Measure carbon emissions in three scopes.
- Implement and monitor environmentally sustainable work practices.

Second Year of Certificate III in Carbon Management:
- Evaluate carbon reduction and renewable energy options.
- Assess and select low carbon products and services.
- Evaluate, select and implement a Greenhouse Gas (GHG) Abatement Program.
- Carry out simple project activities.

Career opportunities and Further Study:
Working in small/medium size business as a Carbon Manager or working in large organisations as part of a team in the area of Resource Management—which will include Carbon Management.
- Certificate IV in Carbon Management
- Diploma of Carbon Management
- Degrees in Environmental Science & Environmental Management
The VCE VET Events program is drawn from a national training package and offers portable qualifications which are recognized throughout Australia. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in Events giving students knowledge required to access information on tourism, hospitality and events organisations.

**What qualification will I receive?**
Certificate III in Events

**What will I learn and what career opportunities will I have?**
This qualification assists students to learn how to organize events, weddings, conferences, trips, functions and anything requiring skills to organize an event that is a skill required in any organization. This qualification reflects the role of individuals who use a range of events administrative or operational skills. They use discretion and judgment and have knowledge of industry operations. They work with some independence under the guidance of more senior event personnel, using plans, policies and procedures to guide work activities.

**Description:**
- **First Year of Certificate III in Events**
  - Work effectively with others
  - Provide service to customers
  - Show social and cultural sensitivity
  - Access information on events operations
  - Participate in safe work practices

- **Second Year of Certificate III in Events**
  - Process and monitor event registrations
  - Address protocol requirements
  - Conduct online transactions.
  - Identify hazards, assess and control safety risks

**Career opportunities and Further Study:**
Most organisations will need to organize an event in their business. Even in your personal life there will be the need to organise, weddings, parties, birthday celebrations, travel and other such events. This qualification will assist in giving you the necessary skills to prioritise and succeed in the organisation of any event.

- Certificate IV, Diploma or Advanced Diploma in Event
- Conference assistant
- Event administrative assistant
- Exhibitions assistant
- Tourism
The VCE VET Hospitality program is drawn from the SIT07 Tourism, Hospitality and Events Training Package and offers the knowledge and skills that prepares students for a diverse range of occupations in the hospitality industry including commercial cookery & catering, food & beverage service and accommodation service.

VCE VET programs available:

- Program 1: SIT20207 Certificate II in Hospitality and selected units of competency from Certificate III in Hospitality – Front of House
- Program 2: SIT20307 Certificate II in Hospitality (Kitchen Operations) – Back of House

**Program 1: SIT20207 Certificate II in Hospitality and selected units of competency from Certificate III in Hospitality - Front of House**

**Description:** Certificate II in Hospitality is designed to provide students with the necessary training and skills for the achievement of competency in food and beverage service. Depending on the electives chosen, Units 1 and 2 include developing and updating hospitality industry knowledge, serving food and beverage to customers, organising and preparing food, providing visitor information and workplace hygiene. Units 3 and 4 offers scored assessment and incorporates units such as providing food and beverage service, preparing and serving non-alcoholic beverages, responsible service of alcohol and preparing and serving espresso coffee.

**Career opportunities:** Completion of Certificate II in Hospitality may provide employment opportunities in a variety of roles; such as a food and beverage attendant, bar/bottle shop attendant, front office/receptionist, catering assistant, kitchen hand, waiter or barista. With additional training and experience, future employment opportunities may include restaurant manager, sommelier and maître d’.

**Program 2: SIT20307 Certificate II in Hospitality (Kitchen Operations) - Back of House**

**Description:** Certificate II in Hospitality (Kitchen Operations) provides students with the skills and knowledge to be competent in a range of kitchen functions and activities to work in various hospitality enterprises where food is prepared and served. Units 1 and 2 include health, safety and security procedures, workplace hygiene, working with colleagues and customers, using basic methods of cookery, receiving and storing kitchen supplies and presenting food. Units 3 and 4 offer scored assessment and incorporate units such as preparing, cooking and serving food for service, preparing appetisers and salads, stocks, sauces, soups, and desserts.

*At Assumption College we do a combination of program One and Two in the first year. In second year students must choose front of house or back of house.*

**Career opportunities:** With additional training and experience, future employment opportunities may include chef, pastry chef, caterer, breakfast cook, short order cook and a fast food cook.

Further information/useful links:

**VCE / VET MUSIC TECHNICAL PRODUCTION**

The VCE VET Music program is drawn from the CUS09 Music Training Package and provides students with a pathway into the music business, sound production, music performance and music composition industries.

**Program 3: CUS30209 Certificate III in Technical Production**

**Description:** Certificate III in Technical Production provides students with the practical skills and knowledge to record, mix and edit sound sources. Units 1 and 2 include developing music industry knowledge, establishing contractual and work relationships, and following health, safety and security practices. Units 3 and 4 offers scored assessment and includes units such as editing sound using digital systems, operating sound mixing consoles, operating sound reinforcement systems and mixing sound sources.

**Career opportunities:** Completion of the Certificate III prepares students for work in the music industry in areas such as sound track laying, digital editing and mixing, audio visual equipment operations and stage management and can be applied to workplaces such as stage productions, radio and medium to large recording studios. With additional training and experience, potential employment opportunities may include sound technician, tour crew member, studio engineer, theatre/television audio technician.

**Further information/useful links:**


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**VCE / VET PUBLIC SAFETY**

The VCE VET Public Safety program is drawn from a national training package and offers portable qualifications which are recognized throughout Australia. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in Public Safety equipping students with skills and raising awareness amongst young people of the value and place of volunteerism in the community, and how they may participate.

**What qualification will I receive?**

Certificate III in Public Safety (Community Safety)

**What will I learn and what career opportunities will I have?**

The range of units available in this qualification allows for flexibility as is not aligned to any one public safety sector area such as: Fire, Police, Water or Emergency Services.

**Description:**

**First Year of Certificate III in Public Safety (Community Safety)**

- Communicate in the workplace
- Provide services to clients
- Work effectively in public safety organisation
- Provide Emergency Care
- Protect and preserve incident scene

**Second Year of Certificate III in Public Safety (Community Safety)**

- Develop Community awareness networks.
- Foster a Positive organizational image in the community
- Liase with media at a local level.
- Work in a team
Career opportunities and Further Study:
Aim is to provide students with opportunities to engage with their local community through real and meaningful learning and activities. Large government organisations also have positions in their Human Resource area for employees with this qualification.

- Certificate IV or Diploma in Public Safety
- Police Officer
- Fire brigade Officer
- Ambulance
- CFA Volunteer
- SES Volunteer

VCE / VET SPORT AND RECREATION

The VCE VET Sport and Recreation program is drawn from the SIS10 Sport, Fitness and Recreation Training Package and provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of community and sport. Leadership, organisational and specialist activity skills will be developed through the units of competency of Certificate III.

Program 3: SIS30510 Certificate III in Sport and Recreation

Description: Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry. In Units 1 and 2, students can choose from a range of electives to create a program of their choice, including teaching the fundamental skills of athletics, basketball, gymnastics or squash and implementing sports injury prevention. Units 3 and 4 offers scored assessment and includes core units such as conduct basic warm-up and cool-down programs, plan and conduct sport and recreation sessions and undertake a risk analysis of activities.

IMPORTANT:
To be eligible for the Certificate III in Sport and Recreation students need to satisfactorily complete the whole course - Units 1-4 (First and Second Year) over a two year period.

Career opportunities: Completion of Certificate III in Sport and Recreation may lead to job outcomes including facilitating sport and recreation programs, maintaining grounds and facilities and working in the service industry in locations such as recreation and fitness centres, outdoor sporting grounds or aquatic centres. With additional training and experience, potential job outcomes may include coaching, teaching and sports administrating.

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

How do I find an Australian School-based Apprenticeship?

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

Investigate your training and career options at:

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

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

You can do this by:

- looking in the job vacancy ads in your local paper or on the web
- contacting the Job Services Australia provider in your region
- contacting employers in the industries you’d like to work in. Go and see them and leave a copy of your résumé
- contacting a Group Training Organisation.
The Victorian Certificate of Applied Learning (VCAL) is a senior school certificate designed to sit alongside the VCE, providing additional pathways for Year 11 and 12 students seeking vocationally orientated career options such as apprenticeships, traineeships, further education and training at TAFE or moving on to employment. Students cannot complete the VCE certificate while undertaking VCAL. As of 2015 Assumption students will not complete any VCE subjects as part of their VCAL certificate.

Those considering VCAL are:
- Students who are seeking a vocational pathway on completion of school
- Students who learn best where learning is practical, experimental, “hands-on” or “applied”
- Students who like to work on an individual program that suits their needs or interests

VCAL provides students with a more flexible approach to their education and training. It aims to provide skills, knowledge and attitudes to enable students to make informed choices regarding work and further education.

The VCAL program will assist students to:
- Develop fully in academic, intellectual, social, emotional and physical abilities
- Think critically
- Develop a life-long enthusiasm and respect for learning
- Show respect, courtesy and compassion towards others
- Show initiative and develop qualities of leadership within the school and wider community
- Make morally informed decisions derived from exposure to a variety of ideas and opinions
- Develop a global perspective and the ability to adapt to change

VCAL Certificates
Unlike the VCE, the VCAL is a one year certificate and students will be awarded a certificate once all of the requirements for each certificate has been completed.

VCAL has 3 levels – Foundation, Intermediate and Senior. Students start at a level that matches their needs and abilities. Assumption College offer all 3 levels of the VCAL and what level a student will start at is decided by teachers after speaking to the student and their previous teachers.

The 2 main criteria looked at when deciding a student’s starting level are:
- How much teacher assistance has been given to the student?
- What is the level of sophistication and quality of work produced by the student?

At Foundation Level a student would require a lot of teacher directed tasks and requires a high level of teacher assistance while at Senior Level a student has a high level of independent learning and is able to demonstrate knowledge and skills which apply to the workplace or further training.

Prerequisites
Whilst VCAL does not have Year 10 academic prerequisites, students are required to have shown a consistent level of application over the year.

Students are required to actively participate in every area of the program in order to fulfil the requirements of the certificate.

The VCAL program incorporates both VCAL and VET/SBAT subjects. Students enrolled in the VCAL program at Assumption College will complete the following subjects:
- VCAL Literacy
- Religion
- VCAL Numeracy
- VCAL Personal Development Skills
- VCAL Work Related Skills
- A VET* – student choice however the schooling must be on a Wednesday
- An elective choice

* Students can replace the VET subject with a School Based Apprenticeship.

All units above must be successfully completed to obtain a VCAL certificate.
WHO TO TALK TO ABOUT VCAL STUDIES

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

<table>
<thead>
<tr>
<th>VCAL Literacy</th>
<th>Mrs Perez, Mrs Campbell, Mr Brown</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCAL Numeracy</td>
<td>Mr Houghton, Mr Edwards, Mrs Pendlebury, Ms Bryar</td>
</tr>
<tr>
<td>VCAL PDS/WRS</td>
<td>Mr Gilchrist, Ms Flavell, Ms Campbell</td>
</tr>
<tr>
<td>VCAL RELIGION &amp; SOCIETY</td>
<td>Ms Liggieri</td>
</tr>
</tbody>
</table>
The general purpose of the Literacy Skills Units is to enable VCAL students to develop skills, knowledge, and attitudes that will assist them in everyday lives. The topics and skills taught in Literacy are relevant to the students’ personal, family, employment, and community lives. Students will still be required to read text and complete written tasks.

**Learning Outcomes:**

Students must demonstrate competence in all learning outcomes.

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

**Assessment:**

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

- group and class discussion;
- debates;
- oral presentations;
- reading and writing a range of texts;
- comprehension exercises;
- publishing articles;
- letters;
- forms;
- reports; and
- graphic organizers.
VCAL Numeracy looks at mathematics applied to tasks which are part of the student’s normal routine and also outside their immediate personal environment such as the workplace and the community. The purpose is to enable students to develop everyday numeracy to make sense of their daily personal and public lives. By the end of the year, students should be able to attempt a series of operations or tasks with some confidence, be able to select the appropriate method or approach required, and would be able to communicate their ideas both verbally and in written form. They should be at ease with straightforward calculations either manually and/or using a calculator. Students will also learn to use a basic spreadsheet using the computer program EXCEL.

Learning Outcomes:

At foundation and Intermediate levels, students must demonstrate competency in five of the six learning outcomes. At senior level students must demonstrate competency in six of seven learning outcomes.

<table>
<thead>
<tr>
<th>Numeracy Skills Foundation</th>
<th>Numeracy Skills Intermediate</th>
<th>Numeracy Skills Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>7. Numeracy for Knowledge – Further Study in Maths (problem solving)</td>
</tr>
</tbody>
</table>

Assessment:

A range of assessment indicators will be used to determine satisfactory performance of the learning outcomes and associated tasks. These may include
- group and class discussion;
- internet research work;
- oral presentations;
- project work completed individually or in groups;
- competency exercises and textbook tasks;
- competency tests;
- EXCEL exercises;
- posters;
- making and designing 3-dimensional objects;
- surveying and reporting results found; and
- Journal entries of Numeracy in the workplace.
VCAL PERSONAL DEVELOPMENT SKILLS

As part of a VCAL PDS program students must participate in community-based projects, voluntary work and/or structured activities that will help students develop self-confidence, teamwork skills and other skills important for life and work.

Students design, organise and undertake a project related to one of the following:
- Personal Development
- Health and Fitness
- The Community
- Family

Learning Outcomes

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

Assessment

Evidence of successful performance of the learning outcomes can include, but is not restricted to:
- A portfolio of accumulated evidence
- Teacher observation and/or checklists
- Evidence accumulated through project or program participation
- Self-assessment inventories
- Oral or written reports

ACK Students with Gov. General Peter Cosgrove at this year’s BlazeAid Volunteer event.
VCAL WORK RELATED SKILLS

VCAL Work Related Skills provides a focus for the development of work related and pre-vocational skills in the context of practical work related experiences. In order to develop these skills VCAL students must participate in a structured work placement which is relevant to their VET program.

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

Learning Outcomes

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

Assessment

Evidence of successful performance of the learning outcomes can include, but is not restricted to:
- A portfolio of accumulated evidence
- Teacher observation and/or checklists
- Evidence accumulated through project or program participation
- Self-assessment inventories
- Oral or written reports
- Completion of a work placement journal

ELECTIVE SUBJECT

All Year 11 VCAL students take an elective subject each semester. Each year a selection of electives will be available to the VCAL students. These subjects may vary year to year, depending on teacher availability and student’s interest. These electives will be practical based and will contribute to a student’s VCAL certificate.

At the time of publication these electives have not yet been finalised for 2015.
POST SECONDARY OPTIONS

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

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

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

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

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

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

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

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

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

HIGHER EDUCATION – UNIVERSITY – BACHELOR DEGREES
Bachelor Degrees provide professional qualifications for a higher level of work responsibility in occupational fields, with an emphasis on theory and the development of transferable skills. Some courses are vocational, leading to careers in clearly identified areas (e.g. Accounting) while others are 'generalist' with no particular industrial skills component. Further training is sometimes needed on completion of these courses to gain work-place skills.
MINIMUM ENTRANCE REQUIREMENTS
The minimum entrance requirements for all universities are:
- Satisfactory completion of the VCE; and
- Satisfactory completion of Units 3 and 4 of English.

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

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

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

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

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

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

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

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

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

It is important that you

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

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

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

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

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

TAFE GUIDES
Guides that list all TAFE courses throughout Victoria and Australia.

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

HANDBOOKS
The Careers Room in student services also has all university handbooks and university and TAFE course brochures. As well as this there is an extensive video library described different courses and careers.
AUSTRALIAN TERTIARY ADMISSION RANK (ATAR):  
Formerly known as ENTER, it is the overall ranking on a scale of 0 – 99.95 that you receive, based on your Study Scores. The ATAR is used by Universities and TAFE institutes to select students for their courses.

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

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

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

REGISTERED TRAINING ORGANISATION (RTO):  
Is an organisation that abides by national guidelines while delivering an accredited VET program to students.

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

School-assessed COURSEWORK (SAC):  
A task done in class under the teacher’s supervision to show how the student is performing in his/her unit of study. They are set and marked by teachers conforming to the Study Design and VCAA specifications.

School-assessed TASKS (SAT):  
A task done over a set period of time according to criteria set by VCAA. Strict authentication procedures are followed by teachers.

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

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

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

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

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

STUDIES:  
The subjects available in the VCE/VET or VCAL.
STUDY DESIGN:
The description of the content of a study and how students’ work is to be assessed. A Study Design for each VCE/VET study is published by VCAA. Schools and other VCE/VET providers must adhere to the Study Designs.

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

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

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL):
A certificate that provides a specific course concentrating on job pathways for students. It focuses on numeracy and literacy skills, personal development, work-related and industry-specific skills.

VICTORIAN CERTIFICATE OF EDUCATION (VCE):
The VCE is one of the courses a student undertakes in his/her senior years of school and provides a certificate which recognises the completion of secondary education.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY (VCAA):
A Victorian state government authority responsible to the Minister of Education for conducting the VCE and VCAL courses.

VICTORIAN TERTIARY ADMISSIONS CENTRE (VTAC):
The organisation responsible for administering a joint selection on behalf of the Victorian institutions of higher education including TAFE.

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

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

List of Images
Cover Page: Various Images supplied by Nicki Doyle 2014
Page 18: http://interheader.files.wordpress.com/2013/03/chemistry.png Accessed 9/4/14