ASSUMPTION COLLEGE
SEEK THE THINGS THAT ARE ABOVE

2016 SENIOR CERTIFICATES BOOKLET
<table>
<thead>
<tr>
<th>Date</th>
<th>Year 11 2016 – Attend Subject Selection Overview Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 14 July 2015</td>
<td>Download the Senior Certificates Handbook available online at the College website and read this Handbook carefully</td>
</tr>
<tr>
<td>From Friday 17 July 2015</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>Tuesday 21 &amp; 28 July 2015</td>
<td>Year 11 2016 - Attend the Learning Area Subject Presentations in Vocational Pathways</td>
</tr>
<tr>
<td>Tuesday 21 2015</td>
<td>Year 11 2016 – Attend the VCE and VCAL Information Night with your Parents/Guardians</td>
</tr>
<tr>
<td>From Wednesday 22 July 2015</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 31 July 2015</td>
<td>Final date to submit application forms for accelerated studies and VET studies</td>
</tr>
<tr>
<td>From Monday 3 August 2015</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 4 August 2015</td>
<td>Year 11 2016 – Attend Subject Selection mentoring in Vocational Pathways classes</td>
</tr>
<tr>
<td>Monday 17 August 2015</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 18 August 2015</td>
<td>Final date to return the signed copy of your subject preferences to the Teaching and Learning Office</td>
</tr>
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# Key Dates for Subject Selection 2016

## 2016 VCE / VCAL Subject Selection Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday 17 July 2015</strong></td>
<td>Senior Certificates Handbook available online at the College website</td>
</tr>
<tr>
<td><strong>Tuesday 21 July 2015</strong></td>
<td>Year 11 2016 VCE and VCAL Information Night for parents and students</td>
</tr>
<tr>
<td><strong>Wednesday 22 July 2015</strong></td>
<td>Learning Area Subject Presentations in Vocational Pathways</td>
</tr>
<tr>
<td><strong>Friday 31 July 2015</strong></td>
<td>Deadline for acceleration applications</td>
</tr>
<tr>
<td><strong>Monday 3 August 2015</strong></td>
<td>Student Options Module opens for data</td>
</tr>
<tr>
<td><strong>Tuesday 4 August and Monday 17 August 2015</strong></td>
<td>Subject Selection mentoring in Vocational Pathway classes</td>
</tr>
<tr>
<td><strong>Monday 4 August to Monday 17 August 2015</strong></td>
<td>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 17th August.</td>
</tr>
<tr>
<td><strong>Tuesday 18 August 2015</strong></td>
<td>Deadline for return of signed preferences.</td>
</tr>
</tbody>
</table>
**KEY CONTACTS**

Postal Address: P O Box 111, Kilmore Vic 3764  
Telephone: 03 5782 1422  
Facsimile: 03 5782 1902

Principal  
Ms Kate Fogarty  
kate.fogarty@assumption.vic.edu.au

Deputy Principal  
Mr Maurice Di Muzio  
maurice.dimuzio@assumption.vic.edu.au

Director of Staff & Welfare  
Mrs Maureen Kurzman  
maureen.kurzman@assumption.vic.edu.au

Director of Curriculum & Learning  
Ms Tracey Kift  
tracey.kift@assumption.vic.edu.au

Curriculum Coordinator  
Ms Cristina Vergara  
cristina.vergara@assumption.vic.edu.au

(Acting) VCE Coordinator  
Ms Tracey Kift  
tracey.kift@assumption.vic.edu.au

VET/SBAT Coordinator  
Mrs Carol Fisher  
carol.fisher@assumption.vic.edu.au

(Acting) VCAL Coordinators  
Mrs Jenny Pendlebury  
jenny.pendlebury@assumption.vic.edu.au  
Ms Jess Flavell  
jessica.flavell@assumption.vic.edu.au

Pathways Coordinator  
Mrs Jenny Pendlebury  
jenny.pendlebury@assumption.vic.edu.au

VASS Administrator /Timetabler  
Mr Vincenzo Rovetto  
vincenzo.rovetto@assumption.vic.edu.au

Senior Transition Coordinator  
Mrs Ursula Linke  
ursula.linke@assumption.vic.edu.au

**LEARNING AREA COORDINATORS**

Religious Education  
Ms Anna Liggieri  
anna.liggieri@assumption.vic.edu.au

Senior English  
Mr Tristan Davis  
tristan.davis@assumption.vic.edu.au

Senior Mathematics  
Ms Laila Sarraf  
laila.sarraf@assumption.vic.edu.au

LOTE  
Mrs Jane Darrou  
jane.darrou@assumption.vic.edu.au

Humanities  
Mr Stephen Davis  
stephen.davis@assumption.vic.edu.au

Performing Arts  
Ms Celia Gall  
celia.gall@assumption.vic.edu.au

Physical Education  
Mr Matthew Johnson  
mathew.johnson@assumption.vic.edu.au

Science  
Ms Jess Wogan  
jess.wogan@assumption.vic.edu.au

Technology  
Mr Alex Houghton  
alex.houghton@assumption.vic.edu.au

Visual Arts  
Mr Jason Gilchrist  
jason.gilchrist@assumption.vic.edu.au
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 interesting 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 SBAT (School Based Apprenticeship Traineeship) in their program. In addition to a number of VET studies run at ACK, 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.
**VCE OVERVIEW**

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 via 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 VCE/VCE VET studies 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.

**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.

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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:**

**Study 6:**

+ 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 the 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.

YEAR 10

YEAR 11

YEAR 12

- Accelerated Unit 1 & 2:

- Accelerated Unit 3 & 4:

- Accelerated Unit 1 & 2:

- Accelerated Unit 3 & 4:

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

- Study 4:

- Study 5:

- Study 6:

- Study 2:

- Study 3:

- Study 4:

- Study 5:

- + Year 12 RE Seminar
## VCE SUBJECTS OFFERED IN 2016

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>Units 1,2,3,4</td>
</tr>
<tr>
<td>Agricultural and Horticultural Studies*</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>Australian and Global Politics*</td>
<td>Units 1,2</td>
</tr>
<tr>
<td>Australian Politics*</td>
<td>Units 3,4</td>
</tr>
<tr>
<td>Global Politics*</td>
<td>Units 3,4</td>
</tr>
<tr>
<td>Biology*</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>Business Management*</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>Dance*</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>Economics*</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>English</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>English Language</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>Extended Investigation*</td>
<td>Units 3,4</td>
</tr>
<tr>
<td>Food and Technology</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>Geography*</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>Health and Human Development*</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>History*</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>Computing*</td>
<td>Units 1,2</td>
</tr>
<tr>
<td>Informatics*</td>
<td>Units 3,4</td>
</tr>
<tr>
<td>Software Development*</td>
<td>Units 3,4</td>
</tr>
<tr>
<td>Language French</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>Language Italian</td>
<td>Units 1,2,3,4</td>
</tr>
</tbody>
</table>

*(Other languages may be attempted by correspondence)*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Studies*</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>Literature</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>Mathematics: Foundation</td>
<td>Units 1,2</td>
</tr>
<tr>
<td>Mathematics: General</td>
<td>Units 1,2</td>
</tr>
<tr>
<td>Mathematics: Further*</td>
<td>Units 3,4</td>
</tr>
<tr>
<td>Mathematics: Methods (CAS)</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>Mathematics: Specialist</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>Media</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>Music Performance</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>Physical Education*</td>
<td>Units 1,2,3,4</td>
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<td>Product Design and Technology (Wood)</td>
<td>Units 1,2,3,4</td>
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<tr>
<td>Product Design and Technology (Textiles)</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>Psychology*</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>Religion and Society*</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>Units 1,2,3,4</td>
</tr>
<tr>
<td>Texts and Traditions*</td>
<td>Units 1,2</td>
</tr>
<tr>
<td>Visual Communication and Design</td>
<td>Units 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>VCE Subject</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Accounting</td>
<td>Mr S Davis</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</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 Genio</td>
</tr>
<tr>
<td>VCE Economics</td>
<td>Ms Hudson</td>
</tr>
<tr>
<td>VCE English</td>
<td>Ms Richardson, Ms Daly, Mr T Davis, Mr McKinnon, Mr Traficante</td>
</tr>
<tr>
<td>VCE English Language</td>
<td>Ms Jephson</td>
</tr>
<tr>
<td>VCE Extended Investigation</td>
<td>Ms Kift</td>
</tr>
<tr>
<td>VCE Food Technology</td>
<td>Mr Houghton, Mr Engel</td>
</tr>
<tr>
<td>VCE Geography</td>
<td>Mr Pannuzzo</td>
</tr>
<tr>
<td>VCE Australian and Global Politics</td>
<td>Mr McKay</td>
</tr>
<tr>
<td>VCE Health and Human Development</td>
<td>Ms Blackall, Ms Flavell</td>
</tr>
<tr>
<td>VCE History</td>
<td>Mr T Davis, Ms Litvin</td>
</tr>
<tr>
<td>VCE Computing</td>
<td>Mr Tonkin, Mr Brown</td>
</tr>
<tr>
<td>VCE IT: Applications</td>
<td>Mr Tonkin, Mr Brown</td>
</tr>
<tr>
<td>VCE IT: Software Development</td>
<td>Mr Tonkin, Mr Brown</td>
</tr>
<tr>
<td>VCE Language</td>
<td>Mrs Darrou (French), Mr Montemurro (Italian)</td>
</tr>
<tr>
<td>VCE Legal studies</td>
<td>Mr S Davis, Ms Hudson</td>
</tr>
<tr>
<td>VCE Literature</td>
<td>Ms Kift, Mr McKinnon</td>
</tr>
<tr>
<td>VCE Mathematics: Foundation Mathematics</td>
<td>Ms Bryar</td>
</tr>
<tr>
<td>VCE Mathematics: General Mathematics</td>
<td>Mr Egan, Mr Langdon, Mr Devine</td>
</tr>
<tr>
<td>VCE Mathematics: Further Mathematics</td>
<td>Mr Egan, Ms Sarraf, Mr Johnson, Mr Vorster, Mr Edwards</td>
</tr>
<tr>
<td>VCE Mathematics: Mathematical Methods (CAS)</td>
<td>Ms Vergara, Ms Sarraf, Mr Rovetto, Ms Cross</td>
</tr>
<tr>
<td>VCE Mathematics: Specialist Mathematics</td>
<td>Mr Rovetto</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>VCE Media</td>
<td>Mr Gilchrist</td>
</tr>
<tr>
<td>VCE Music Performance</td>
<td>Ms Gall</td>
</tr>
<tr>
<td>VCE Physical Education</td>
<td>Mr Johnson, Mr Phillip</td>
</tr>
<tr>
<td>VCE Physics</td>
<td>Ms Vergara</td>
</tr>
<tr>
<td>VCE Product Design and Technology (Wood)</td>
<td>Mr Grattan, Mrs Panousieris</td>
</tr>
<tr>
<td>VCE Psychology</td>
<td>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>Mr Gilchrist</td>
</tr>
<tr>
<td>VCE Texts and Traditions</td>
<td>Ms Liggieri, Ms Pati</td>
</tr>
<tr>
<td>VCE Visual Communication &amp; Design</td>
<td>Ms Kelly</td>
</tr>
</tbody>
</table>
VCE UNIT DESCRIPTIONS

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 analyse 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.

(In 2016 Unit 3/4 Accounting will not be offered as Unit 2 is prerequisite.)

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:

| Accountant | Human Resource Developer | Teacher |
| Auditor | Investment Analyst | Trade Analyst |
| Bank Officers | Management Consultant | University Lecturer |
| Business Analyst | Marketing Officer | Valuer |
| Company Secretary | Market Researcher | |
| Corporate Treasurer | Portfolio Manager | |
| Diplomat | Project Manager | |
| Financial Advisor | Statistician | |
| Financial Journalist | Stockbroker | |
| Financial Planner/Manager | Tax Agent | |
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 Operation.
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>Forester</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.

<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 How do living things stay alive?
This unit examines the structure and functioning of cells and the ways in which individual organisms face the challenge of obtaining nutrients and water, exchanging gases, sourcing energy and having a means of removal of waste products.
Area of Study 1: How do organisms function?
Area of Study 2: How do living systems sustain life?
Area of Study 3: Practical Investigation

Unit 2 How is continuity of life maintained?
In this unit focuses on cell reproduction and the transmission of biological information from generation to generation. Students examine the process of DNA replication and use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics.
Area of Study 1: How does reproduction maintain the continuity of life?
Area of Study 2: How is inheritance explained?
Area of Study 3: Investigation of an issue

Unit 3 Signatures of Life (2016 only – New Study Design for Unit 3 & 4 for 2017)
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 (2016 only – New Study Design for Unit 3 & 4 for 2017)
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
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:

| Advertising | Industrial Relations Officer | Stockbroker |
| Brand Management | Investment Analyst | Teacher |
| Business Analyst | Management consultant | Trade Analyst |
| Company Secretary | Market researcher | University Lecturer |
| Diplomat | Marketing Officer | Statistician |
| Exporter/Importer | Political scientist | Securities dealer |
| Farmer/Farm Manager | Portfolio manager | Financial Manager |
| Human Resource Developer | Public relations officer | Financial Journalist |
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 How can the diversity of materials be explained?**
This unit investigates the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.
Area of Study 1: How can knowledge of elements explain the properties of matter?
Area of Study 2: How can the versatility of non-metals be explained?
Area of Study 3: Research Investigation

**Unit 2 What makes water such a unique chemical?**
This unit explores the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. They explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.
Area of Study 1: How do substances interact with water?
Area of Study 2: How are substances in water measured and analysed?
Area of Study 3: Practical Investigation

**Unit 3 Description: Chemical Pathways (2016 only – New Study Design for Unit 3 & 4 for 2017)**
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 (2016 only – New Study Design for Unit 3 & 4 for 2017)**
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>Geochimist</td>
<td>Pharmacist</td>
<td>Psychiatrist</td>
</tr>
<tr>
<td>Industrial chemist</td>
<td>Pharmacologist</td>
<td></td>
</tr>
</tbody>
</table>
VCE Computing focuses on problem solving and creating digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data.

**Unit 1 Computing**
This unit focuses on how data, information and networked digital systems can be used to meet a range of user’s current and future needs.
Area of Study 1: Data and graphic solutions.
Area of Study 2: Networks
Area of Study 3: Collaboration and communication

**Unit 2 Computing**
This unit focuses on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.
Area of Study 1: Programming
Area of Study 2: Data analysis and visualisation
Area of Study 3: Data Management

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

<table>
<thead>
<tr>
<th>Animator</th>
<th>IT administrator</th>
<th>System designer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cartographer</td>
<td>IT educator</td>
<td>Teacher</td>
</tr>
<tr>
<td>Computer programmer</td>
<td>IT manager</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Computer systems analyst</td>
<td>IT support technician</td>
<td>Web designer/developer</td>
</tr>
<tr>
<td>Computer systems auditor</td>
<td>Materials engineer</td>
<td>Statistician</td>
</tr>
<tr>
<td>Computer systems engineer</td>
<td>Multimedia developer</td>
<td>Investment analyst</td>
</tr>
<tr>
<td>Database administrator</td>
<td>Multimedia systems engineer</td>
<td>Industrial engineer</td>
</tr>
<tr>
<td>Graphic designer</td>
<td>Network administrator</td>
<td>Software engineer</td>
</tr>
</tbody>
</table>

**Please Note:** Students need to have satisfactorily completed VCE Computing 1 & 2 to be eligible to study VCE Informatics and VCE Software Development.
VCE INFORMATICS

VCE Informatics focuses on data, information and information systems. Students consider data and how it is acquired, managed, manipulated and interpreted through a range of online mechanisms. They focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs.

Unit 3
In this unit, students investigate how and why organisations acquire data online and the flow of data through organisations.
Area of Study 1: Organisations and data management
Area of Study 2: Data analytics: drawing conclusions

Unit 4
In this unit students focus on strategies and techniques for manipulating, managing, securing and disposing of data and information to meet a range of needs.
Area of Study 1: Data analytics: presenting the findings
Area of Study 2: Information Management

VCE SOFTWARE DEVELOPMENT

In Software Development Units 3 and 4 students focus on the application of a problem-solving methodology and programming skills to create purpose-designed, functional software modules.

Unit 3
In this unit, students investigate how and why organisations acquire data online and the flow of data through organisations.
Area of Study 1: Programming practice
Area of Study 2: Analysis and design

Unit 4
In this unit students focus on strategies and techniques for manipulating, managing, securing and disposing of data and information to meet a range of needs.
Area of Study 1: Software solutions
Area of Study 2: Interactions and impact

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

<table>
<thead>
<tr>
<th>Animator</th>
<th>IT administrator</th>
<th>System designer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cartographer</td>
<td>IT educator</td>
<td>Teacher</td>
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<tr>
<td>Computer programmer</td>
<td>IT manager</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Computer systems analyst</td>
<td>IT support technician</td>
<td>Web designer/developer</td>
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<tr>
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<td>Multimedia developer</td>
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<tr>
<td>Database administrator</td>
<td>Multimedia systems engineer</td>
<td>Industrial engineer</td>
</tr>
<tr>
<td>Graphic designer</td>
<td>Network administrator</td>
<td>Software engineer</td>
</tr>
</tbody>
</table>
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>
VCE DRAMA

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>
</tr>
</thead>
<tbody>
<tr>
<td>Announcer</td>
<td>Film or Theatre critic</td>
</tr>
<tr>
<td>Arts administrator</td>
<td>Film, stage and TV director</td>
</tr>
<tr>
<td>Audiovisual technician</td>
<td>Lighting operator</td>
</tr>
<tr>
<td>Casting director</td>
<td>Playwright</td>
</tr>
<tr>
<td>Choreographer</td>
<td>Program director</td>
</tr>
<tr>
<td>Costume maker</td>
<td>Scriptwriter</td>
</tr>
<tr>
<td>Dancer</td>
<td>Set designer</td>
</tr>
<tr>
<td>Director of photography</td>
<td>Sound technician</td>
</tr>
<tr>
<td>Film and TV editor</td>
<td>Stage technician</td>
</tr>
<tr>
<td>Stagehand</td>
<td>Stunt performer</td>
</tr>
<tr>
<td>Teacher</td>
<td>Wardrobe supervisor</td>
</tr>
<tr>
<td>Manufacturing – quality control</td>
<td>Psychiatrist</td>
</tr>
<tr>
<td>Medical practitioner</td>
<td>Radiologist</td>
</tr>
</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>Economist</th>
<th>Market researcher</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Export/Import Clerk</td>
<td>Marketing officer</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Exporter/Importer</td>
<td>Political scientist</td>
<td></td>
</tr>
<tr>
<td>Trade Analyst</td>
<td>Portfolio manager</td>
<td></td>
</tr>
<tr>
<td>Farmer/Farm Manager</td>
<td>Project manager</td>
<td></td>
</tr>
<tr>
<td>Financial advisor</td>
<td>Public relations officer</td>
<td></td>
</tr>
<tr>
<td>Financial Journalist</td>
<td>Securities dealer</td>
<td></td>
</tr>
<tr>
<td>Foreign affairs and trade Officer</td>
<td>Sociologist</td>
<td></td>
</tr>
<tr>
<td>Investment Analyst</td>
<td>Statistician</td>
<td></td>
</tr>
<tr>
<td>Management consultant</td>
<td>Stockbroker</td>
<td></td>
</tr>
</tbody>
</table>
The study of English encourages the development of literate individuals capable of critical and imaginative thinking.

**Unit 1:**
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.
Area of Study 1: Reading and creating texts
Area of Study 2: Analysing and presenting argument

**Unit 2:**
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.
Area of Study 1: Reading and comparing texts
Area of Study 2: Analysing and presenting argument

**Units 3 and 4: (2016 only – New Study Design for Unit 3 & 4 for 2017)**
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>Literary critic</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcer</td>
<td>Media analyst</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>
<td></td>
</tr>
<tr>
<td>Editor</td>
<td>Publisher</td>
<td></td>
</tr>
<tr>
<td>Historian</td>
<td>Reviewer</td>
<td></td>
</tr>
<tr>
<td>Journalist</td>
<td>Script writer</td>
<td></td>
</tr>
<tr>
<td>Librarian</td>
<td>Speech pathologist</td>
<td></td>
</tr>
</tbody>
</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: Englishes in contact

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>
</tr>
</thead>
<tbody>
<tr>
<td>Announcer</td>
<td>Media analyser</td>
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<tr>
<td>Archivist</td>
<td>Playwright</td>
</tr>
<tr>
<td>Author</td>
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<tr>
<td>Historian</td>
<td>Reviewer</td>
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<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>University Lecturer</td>
</tr>
<tr>
<td>Writer</td>
<td></td>
</tr>
</tbody>
</table>
NOTE: In 2016, Assumption will offer this course to Year 11 students as an acceleration option only.

This is a VCE study 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>
<td></td>
</tr>
<tr>
<td>Dairy Technologist</td>
<td>Home economist</td>
<td></td>
</tr>
<tr>
<td>Dietician</td>
<td>Hospital catering officer</td>
<td></td>
</tr>
<tr>
<td>Environmental health officer</td>
<td>Hospital advisor</td>
<td></td>
</tr>
<tr>
<td>Food scientist</td>
<td>Nutritionist</td>
<td></td>
</tr>
</tbody>
</table>
Unit 1 Description: Hazards and Disasters
In this unit, students undertake an overview of hazards – such as geographical, hydro-meterological, biological and/or technological hazards - before investigating two contrasting types of hazards and the responses to them by people. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena.
Area of Study 1: Characteristics of hazards
Area of Study 2: Responses to hazards and disasters

Unit 2 Description: Tourism
This unit investigates the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments.
Area of Study 1: Characteristics of tourism.
Area of Study 2: Impact of tourism.

Unit 3 Description: Changing the land
This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate three major processes that are changing land cover in many regions of the world: deforestation; desertification, and melting glaciers and ice sheets. Students investigate the distribution and causes of these three processes.
Area of Study 1: Land use change
Area of Study 2: Land cover change

Unit 4 Description: Human population – trends and issues
This unit investigates the geography of human populations. Students explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.
Area of Study 1: Population dynamics
Area of Study 2: Population issues and challenges

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.
History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. As historians ask new questions, revise interpretations or discover new sources, fresh understandings come to light.

**Unit 1 Twentieth Century History 1900 – 1945**
This unit focuses on the nature of political, social and cultural change in the period between the world wars.
Area of Study 1: Ideology and conflict
Area of Study 2: Social and cultural change

**Unit 2 Twentieth Century History 1945-2000**
This unit explores the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.
Area of Study 1: Competing ideologies
Area of Study 2: Challenge and change
Area of Study 3: Issues for the Millennium.

**Unit 3 and 4 Revolutions**
In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. In Unit 3 students will explore the French Revolution of 1789 and in Unit 4, they will investigate the Russian Revolution of October 1917.
Area of Study 1: Causes of revolution
Area of Study 2: Consequences of revolution

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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>
<td></td>
</tr>
</tbody>
</table>
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>Youth worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrister</td>
<td>Magistrate</td>
<td>University lecturer</td>
</tr>
<tr>
<td>Clerical officer</td>
<td>Management consultant</td>
<td>Legal clerk</td>
</tr>
<tr>
<td>Clerk of courts</td>
<td>Politician</td>
<td>Teacher</td>
</tr>
<tr>
<td>Commentator</td>
<td>Corrections officer</td>
<td>Journalist</td>
</tr>
<tr>
<td>Criminologist</td>
<td>Senior manager</td>
<td>Human Rights Lawyer</td>
</tr>
<tr>
<td>Diplomat</td>
<td>Social worker</td>
<td>Solicitor</td>
</tr>
</tbody>
</table>
VCE LITERATURE

The study of Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text.

Unit 1: Approaches to Literature
This unit focuses on the ways in which the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience.

Area of Study 1: Reading practices
Area of Study 2: Ideas and concerns in texts.

Unit 2: Context and connections
Students explore the ways literary texts connect with each other and with the world. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them.

Area of Study 1: The text, the reader and their contexts.
Area of Study 2: Exploring connections between texts.

Unit 3: (2016 only – New Study Design for Unit 3 & 4 for 2017)
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: (2016 only – New Study Design for Unit 3 & 4 for 2017)
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>
<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></td>
</tr>
<tr>
<td>Copywriter</td>
<td>Publicity officer</td>
<td></td>
</tr>
<tr>
<td>Editor</td>
<td>Publisher</td>
<td></td>
</tr>
<tr>
<td>Historian</td>
<td>Reviewer</td>
<td></td>
</tr>
<tr>
<td>Journalist</td>
<td>Script writer</td>
<td></td>
</tr>
<tr>
<td>Librarian</td>
<td>Speech pathologist</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 and 2  
General Mathematics Units 1 and 2  
Further Mathematics Units 3 and 4  
Mathematical Methods Units 1 and 2, 3 & 4  
Specialist Mathematics Units 1 and 2, 3 & 4

**Typical Mathematical pathways (NOTE: students may include more than 1 mathematics sequence in their program):**

<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>Mathematical Methods CAS 1 &amp; 2</td>
<td>Mathematical Methods CAS 3 &amp; 4</td>
</tr>
<tr>
<td>Specialist Mathematics Unit 1 &amp; 2</td>
<td>Specialist Mathematics 3 &amp; 4 and/or Mathematical Methods CAS 3 &amp; 4</td>
</tr>
<tr>
<td>&amp; Mathematical Methods CAS Units 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Foundation Mathematics 1 &amp; 2**</td>
<td>No Mathematics</td>
</tr>
</tbody>
</table>

**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.**

**In exceptional cases, students who do well in Foundation Mathematics Units 1 & 2 can apply to undertake some supplementary study of selected topics and be considered for approval to study Further Mathematics Units 3 and 4.**

**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: Data
- Area of Study 4: Measurement

**GENERAL MATHEMATICS UNITS 1 & 2**
General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.
The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Area of Study 1: Algebra and structure
Area of Study 2: Arithmetic and number
Area of Study 3: Discrete mathematics
Area of Study 4: Geometry, measurement and trigonometry
Area of Study 5: Graphs of linear and non-linear relations
Area of Study 6: Statistics

MATHEMATICAL METHODS 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. This study provides an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

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

SPECIALIST MATHEMATICS UNITS 1 & 2

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

Area of Study 1: Algebra and structure
Area of Study 2: Arithmetic and number
Area of Study 3: Discrete mathematics
Area of Study 4: Geometry, measurement and trigonometry
Area of Study 5: Graphs of linear and non-linear relations
Area of Study 6: Statistics

FURTHER MATHEMATICS UNITS 3 & 4

These units are designed to follow on directly from completed General Mathematics. 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 Units 3 and 4.

Area of Study 1: (Unit 3): Core
Area of Study 2: (Unit 4): Applications – two out of four application modules will be studied.
    Module 1: Matrices
    Module 2: Networks and decision mathematics
    Module 3: Geometry and measurement
    Module 4: Graphs and relations
    Module 5: Networks and decision mathematics
    Module 6: Matrices

MATHEMATICAL METHODS UNITS 3 & 4

These units follow on directly from Mathematical Methods (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: Calculus
Area of Study 4: Probability and statistics

**SPECIALIST MATHEMATICS UNIT 3 & 4**

These units are designed to prepare you for a tertiary course in Mathematics and Engineering. It is highly recommended that students take Mathematical Methods 3 and 4 in conjunction with Specialist Mathematics 3 and 4.

Area of Study 1: Functions and graphs
Area of Study 2: Algebra
Area of Study 3: Calculus
Area of Study 4: Vectors
Area of Study 5: Mechanics
Area of Study 6: Probability and statistics

<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>
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. In this study, 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.
**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 participate in the 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, or video) and complete a media production design plan.
**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. 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*

- Actor
- Arts administrator
- Audiovisual technician
- Camera operator
- Copywriter
- Desktop publisher
- Film and TV editor
- Film and TV lighting operator
- Film and TV producer
- Film critic
- Film, stage and TV director
- Graphic designer
- Journalist
- Makeup artist
- Motion graphics designer
- Multimedia developer
- Projectionist
- Script writer
- Set designer
- Sound mixer
- Sound technician
- Stage manager
- Teacher
- Web designer/developer
- Writer
- Desktop publisher
- Multimedia developer
- Projectionist
- Script writer
- Set designer
- Sound mixer
- Sound technician
- Stage manager
- Teacher
- Web designer/developer
- Writer

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

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>Myotherapist/Massage</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>Physiologist</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>Physiotherapist</td>
<td>Recreation officer</td>
</tr>
<tr>
<td>Personal Trainer</td>
<td>Sports psychologist</td>
<td></td>
</tr>
</tbody>
</table>
Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

**Unit 1 What ideas explain the physical world?**
This unit explores how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

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

**Unit 2 What do experiments reveal about the physical world?**
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

Area of Study 1: How can motion be described and explained?
Area of Study 2: Observations of the physical world (specific area of investigation to be confirmed)
Area of Study 3: Practical investigation

**Unit 3 Motion, Electronics, and Photonics (2016 only – New Study Design for Unit 3 & 4 for 2017)**
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 (2016 only – New Study Design for Unit 3 & 4 for 2017)**
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>
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>Craftsman</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>
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>Costume Curator</th>
<th>Merchandiser</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display Designer</td>
<td>Pattern Maker</td>
<td>Textile Colourist</td>
</tr>
<tr>
<td>Display Manager</td>
<td>Retail Buyer</td>
<td>Textile Designer</td>
</tr>
<tr>
<td>Dry Cleaner</td>
<td>Retail Salesperson</td>
<td>Textile Sales Representative</td>
</tr>
<tr>
<td>Fashion Designer</td>
<td>Sample Maker</td>
<td>Textile Stylist</td>
</tr>
<tr>
<td>Fashion Illustrator</td>
<td>Seamstress</td>
<td>Theatrical Costuming</td>
</tr>
<tr>
<td>Fashion Writer</td>
<td>Tailor</td>
<td>Wardrobe Designer</td>
</tr>
</tbody>
</table>
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: How are behaviour and mental processes shaped?
This unit investigates the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Brain plasticity and the complex nature of psychological development is explored as are the classical and contemporary studies that have contributed to our understanding of the human brain. A student-directed research investigation related to brain function and/or development is undertaken drawing on content from one or both Areas of study.
Area of Study 1: How does the brain function?
Area of Study 2: What influences psychological development?
Area of Study 3: Student-directed research investigation.

Unit 2 Description: How do external factors influence behaviour and mental process?
This unit explores how perception of stimuli enables a person to interact with the world around them. The role social cognition plays in a person’s attitudes, perception of themselves and relationships with others is evaluated. Classical and contemporary research about perception and individual and group behaviour is explored. A student practical investigation related to internal and external influences on behaviour is undertaken drawing on content from one or both Areas of Study.
Area of Study 1: What influences a person’s perception of the world?
Area of Study 2: How are people influenced to behave in particular ways?
Area of Study 3: Student-directed practical investigation.

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>
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<tr>
<td>Educational psychologist</td>
<td>Organisational psychologist</td>
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<tr>
<td>Family therapist</td>
<td>Police officer</td>
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<tr>
<td>Forensic psychologist</td>
<td>School counsellor</td>
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<tr>
<td>Human resource manager</td>
<td>Sleep specialist</td>
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<tr>
<td>Life coach</td>
<td>Social worker</td>
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</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

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>
<th>Film maker</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art gallery assistant</td>
<td>Graphic Designer</td>
<td>Illustrator</td>
<td>Visual merchandiser</td>
</tr>
<tr>
<td>Art gallery director</td>
<td>Interior designer</td>
<td>Jewellery designer</td>
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</tr>
<tr>
<td>Art historian</td>
<td>Pattern maker</td>
<td>Photographer</td>
<td></td>
</tr>
<tr>
<td>Art Therapist</td>
<td>Sculptor</td>
<td>Tattooist</td>
<td></td>
</tr>
</tbody>
</table>
| Artist | Carto...

| Carto...

| Conservator |
| Craftsperson |
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
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.

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 give 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 SBAT in their program; however, students completing a VCE Certificate may also consider including a VET and/or a SBAT Study in their program.

VET Studies may contribute to a VCE Students’ ATAR and also allow them to gain a Nationally recognised qualification – such as a Certificate II or Certificate III. For students completing a 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.

VTAC 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 VET Study in Year 10;
- Students may apply to complete one 2nd Year 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 or VET 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. For information on the calculation of VET Studies in the ATAR please consult the VTAC 2016 guide: http://www.vtac.edu.au/pdf/publications/victer2016.pdf.
RULES FOR VET STUDIES AND SBAT IN 2016

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 work place 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 5 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 Coordinator, filled out by the employer, student and parents and signed by the Principal of Assumption College before they attend the work place 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.
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.

**VET Courses**
**Acting** – Delivered by Australian College of Dramatic Arts at ACK after school.
Business (Yr 12 VCAL only)
Events
*Hospitality
*Media
Public Safety
*Sports and Recreation

**External VET Courses**
Allied Health
Animal Studies
Applied Fashion & Design
Automotive
Auto Paint & Panel
Aviation
Beauty
Building & Construction – Design Fundamentals
Early Childhood Education and Care
*Dance
Electrotechnology
*Engineering
*Equine (online)
Fitness
Furnishing
Hairdressing
Horticulture
Tourism
Justice
Music Technical Production
Visualisation (Fashion or Creative Direction or Interior Decoration Focus)

*Denotes VET Studies which generate a study score
** VET Acting will be held after school at ACK
WHO TO TALK TO ABOUT VET STUDIES

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher(s)</th>
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<tbody>
<tr>
<td>Business (Yr 12 VCAL only)</td>
<td>Mrs Pendlebury</td>
</tr>
<tr>
<td>Acting</td>
<td>Ms Genio</td>
</tr>
<tr>
<td>Sport &amp; Recreation</td>
<td>Mr Caruso, Mr Coots</td>
</tr>
<tr>
<td>Media</td>
<td>Ms Solomons</td>
</tr>
<tr>
<td>Hospitality</td>
<td>Mr Sibeil</td>
</tr>
<tr>
<td>Events</td>
<td>Ms Hudson, Ms Richardson</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:


ACK Library Website – Careers – VET

BUSINESS (YR 12 VCAL ONLY)

The VET Business program is available to Year 12 students enrolled in VCAL only. Certificate II in Business BSB20115 qualification allows students to gain a variety of skills and knowledge needed to undertake administrative roles in a business environment.

What qualification will I receive?
Certificate II in Business

Description:
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. Units like organise and complete daily work activities, communicate in the workplace, deliver a service to customers, participate in environmentally sustainable work practices, use business technology and work effectively in a business environment, just to name a few.

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, bank officer or a transport clerk.

(Add a photo that depicts Business.)

MEDIA (VCE SCORED ASSESSED)

Media aims to assist students to create pathways into the Games and Animation Industries via specialist training. Partnered with the Academy of Interactive Entertainment, it offers workshops at AIE’s Melbourne studios. It will look at game programming, 3D animation and game design disciplines. It is based on providing students with an understanding of the different job opportunities with video game development and Film industries. This is a two year course.

What qualification will I receive?
Certificate III in Media

First Year:
- Develop and extend critical and creative thinking skills
- Work effectively in the screen and media industries
- Follow occupational health and safety procedure
- Produce and prepare photo images
- Create 3D digital models
- Produce drawings to represent and communicate the concept
- Collect and organise content for broadcast or publication
- Follow a design process

Second Year:
- Create 2D digital animations
- Write content for a range of Media
- Explore and apply the creative design process to 2D forms
- Author interactive sequences
- Prepare video assets
- Create visual design components
EVENTS

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
ACTING

The Certificate III in Acting (Screen) will be delivered by the Australian College of Dramatic Arts. The Australian College of Dramatic Arts is being reaccredited in 2015 and it is expected that new students commencing as of 2016 will operate under a new structure Year 1 and 2 at Certificate III level. The general purpose of the course is to provide the skills, knowledge and attitudes for training in acting for film and television. Only 25 places are available and it will be offered to all students in our VET Cluster area.

Students will experience such things as:

- Practical assessments in front of camera
- Interesting range of topics will be covered
- Pathways and peripheral jobs information
- Knowledge on how the industry works with firsthand knowledge, no guesswork

Students will also be required to attend excursions given by professional guest speakers from the industry and this may be in Melbourne on a weekend. This is a 2 year course and the first year will focus on an overview of film and TV industry, governing bodies, film and TV careers and skills, types of auditions, audition preparation, script knowledge and development, skills and abilities for acting in front of a camera. Practical filming lessons alternate between theory lessons.

Pathways:
Diploma of Arts-Acting Advanced Diploma of Arts Degree in Arts.

Possible future Career Opportunities:
Actor, Technical Crew Member, Lighting and Sound Technician, Stage Manager, Writer, Make-Up Artist, Drama Teacher, Director, Producer, Agent and Casting Consultant

The classes will be after school from 3.30pm to 6.30pm here at Assumption College one night per week.

For more information contact: Merilyn Brend Ph 0413 445 744
HOSPITALITY (VCE SCORED ASSESSED)

Taken from the Certificate III in Catering Operations the Hospitality program prepares students for a diverse range of occupations in the hospitality industry including commercial cookery & catering, food & beverage service and accommodation service. Students will gain their Responsible Serving of Alcohol and Food Handling Certificate along with a Certificate II in Hospitality.

VCE VET programs available:

- 1st Year - Certificate II in Hospitality Front of House
- 2nd Year - Certificate II in Hospitality (Kitchen Operations)

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)

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:

SPORT AND RECREATION (VCE SCORED ASSESSED)

The VET Sport and Recreation program 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 over 2 years.

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.
SCHOOL BASED APPRENTICESHIPS / TRAINEESHIPS

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.
VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL) OVERVIEW

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.**

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
- VCE Foundation Maths or 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.
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,</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCAL Numeracy</td>
<td>Mrs Pendlebury, Ms Bryar, Ms Maskelyne</td>
</tr>
<tr>
<td>VCAL PDS/WRS</td>
<td>Ms Flavell, Ms Campbell, Mr Houghton</td>
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<tr>
<td>VCAL RELIGION &amp; SOCIETY</td>
<td>Ms Liggieri, Mr Gilchrist</td>
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</tbody>
</table>
VCAL LITERACY UNITS

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.
A VCAL course must include at least one unit of numeracy. At Assumption College Year 11 VCAL students either complete VCE Foundation Mathematics or VCAL Numeracy (Foundation Level). The subject the student completes is based on their ability in Mathematics.

At the completion of these Mathematical Units Year 12 VCAL students will be enrolled in VCAL Numeracy at either Intermediate or Senior Level.

**VCE Foundation Mathematics Unit 1&2**
The study of Foundation Mathematics has a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study and students are encouraged to use appropriate technology to support their investigations.

On completion of VCE Foundation Mathematics Units 1 and 2, the student should be able to use confidentiality and completely mathematical skills and concepts from all areas of study, be able to select and use technology to apply mathematics in a range of practical contexts and be able to apply and discuss mathematical procedures to solve practical problems in familiar and new contexts, and communicate their results.

- **Area of Study 1: Space, shape and design**
- **Area of Study 2: Patterns and number**
- **Area of Study 3: Data**
- **Area of Study 4: Measurement**

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

- Competency Testing
- Homework Skills Booklet
- Completion of Mathletic tasks
- Assignment Work both individually and in groups
- Internet Research work
- Written reports of tasks completed

**VCAL Numeracy**
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>
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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

Applied Learning Captain - Greg White and the VCAL students opening the 2015 Relay for Life
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.
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
RESOURCES AT ASSUMPTION COLLEGE

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.

ASSUMPTION COLLEGE LIBRARY WEBSITE – LIBGUIDES CAREERS
Available online: www.acklibrary.libguides.com/careers

Contains a comprehensive range of information and resources for secondary study, further study, careers and subject selection, including subject selection booklets.
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.

VOCATIONAL 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.

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