ASSUMPTION COLLEGE

SEEK THE THINGS THAT ARE ABOVE

VCE 2017
Subject Selection Handbook
### Key Dates Checklist for Students Commencing VCE/VCAL Subject Selection 2017

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<td>Tuesday 9th August</td>
<td>Subject Selection Overview Assembly 1</td>
</tr>
<tr>
<td>Tuesday 16th August</td>
<td>Subject Selection Overview Assembly 2</td>
</tr>
<tr>
<td></td>
<td>Discuss your plans with Parents/Guardians</td>
</tr>
<tr>
<td></td>
<td>Make a list of teachers with whom you need to discuss your subject selection plans</td>
</tr>
<tr>
<td></td>
<td>Discuss your plans with relevant teachers</td>
</tr>
<tr>
<td>Tuesday 23rd August</td>
<td>Subject Selection session in Vocational Pathways p.5. Students have access to staff with expertise in specialist subjects</td>
</tr>
<tr>
<td>Tuesday 30th August</td>
<td>Subject Selection session in Vocational Pathways p.5. Students have access to staff with expertise in specialist subjects</td>
</tr>
<tr>
<td>Tuesday 6th September</td>
<td>Enter your subject preferences into the online Student Options Module (this can be done prior to the day if desired)</td>
</tr>
<tr>
<td></td>
<td>Print off receipt of subject preferences and sign</td>
</tr>
<tr>
<td></td>
<td>Parent/Guardian signature</td>
</tr>
<tr>
<td>Tuesday 13th September</td>
<td>Submit the signed copy of your subject preferences to your Vocational Pathways teacher</td>
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SENIOR CERTIFICATES AT ASSUMPTION COLLEGE

Students in Year 11 and 12 will undertake either the Victorian Certificate of Education (VCE) or the 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 (School Based Apprenticeship Traineeship)
  - Accelerated Studies and University Extension Studies

and

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

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

Within either a VCE or a VCAL Certificate, students may consider including a VET (Vocational Education and Training) Study or an 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 find out as much as you can about individual studies and the pathways available.

• Seek course and careers guidance, including the prerequisites 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 Unit 1 or 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).

In Year 11, students may enrol in:

Twelve units plus at least one unit of Religious Education

Or

Twelve units including two units of Religious Education

In Year 12, students may enrol in:

Ten units plus the school based seminar program

Students will therefore normally attempt a minimum of 22 units over two years. Students who have completed two accelerated options in Year 11 may apply to complete a reduced academic program in Year 12.

All students are involved in a school-based Religious Education Program in Year 12 that is run independently to the VCE program.

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 Deputy Principal – Learning & Teaching and Principal will make a final ruling.

Students who complete two examined Unit 3 & 4 studies in Year 11 may be eligible to complete a reduced load in Year 12 (i.e. complete 4 rather than 5 studies in their Year 12 year). Students will be contacted after results are released in December as to whether amendments to subjects are required for the following academic year. Students are asked to plan their program assuming that they will complete five studies in Year 12.
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

Students wishing to complete VCE Specialist mathematics must have completed Units 3 and 4 Mathematical Methods OR is concurrently studying Units 3 and 4 Mathematical Methods.

VET

Students must satisfactorily complete Units 1/2 before attempting Units ¾

Please Note

The College reserves 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 Deputy Principal – Learning & Teaching and the Principal.

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

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

For assistance on using the template, students are encouraged to speak to their Pastoral Care Teacher, subject teachers and the Pathways team for assistance.
**VCE PROGRAM PLANNER (NO ACCELERATIONS AND ONE UNIT OF RELIGIOUS EDUCATION)**

In a standard program, students must complete five or six Year 11 subjects (including English).

### Year 11

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

- **Study 2:**

- **Study 3:**

- **Study 4:**

- **Study 5:**

- **Study 6**

  - Religion and Society Unit 2 OR
  - Text and Traditions Unit 2 (1 Unit over whole year)

### 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
## VCE PROGRAM PLANNER (NO ACCELERATIONS AND TWO UNITS OF RELIGIOUS EDUCATION)

### YEAR 11

<table>
<thead>
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<th>Study 1:</th>
<th>Study 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Unit 1 &amp; 2 OR English Language Unit 1 &amp; 2 OR Literature Unit 1 &amp; 2</td>
<td>Religion &amp; Society Unit 1 &amp; 2 OR Texts &amp; Traditions Unit 1 &amp; 2</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Study 3:</th>
<th>Study 4:</th>
<th>Study 5:</th>
<th>Study 6 or Study Line:</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>Partial Study Line: (whilst other Year 11 students completing 1 x VCE RE Unit)</td>
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</table>

### YEAR 12

<table>
<thead>
<tr>
<th>Study 1:</th>
<th>Study 2:</th>
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</thead>
<tbody>
<tr>
<td>English Unit 3 &amp; 4 OR English Language Unit 3 &amp; 4 OR Literature Unit 3 &amp; 4</td>
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<table>
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<tr>
<th>Study 3:</th>
<th>Study 4:</th>
<th>Study 5:</th>
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<td></td>
<td>+ Year 12 RE Seminar</td>
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VCE PROGRAM PLANNER (WITH 1 VCE OR VET ACCELERATION)

YEAR 10
Accelerated Unit 1 & 2:

YEAR 11
Accelerated Unit 3 & 4:
English Unit 1 & 2
OR
English Lang Unit 1 & 2
OR
Literature Unit 1 & 2
Study 3:
Study 4:
Study 5:
Study 6 or Study Line:
RE (1 Unit over whole year)
Or
Partial Study Line (if already taking Unit 3/4 Religious Education)

YEAR 12
English Unit 3 & 4
OR
English Language Unit 3 & 4
OR
Literature Unit 3 & 4
Study 2:
Study 3:
Study 4:
Study 5:
+ Year 12 RE Seminar
VCE PROGRAM PLANNER (WITH 2 VCE OR VET ACCELERATIONS)

YEAR 10

Accelerated Unit 1 & 2:

Accelerated Unit 1 & 2:

YEAR 11

Accelerated Unit 3 & 4:

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 or Study Line:

RE (1 Unit over whole year)

Or

Partial Study Line
(if already taking Unit 3/4 Religious Education)

YEAR 12

English Unit 3 & 4
OR
English Lang Unit 3 & 4
OR
Literature Unit 3 & 4

Study 2:

Study 3:

Study 4:

Study 5:

+ Year 12 RE Seminar
VCE SUBJECTS OFFERED IN 2017

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.

Accounting* Units 1,2,3,4
Agricultural and Horticultural Studies* Units 1,2,3,4
Australian and Global Politics* Units 1,2
Biology* Units 1,2,3,4
Business Management* Units 1,2,3,4
Chemistry Units 1,2,3,4
Computing* Units 1,2
Computing Software Development* Units 3,4
Dance* Units 1,2,3,4
Drama* Units 1,2,3,4
Economics* Units 1,2
English Units 1,2,3,4
English Language Units 1,2,3,4
Food Studies Units 1,2,3,4
Geography* Units 1,2,3,4
Health and Human Development* Units 1,2,3,4
History* Units 1,2
History Revolutions* Units 3,4
Languages French Units 1,2,3,4
Languages Italian Units 1,2,3,4
(Other languages may be studied by correspondence)
Legal Studies* Units 1,2,3,4
Literature Units 1,2,3,4
Mathematics: Foundation Units 1,2
Mathematics: General Units 1,2
Mathematics: Further Units 3,4
Mathematics: Methods (CAS) Units 1,2,3,4
Mathematics: Specialist Units 1,2,3,4
Media* Units 1,2,3,4
Music Performance* Units 1,2,3,4
Physical Education* Units 1,2,3,4
Physics Units 1,2,3,4
Product Design and Technology Units 1,2,3,4
Psychology* Units 1,2,3,4
Religion and Society* Units 1,2,3,4
Studio Arts Units 1,2,3,4
Texts and Traditions Units 1,2
Visual Communication Design* Units 1,2,3,4

*Denotes VCE Studies that may be suitable as accelerated studies
WHO TO TALK TO ABOUT VCE STUDIES

It is recommended that you speak with the following teachers (or Learning Area Coordinator) for subject selection questions.

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<thead>
<tr>
<th>VCE Accounting</th>
<th>Mr S Davis</th>
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<td>VCE Agricultural and Horticultural Studies</td>
<td>Mr Jongebloed</td>
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<tr>
<td>VCE Biology</td>
<td>Ms Linke</td>
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<tr>
<td>VCE Business Management</td>
<td>Mr S Davis, Ms Jephson, Ms Hudson</td>
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<td>VCE Chemistry</td>
<td>Ms Sarraf, Mr Tegglelove</td>
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<td>Mr McKay</td>
</tr>
<tr>
<td>VCE Health and Human Development</td>
<td>Ms Flavell, Mr Merigan</td>
</tr>
<tr>
<td>VCE History</td>
<td>Mr T Davis, Ms Litvin</td>
</tr>
<tr>
<td>VCE Computing</td>
<td>Mr Brown</td>
</tr>
<tr>
<td>VCE Computing Software Development</td>
<td>Mr Brown</td>
</tr>
<tr>
<td>VCE Language</td>
<td>Ms Furt, Mr McKay (French), Ms Liggieri (Italian)</td>
</tr>
<tr>
<td>VCE Legal studies</td>
<td>Mr S Davis, Ms Hudson, Ms Litvin</td>
</tr>
<tr>
<td>VCE Literature</td>
<td>Mr T. Davis, Ms Williams, Ms Aglinskas</td>
</tr>
<tr>
<td>VCE Mathematics: Foundation Mathematics</td>
<td>Ms Bryar, Ms Sarraf</td>
</tr>
<tr>
<td>VCE Mathematics: General Mathematics</td>
<td>Mr Egan, Mr Tegglelove, Mr Sinkeler</td>
</tr>
<tr>
<td>VCE Mathematics: Further Mathematics</td>
<td>Mr Langdon, Mr Johnson, Mr Edwards, Mr Lineage</td>
</tr>
<tr>
<td>VCE Mathematics: Mathematical Methods (CAS)</td>
<td>Ms Sarraf, Mr Lineage</td>
</tr>
<tr>
<td>VCE Mathematics: Specialist Mathematics</td>
<td>Mr Tegglelove, Ms Cross</td>
</tr>
<tr>
<td>Subject</td>
<td>Teachers</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>VCE Media</td>
<td>Ms Pillay, Mr Solomons</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</td>
<td>Mr Grattan</td>
</tr>
<tr>
<td>VCE Psychology</td>
<td>Ms Tavilla</td>
</tr>
<tr>
<td>VCE Religion &amp; Society</td>
<td>Ms Pati, Ms Daly, Ms Devine, Ms Santamaria, Ms Southgate</td>
</tr>
<tr>
<td>VCE Studio Arts</td>
<td>Mr Solomons, Ms Bennett</td>
</tr>
<tr>
<td>VCE Texts and Traditions</td>
<td>Ms Daly, Ms Pati,</td>
</tr>
<tr>
<td>VCE Visual Communication &amp; Design</td>
<td>Mr Solomons</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.

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 | |

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VCE AGRICULTURE AND HORTICULTURE STUDIES

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

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

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

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

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

Australian Politics

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

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

Global Politics

Unit 3: Global Actors
In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.
Area of Study 1: Global actors.
Area of Study 2: Power in the Asia-Pacific region.
Unit 4: Global challenges

In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them.
Area of Study 1: Ethical issues and debates.
Area of Study 2: Crises and responses.

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

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

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

Unit 1 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 How do cells maintain life?
In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.
Area of Study 1: How do cellular processes work?
Area of Study 2: How do cells communicate?

Unit 4 How does life change and respond to challenges over time?
Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.
Area of Study 1: How are species related?
Area of Study 2: How do humans impact on biological processes?
Area of Study 3: Practical investigation
**Studies in Biology can lead to study and career options in the following areas:**

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

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 Planning a business
In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.
Area of Study 1 The business idea
Area of Study 2 External environment
Area of Study 3 Internal environment

Unit 2: Establishing a business
In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.
Area of Study 1 Legal requirements and financial considerations
Area of Study 2 Marketing a business
Area of Study 3 Staffing a business

Unit 3: Managing a business
In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.
Area of Study 1 Business foundations
Area of Study 2 Managing employees
Area of Study 3 Operations management

Unit 4: Transforming a business
In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.
Area of Study 1 Reviewing performance
Area of Study 2 Implementing change

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

<table>
<thead>
<tr>
<th>Advertising</th>
<th>Industrial Relations Officer</th>
<th>Stockbroker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brand Management</td>
<td>Investment Analyst</td>
<td>Teacher</td>
</tr>
<tr>
<td>Business Analyst</td>
<td>Management consultant</td>
<td>Trade Analyst</td>
</tr>
<tr>
<td>Company Secretary</td>
<td>Market researcher</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Diplomat</td>
<td>Marketing Officer</td>
<td>Statistician</td>
</tr>
<tr>
<td>Exporter/Importer</td>
<td>Political scientist</td>
<td>Securities dealer</td>
</tr>
<tr>
<td>Farmer/Farm Manager</td>
<td>Portfolio manager</td>
<td>Financial Manager</td>
</tr>
<tr>
<td>Human Resource Developer</td>
<td>Public relations officer</td>
<td>Financial Journalist</td>
</tr>
</tbody>
</table>
VCE CHEMISTRY

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: How can chemical processes be designed to optimise efficiency?
In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells.
Area of Study 1: What are the options for energy production?
Area of Study 2: How can the yield of a chemical product be optimised?

Unit 4: How are organic compounds categorised, analysed and used?
In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored.
Area of Study 1: How can the diversity of carbon compounds be explained and categorised?
Area of Study 2: What is the chemistry of food?
Area of Study 3: Practical investigation

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

- Anaesthetist
- Biochemist
- Chemical engineer
- Environmental scientist
- Food technologist
- Geneticist
- Geochemist
- Industrial chemist
- Mining & metallurgy
- Nutritionist
- Obstetrician/Gynaecologist
- Ophthalmologist
- Pathologist
- Paediatrician
- Pharmacist
- Pharmacologist
- Surgeon
- Teacher
- University Lecturer
- Medical practitioner
- Radiologist
- Manufacturing – quality control
- Psychiatrist

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VCE COMPUTING

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

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>
VCE COMPUTING 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 Computing can lead to study and career options in the following areas

Animator
Cartographer
Computer programmer
Computer systems analyst
Computer systems auditor
Computer systems engineer
Database administrator
Graphic designer
IT administrator
IT educator
IT manager
IT support technician
Materials engineer
Multimedia developer
Multimedia systems engineer
Network administrator
System designer
Teacher
University Lecturer
Web designer/developer
Statistician
Investment analyst
Industrial engineer
Software engineer
VCE DANCE

Unit 1:
Students explore the potential of the body as an instrument of expression. They learn about and develop technical and physical skills. Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe use of technical and physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes. They discuss cultural influences on their own dance backgrounds, and on the expressive intentions and movement vocabulary in their own dances.

Area of Study 1: Dance Perspectives
Area of Study 2: Choreography and Performance
Area of Study 3: Dance Technique and Performance
Area of Study 4: Awareness and Maintenance of a Dancer's Body

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

Area of Study 1: Dance Perspectives
Area of Study 2: Choreography, Performance and Dance-making Analysis
Area of Study 3: Dance Technique, Performance and Dance Analysis

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

Area of Study 1: Dance Perspectives
Area of Study 2: Choreography, Performance and Dance-making Analysis
Area of Study 3: Dance Technique, Performance and Dance Analysis

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

Area of Study 1: Dance Perspectives
Area of Study 2: Choreography, Performance and Dance-making Analysis

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

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

<table>
<thead>
<tr>
<th>Actor</th>
<th>Director</th>
<th>Performing Arts Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agent</td>
<td>Drama Teacher</td>
<td>Personal Trainer</td>
</tr>
<tr>
<td>Announcer</td>
<td>Fashion Designer</td>
<td>Physical Education Teacher</td>
</tr>
<tr>
<td>Audio-visual Technician</td>
<td>Fitness Instructor</td>
<td>Playwright</td>
</tr>
<tr>
<td>Casting Director</td>
<td>Lighting Technician</td>
<td>Producer</td>
</tr>
<tr>
<td>Choreographer</td>
<td>Makeup Artist</td>
<td>Screenwriter</td>
</tr>
<tr>
<td>Costume Designer</td>
<td>Model</td>
<td>Singer</td>
</tr>
<tr>
<td>Dance Teacher</td>
<td>Musician</td>
<td>Stage Hand</td>
</tr>
<tr>
<td>Dance Therapist</td>
<td>Music Teacher</td>
<td>Stunt Person</td>
</tr>
<tr>
<td>Dancer</td>
<td>Music Therapist</td>
<td>TV Presenter</td>
</tr>
</tbody>
</table>
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 artwork, 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 performances. For a short solo performance, they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority.
Area of Study 1: Working with Stimulus Material
Area of Study 2: Devising a Non-naturalistic Solo Performance
Area of Study 3: Analysing a Devised Non-naturalistic Solo Performance

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

<table>
<thead>
<tr>
<th>Actor</th>
<th>Film and TV producer</th>
<th>Stagehand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcer</td>
<td>Film or Theatre critic</td>
<td>Stunt performer</td>
</tr>
<tr>
<td>Arts administrator</td>
<td>Film, stage and TV director</td>
<td>Teacher</td>
</tr>
<tr>
<td>Audio visual technician</td>
<td>Lighting operator</td>
<td>Wardrobe supervisor</td>
</tr>
<tr>
<td>Casting director</td>
<td>Playwright</td>
<td></td>
</tr>
<tr>
<td>Choreographer</td>
<td>Program director</td>
<td></td>
</tr>
<tr>
<td>Costume maker</td>
<td>Scriptwriter</td>
<td></td>
</tr>
<tr>
<td>Dancer</td>
<td>Set designer</td>
<td></td>
</tr>
<tr>
<td>Director of photography</td>
<td>Sound technician</td>
<td></td>
</tr>
<tr>
<td>Film and TV editor</td>
<td>Stage manager</td>
<td></td>
</tr>
</tbody>
</table>
VCE ECONOMICS

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: The behaviour of consumers and businesses
In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action. Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts. Students examine a simple microeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key markets they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Area of Study 1 Thinking like an economist
Area of Study 2 Decision making in markets

Unit 2: Contemporary economic issues
As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Trade-offs, where the achievement of one economic or public policy goal may come at the expense of another, are the subject of much debate in economic circles. Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals. Economic growth is generally associated with improvements in living standards as real incomes grow over time. Students explore how the benefits of economic growth are shared in an economy and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income. They evaluate the role of government intervention in markets and discuss whether achieving greater equality causes a decline in economic growth and average living standards. Through the analysis of specific policy measures, students analyse and question the nature of this key trade-off and evaluate whether there is a degree of compatibility between equity and efficiency. Students consider the influence on the world’s living standards of the decisions made and the actions taken in the global economy by investigating one or more contemporary global issues and the trade-offs involved. Through an examination of the issue, students gain a greater appreciation of additional factors that can affect living standards in both Australia and in other nations. They consider the perspectives of relevant stakeholders and evaluate the validity of individual and collective responses to global issues.

Area of Study 1 Economic growth, long-term economic prosperity and environmental sustainability
Area of Study 2 Economic efficiency and equity
Area of Study 3 Global economic issues
Unit 3: Australia’s economic prosperity
In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society’s living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market. In this unit students develop an understanding of the macro economy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government’s domestic macroeconomic goals and affect living standards. Australia’s economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships in terms of their influence on Australia’s living standards. They analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate and evaluate the effect of trade liberalisation.

Area of Study 1 An introduction to microeconomics: the market system, resource allocation and government intervention
Area of Study 2 Domestic macroeconomic goals
Area of Study 3 Australia and the world economy

Unit 4: Managing the economy
Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

Area of Study 1 Aggregate demand policies and domestic economic stability
Area of Study 2 Aggregate supply policies

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

| Economist | Market researcher | Teacher |
| Export/Import Clerk | Marketing officer | University Lecturer |
| Exporter/Importer | Political scientist | |
| Trade Analyst | Portfolio manager | |
| Farmer/Farm Manager | Project manager | |
| Financial advisor | Public relations officer | |
| Financial Journalist | Securities dealer | |
| Foreign affairs and trade officer | Sociologist | |
| Investment Analyst | Statistician | |
| Management consultant | Stockbroker | |
VCE ENGLISH

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:
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. In Unit 3 students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. In Unit 4 students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Unit 3:
Area of Study 1: Reading and creating texts
Area of Study 2: Analysing argument

Unit 4:
Area of Study 1: Reading and comparing texts
Area of Study 2: Presenting argument

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 analyser</td>
<td>Teacher/Librarian</td>
</tr>
<tr>
<td>Archivist</td>
<td>Playwright</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Author</td>
<td>Presenter</td>
<td>Writer</td>
</tr>
<tr>
<td>Bookseller</td>
<td>Program director (radio/TV)</td>
<td>Politician</td>
</tr>
<tr>
<td>Copywriter</td>
<td>Publicity officer</td>
<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>
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</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: Language variation and identity
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>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcer</td>
<td>Media analyst</td>
<td>Teacher/Librarian</td>
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<tr>
<td>Archivist</td>
<td>Playwright</td>
<td>University Lecturer</td>
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<tr>
<td>Editor</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Librarian</td>
<td>Speech pathologist</td>
<td></td>
</tr>
</tbody>
</table>
VCE Food Studies 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 origins**

Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today’s urban living global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

Area of Study 1 Food around the world
Area of Study 2 Food in Australia

**Unit 2: Food makers**

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs and circumstances.

Area of Study 1 Food industries
Area of Study 2 Food in the home

**Unit 3: Food in daily life**

Students explore the science of food – they consider the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Students also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Area of Study 1 The science of food
Area of Study 2 Food choice, health and wellbeing

**Unit 4: Food issues, challenges and futures**

In this unit students examine debates about global and Australian food systems. Students focus on issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Students also investigate individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. Students’ food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Area of Study 1 Environment and ethics
Area of Study 2 Navigating food information
Studies in **Food** 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>
<tr>
<td>Food stylist</td>
<td>Pastry chef</td>
<td></td>
</tr>
</tbody>
</table>
The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it changes in the future? How is it different from other places and phenomena? How are places and phenomena connected?

**Unit 1 Description: Hazards and Disasters**
In this unit, students undertake an overview of hazards – such as geographical, hydro-meteorological, 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

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

<table>
<thead>
<tr>
<th>Farm Manager</th>
<th>Architect</th>
<th>Hydrographer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forester</td>
<td>Civil Engineer</td>
<td>Hydrologist</td>
</tr>
<tr>
<td>Landcare Worker</td>
<td>Ecologist</td>
<td>Land Economist</td>
</tr>
<tr>
<td>Miner</td>
<td>Environmental Scientist</td>
<td>Landscape Architect</td>
</tr>
<tr>
<td>Park Ranger</td>
<td>Foreign Affairs and Trade Officer</td>
<td>Meteorologist</td>
</tr>
<tr>
<td>Geographer</td>
<td>Agricultural and Resource Economist</td>
<td>Mine Surveyor</td>
</tr>
<tr>
<td>Agricultural Scientist</td>
<td>Geological Engineer</td>
<td>Mining Engineer</td>
</tr>
<tr>
<td>Geologist</td>
<td>Natural Resource Manager</td>
<td>Surveyor</td>
</tr>
<tr>
<td>Urban and Regional Planner</td>
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</tr>
</tbody>
</table>

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[Back to Table of Contents]
VCE HEALTH AND HUMAN DEVELOPMENT

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 healthcare 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.

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

| Aged care | Medical imaging professional | Registered nurse |
| Ambulance office/Paramedic | Medical receptionist | Speech pathologist |
| Child care worker | Naturopath/Acupuncturist | Youth worker |
| Child/Youth residential carer | Nursing Aide | |
| Chiropractor | Nutritionist | |
| Dental assistance | Occupational therapist | |
| Dietician | Personal care assistant | |
| Enrolled Nurse | Physiotherapist | |
| General medical practitioner | Podiatrist | |
| Health promotion officer | | |
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

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 Languages can lead to study and career options in the following areas

| SBS (with its wide multicultural audience) | Curator |
| Travel and Tourism Industry | Humanitarian Aid |
| Department of Foreign Affairs | Librarian |
| Trade Careers (International and EU Companies) | Hospitality |
| Diplomat | Winemaker |
| Interpreter | Fashion Industry |
| Journalist | Chef |
| Marketing Teacher | Art Critic |
| Translator | |
| Writer | |
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 lawmaking, 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: Form and transformation
In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

Area of Study 1: Adaptations and transformations
Area of Study 2: Creative responses to texts

Unit 4: Interpreting texts
In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

Area of Study 1 Literary perspectives
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>
VCE MATHEMATICS UNITS

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 &amp; Mathematical Methods CAS Units 1 &amp; 2</td>
<td>Specialist Mathematics 3 &amp; 4 and/or Mathematical Methods CAS 3 &amp; 4</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.
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

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. Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics ‘Number systems and recursion’ and ‘Geometry in the plane and proof’, and concurrent or previous study of Mathematical Methods.
Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes.

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

Studies in Mathematical Methods & Specialist Mathematics can lead to study and career options in the following areas:

<table>
<thead>
<tr>
<th>Accountant</th>
<th>Industrial designer</th>
<th>Surveyor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actuary</td>
<td>Investment analyst</td>
<td>Teacher</td>
</tr>
<tr>
<td>Aerospace engineer</td>
<td>Mathematician</td>
<td>Town planner</td>
</tr>
<tr>
<td>Architect</td>
<td>Mechanical engineer</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Auditor</td>
<td>Pharmacist</td>
<td>Valuer</td>
</tr>
<tr>
<td>Civil engineer</td>
<td>Physicist</td>
<td></td>
</tr>
<tr>
<td>Computer systems engineer</td>
<td>Pilot</td>
<td></td>
</tr>
<tr>
<td>Economist</td>
<td>Statistician</td>
<td></td>
</tr>
<tr>
<td>Doctor</td>
<td>Stockbroker</td>
<td></td>
</tr>
<tr>
<td>Information technology manager</td>
<td>Systems analyst</td>
<td></td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Actor</th>
<th>Film, stage and TV director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts administrator</td>
<td>Graphic designer</td>
</tr>
<tr>
<td>Audio visual technician</td>
<td>Journalist</td>
</tr>
<tr>
<td>Camera operator</td>
<td>Makeup artist</td>
</tr>
<tr>
<td>Copywriter</td>
<td>Motion graphics designer</td>
</tr>
<tr>
<td>Desktop publisher</td>
<td>Multimedia developer</td>
</tr>
<tr>
<td>Film and TV editor</td>
<td>Projectionist</td>
</tr>
<tr>
<td>Film and TV lighting operator</td>
<td>Script writer</td>
</tr>
<tr>
<td>Film and TV producer</td>
<td>Set designer</td>
</tr>
<tr>
<td>Film critic</td>
<td>Sound mixer</td>
</tr>
<tr>
<td>Sound technician</td>
<td>Stage manager</td>
</tr>
<tr>
<td>Stage manager</td>
<td>Teacher</td>
</tr>
<tr>
<td>Teacher</td>
<td>Web designer/developer</td>
</tr>
<tr>
<td>Web designer/developer</td>
<td>Writer</td>
</tr>
<tr>
<td>Writer</td>
<td></td>
</tr>
</tbody>
</table>

Back to Table of Contents
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

**Unit 1: Music Performance**
This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers 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 endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Area of Study 1 Performance
Area of Study 2 Preparing for performance
Area of Study 3 Music language

**Unit 2: Music Performance**
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Area of Study 1 Performance
Area of Study 2 Preparing for performance
Area of Study 3 Music language
Area of Study 4 Organisation of sound

**Unit 3: Music Performance**
This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Area of Study 1 Performance
Area of Study 2 Preparing for performance
Area of Study 3 Music language

**Unit 4: Music Performance**

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers’ interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

Area of Study 1 Performance
Area of Study 2 Preparing for performance
Area of Study 3 Music language

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

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

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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 a theory based subject

Unit 1: The human body in motion
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Area of Study 1 How does the musculoskeletal system work to produce movement?
Area of Study 2 How does the cardiorespiratory system function at rest and during physical activity

Unit 2: Physical activity, sport and society
This unit develops students’ understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Area of Study 1 What are the relationships between physical activity, sport, health and society?
Area of Study 2 What are the contemporary issues associated with physical activity and sport?

Unit 3: Movement skills and energy for physical activity
This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Area of Study 1 How are movement skills improved?
Area of Study 2 How does the body produce energy?
**Unit 4: Training to improve performance**

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

**Area of Study 1** What are the foundations of an effective training program?

**Area of Study 2** How is training implemented effectively to improve fitness?

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**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>Sports trainer</td>
</tr>
<tr>
<td>Personal Trainer</td>
<td>Sports psychologist</td>
<td>Recreation officer</td>
</tr>
</tbody>
</table>
VCE PHYSICS

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: How do fields explain motion and electricity?
In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton’s laws to investigate motion in one and two dimensions, and are introduced to Einstein’s theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.
Area of Study 1 How do things move without contact?
Area of Study 2 How are fields used to move electrical energy?
Area of Study 3 How fast can things go?

Unit 4: How can two contradictory models explain both light and matter?
In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.
Area of Study 1 How can waves explain the behaviour of light?
Area of Study 2 How are light and matter similar?
Area of Study 3 Practical investigation
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>
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<tr>
<td>Biomedical engineer</td>
<td>Mechanical engineer</td>
<td></td>
</tr>
<tr>
<td>Cartographer</td>
<td>Medical imaging technologist</td>
<td></td>
</tr>
<tr>
<td>Civil engineer</td>
<td>Nuclear medicine technologist</td>
<td></td>
</tr>
</tbody>
</table>
VCE PRODUCT DESIGN AND TECHNOLOGY

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

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

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

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

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

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

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

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

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

**Unit 1 Description: 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: How does experience affect behaviour and mental processes?**
In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.
Area of Study 1 How does the nervous system enable psychological functioning?  
Area of Study 2 How do people learn and remember?

**Unit 4: How is wellbeing developed and maintained?**
In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.
Area of Study 1 How do levels of consciousness affect mental processes and behaviour?  
Area of Study 2 What influences mental wellbeing?  
Area of Study 3 How do people learn and remember?

**Studies in Psychology can lead to study and career options in the following areas:**
<table>
<thead>
<tr>
<th>Career counsellor</th>
<th>Marketer</th>
<th>Sports psychologist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child psychologist</td>
<td>Marriage counsellor</td>
<td>Teacher</td>
</tr>
<tr>
<td>Clinical psychologist</td>
<td>Mental Health Nurse</td>
<td>University lecturer</td>
</tr>
<tr>
<td>Early childhood educator</td>
<td>Neuropsychologist</td>
<td>Youth worker</td>
</tr>
<tr>
<td>Educational psychologist</td>
<td>Organisational psychologist</td>
<td></td>
</tr>
<tr>
<td>Family therapist</td>
<td>Police officer</td>
<td></td>
</tr>
<tr>
<td>Forensic psychologist</td>
<td>School counsellor</td>
<td></td>
</tr>
<tr>
<td>Human resource manager</td>
<td>Sleep specialist</td>
<td></td>
</tr>
<tr>
<td>Life coach</td>
<td>Social worker</td>
<td></td>
</tr>
</tbody>
</table>
VCE RELIGION & SOCIETY

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: The role of religion in society
In this unit students explore the origins of religions and the role of religions in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions.
Area of Study 1 The nature and purpose of religion
Area of Study 2 Religion through the ages
Area of Study 3 Religion in Australia

Unit 2: Religion and ethics
In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations. Students consider the aspects of religion on page 9 when exploring selected religious traditions and religion in general.
Area of Study 1 Ethical decision-making and moral judgment
Area of Study 2 Religion and ethics
Area of Study 3 Ethical issues in society

Unit 3: The search for meaning
In this unit students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within one or more than one religious tradition or denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion. Religious tradition/s or denomination/s are to be selected from one or more than one of the following religious traditions: Buddhism, Christianity, Hinduism, Islam, Judaism. Students consider the aspects of religion on page 9 when investigating religion and general and selected religious tradition/s or denomination/s.
Area of Study 1 Responding to the search for meaning
Area of Study 2 Expressing meaning
Area of Study 3 Significant life experience, religious beliefs and faith

Unit 4: Religion, challenge and change
In this unit students explore challenge for religious traditions generally over time and then undertake a study of challenge and change for one or more than one religious tradition or denomination. Religious tradition/s or denomination/s are to be selected from one or more than one of the following: Buddhism, Christianity, Hinduism, Islam, Judaism. Students consider the aspects on page 9 in their investigation of selected religious tradition/s or denomination/s and religion in general.
Area of Study 1 Challenge and response
Area of Study 2 Interaction of religion and society
VCE STUDIO ART

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: Studio inspiration and techniques
In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms.
Area of Study 1 Researching and recording ideas
Area of Study 2 Studio practice
Area of Study 3 Interpreting art ideas and use of materials and techniques

Unit 2: Studio exploration and concepts
In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.
Area of Study 1 Exploration of studio practice and development of
Area of Study 2 Ideas and styles in artworks

Unit 3: Studio practices and processes
In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.
Area of Study 1 Exploration proposal
Area of Study 2 Studio process
Area of Study 3 Artists and studio practices

Unit 4: Studio practice and art industry contexts
In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4.
Area of Study 1 Production and presentation of artworks
Area of Study 2 Evaluation
Area of Study 3 Art industry contexts

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

- Animator
- Art gallery assistant
- Art gallery director
- Art historian
- Art Therapist
- Artist
- Arts administrator
- Cartoonist
- Conservator
- Crafts person
- Fashion designer
- Film maker
- Graphic Designer
- Illustrator
- Interior designer
- Jewellery designer
- Pattern maker
- Photographer
- Sculptor
- Teacher
- Visual merchandiser
- Tattooist

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

Unit 1: Texts in traditions
In this unit students examine the place of texts and their literary forms within a religious tradition. Storytelling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. Students explore the importance of texts at the source of a tradition and how their meaning for the earlier and continuing tradition might be found and described.
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: Texts in society
In this unit students study texts as a means of investigating social attitudes on issues such as justice, care for the environment, racism and gender roles.
Area of Study 1 Sacred texts in the past
Area of Study 2 Sacred texts today
Area of Study 3 Comparing religious traditions

Unit 3: Texts and the early tradition
In this unit students explore the society and culture from which the tradition being studied was formed. They seek an understanding of the historical background that lent shape and content to the texts themselves. Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text.
Area of Study 1 The background of the tradition
Area of Study 2 Thematic and literary aspects of the set texts
Area of Study 3 Interpreting texts

Unit 4: Texts and their teachings
In this unit students continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth.
Area of Study 1 Interpreting texts
Area of Study 2 Religious ideas, beliefs and themes
VCE VISUAL COMMUNICATION DESIGN

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

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

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

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

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

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

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

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

Students completing a VCAL Certificate must have a VET study or SBAT in their program; however, students completing a VCE Certificate can also have a VET and/or a SBAT Study in their program. Year 10 students can also do a VET as an accelerated VCE option.

VET Studies may contribute to a VCE Students’ Australian Tertiary Admissions Rank (ATAR). VCE VET programs are VET qualifications approved by the VCAA following consultation with schools, industry and training providers. VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a VET qualification.

For students completing a VET study, a significant portion of the cost of the qualification is subsidised by the College; however, external VET courses attract additional costs to families, generally $350 per year. There is no fee for VET completed on campus at Assumption College.

All VET Studies are recognised VCE subjects. There are some subjects which have an examination at the end of the second year that will enable students to earn a study score for those specific subjects. Other VET studies are not examined and may contribute a block credit to the student’s final ATAR. For more information on VET studies and their contribution to a student’s VCE or VCAL Certificate, students are encouraged to contact the VET/SBAT 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 considering doing a VET should consider the following. Do you have:

- 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.

**ENTRY TO STUDIES**

**VET**

Students must satisfactorily complete Units 1/2 (1st Year) before attempting Units 3/4 (2nd Year)

**Please Note**

In line with the College Student Performance Policy, the College reserves 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.

RULES FOR VET STUDIES AND SBAT IN 2017

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 the College’s policies, expectations and procedures.

No withdrawal from VET
VET courses run over all four 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 a two-week probation where the student may withdraw in the first two weeks. If this is the case, the student should contact the VET/SBAT Coordinator immediately to discuss the situation. This does not apply to all courses.

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

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

Structured Workplace Learning
Some courses require additional Structured Workplace Learning. Students should check the requirements for their own VET program. All students should complete five days in the 1st year and five days in the 2nd year of Structured Workplace 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 and the Pathways Team are able to assist as necessary. Students must obtain a Structured Workplace Learning Arrangement Form and have it filled out by the employer, student and parents before they attend the workplace so that they are covered for WorkCover. 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 a Registered Training Organisation (RTO). It can often turn into a real job offer for the student in the future.

The Structured Workplace Learning Arrangement Form can be accessed using the link: http://acklibrary.libguides.com/ld.php?content_id=22110782

Structured Workplace Learning provides for:
➢ enhancement of skills development;
➢ practical application of industry knowledge; assessment of units of competence as determined by the RTO; and
➢ increased employment marketability.
VCE VET SUBJECTS OFFERED IN 2017

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 at Assumption College
Animal Studies (all day Wednesday)
Applied Fashion Design (in the timetable)
Events (in the timetable)
*Hospitality (all day Wednesday)
*Interactive Digital Media (in the timetable)
*Sports and Recreation (in the timetable)

External VET Courses

Allied Health
Acting
Automotive
Auto Paint & Panel
Auto Electrical
Aviation
Beauty
Building & Construction
*Business
*Dance
Early childhood Education & Care
Electro technology
*Engineering
*Equine (online)
Hairdressing
Horticulture (Landscaping)
Plumbing
Information Technology
Tourism
Justice
*Music Technical Production
*Music Performance
Design Fundamentals (Fashion Creative Direction or Interior Decoration Focus)
Visual Arts
Warehouse Operations

*Denotes VET Studies which generate a study score

Note: If there is a VET program you would like to do, that is not listed above, please contact the Pathways Team as not all external providers have finalised 2017 offerings at this stage.
WHO TO TALK TO ABOUT VET STUDIES

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Studies</td>
<td>Ms Doyle</td>
</tr>
<tr>
<td>Applied Fashion Design</td>
<td>Mr Houghton</td>
</tr>
<tr>
<td>Events</td>
<td>Mr Engel</td>
</tr>
<tr>
<td>Hospitality</td>
<td>Mr Seibel &amp; Mr Engel</td>
</tr>
<tr>
<td>Interactive Digital Media</td>
<td>Ms Solomons</td>
</tr>
<tr>
<td>Sport &amp; Recreation</td>
<td>Mr Coots</td>
</tr>
</tbody>
</table>

For any inquiries regarding external VET Studies, please contact the Pathways Team.

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

Information on VET subjects at Kangan:

ACK Library web site-careers-VET

Further information on the VCAA VCE VET programs can be found at the below web site.
VET STUDY DESCRIPTIONS

ANIMAL STUDIES

This course is perfect if you are wanting to learn about working with animals whilst you are still at school. This course may contribute towards your VCE or VCAL programs by contributing 10% towards your ATAR.

This qualification is a pre-vocational qualification aimed as an entry point into the animal care and management industry. It is highly recommended that whilst participating in this qualification you would seek to gain a period of structured workplace learning in an animal care environment and/or workplace.

Once successfully completing this course you can continue to study any of the courses below:
- Certificate III Animal Studies (ACM30110)
- Certificate III Companion Animal Services (ACM30410)
- Certificate III in Pet Grooming (ACM30612) and/or
- Certificate IV Veterinary Nursing

Career opportunities available after successful completion would include, animal care attendant, animal shelter attendant, kennel hand, cattery attendant, pet shop attendant, assistant dog groomer, or animal attendant in a veterinary clinic.

Practical Placement is required for successful completion of this course; the placement must be organised during school holidays. Work placement can be done at most animal industries, including a veterinary clinic, animal welfare shelter or pound, pet shop, boarding kennel, fauna park or zoo.

This will be offered at Assumption College all day Wednesday for 2017. For further information, speak to Ms Nicki Doyle

INTERACTIVE DIGITAL 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

“The VCE / VET course of Vet Media (game Design) has by far been the best course I’ve undertaken during my schooling years, this course has given me the essential skills to work in the field I desire, utilizing, the capabilities to use Unreal engine, Maya and build a website from nothing. This course will also attain you a Certificate III in Media to add to the list of new skills acquired. The capabilities for this field involve many job opportunities in this growing economy and changing job market, and with these skills, I will be able to conduct the university course that I wish to partake in with relative ease and the confidence to do well. This course has given me ample skills and opportunity to take into the world, and has paved a path that I can take into university and into my dream job”. Year 11 student Joshua Buttigieg

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
APPLIED FASHION DESIGN

LMT21707 CERTIFICATE II IN APPLIED FASHION DESIGN AND TECHNOLOGY
Assumption College Timetable

AIMS

The VCE VET Applied Fashion Design and Technology program aims to:

- provide students with the knowledge and skills to achieve competencies that will enhance your employment prospects in the fashion, clothing and related industries
- enable you to gain a recognised credential and make a more informed choice of vocation and career paths.

Credit to VCE or VCAL via block credit.

This programme will give you a knowledge of skills to achieve competencies that will enhance your employability prospects in the fashion or fashion-related industries. It will give you an introductory overview of fashion design.

Future Pathways:

Certificate IV or Diploma/Advanced Diploma in Applied Fashion Design and Technology

Career Opportunities:
- Fashion designer
- Patternmaker
- Textile merchandiser
- Style forecaster
- Fashion buyer
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.

SPORT AND RECREATION FITNESS (VCE SCORED ASSESSED)

The VET Sport and Recreation FITNESS 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 FITNESS

Description: Certificate III in Sport and Recreation FITNESS 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 FITNESS 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 FITNESS 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.

Find current work placements offered by employers across Victoria.

Structured Workplace Learning (SWL) is on-the-job training that allows students to develop their work skills and understand employer expectations. SWL is available to Victorian school students undertaking a VET program as part of their VCE or VCAL studies, including School-based Apprenticeships and Traineeships (SBATs).

http://acklibrary.libguides.com/c.php?g=159376&p=3415628

You cannot choose a school based apprenticeship on your subject selection unless you have given the name of the employer and contact number to Mrs Fisher and school based opportunity has been confirmed by her.
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 lifelong 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.

VCAL Program for Year 11 students in 2017:
- VCAL Literacy
- VCAL Numeracy
- VCE Religion & Society
- VCAL Personal Development Skills (community activities)
- VCAL Work Related Skills
- VET/SBAT – student choice

All units above must be successfully completed to obtain a VCAL certificate.

In terms 1 and 4 it is likely that VCAL will run as a 4 day program at ACK and 1 day on or off campus doing VET.
In terms 2 and 3 it is likely that VCAL will run as a 3 day program at ACK and 1 day on or off campus doing VET and 1 day off campus on work placement.

**Note:** The term ‘likely’ has been used as the VCAL model used in 2017 is yet to be finalised.
WHO TO TALK TO ABOUT VCAL STUDIES

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

<table>
<thead>
<tr>
<th>VCAL Literacy</th>
<th>Mrs Perez, Mrs Campbell,</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>
</tr>
<tr>
<td>VCAL RELIGION &amp; SOCIETY</td>
<td>Ms Daly, Mr Cooney</td>
</tr>
</tbody>
</table>
VCAL UNIT DESCRIPTIONS

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.
VCAL NUMERACY UNITS

A VCAL course must include at least one unit of numeracy. At Assumption College Year 11 VCAL students complete VCAL Numeracy (Foundation Level).

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

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

Assessment:

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

- group and class discussion;
- internet research work;
- oral presentations;
- project work completed individually or in groups;
- competency exercises and textbook tasks;
- competency tests;
- EXCEL exercises;
- posters;
- making and designing 3-dimensional objects;
- surveying and reporting results found; and
- Journal entries of Numeracy in the workplace.
VCAL PERSONAL DEVELOPMENT SKILLS

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

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

Learning Outcomes

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

Assessment

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

Applied Learning Captain - Greg White and the VCAL students opening the 2016 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
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 workplace 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 SCORE
ARE NOT predetermined 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 VIC TER on www.vtac.edu.au

RESOURCES AT ASSUMPTION COLLEGE
THE PATHWAYS TEAM IN THE FOURVIERE CENTRE 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.
VCE/VET/VCAL GLOSSARY OF TERMS

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.

VOCAATIONAL 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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