ASSUMPTION COLLEGE

Seek The Things Above; Colossians 3:1-4:6

2019 SENIOR CERTIFICATES
SUBJECT SELECTION BOOKLET
## KEY DATES CHECKLIST FOR STUDENTS COMMENCING VCE/VCAL

<table>
<thead>
<tr>
<th>Date</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday 28th July 2018</strong></td>
<td></td>
</tr>
<tr>
<td>Year 10 subject selection assembly</td>
<td>□</td>
</tr>
<tr>
<td><strong>Monday 14th August 2018</strong></td>
<td></td>
</tr>
<tr>
<td>Students emailed subject selection booklet</td>
<td>□</td>
</tr>
<tr>
<td><strong>Friday 25th August 2018</strong></td>
<td></td>
</tr>
<tr>
<td>VET information session and assembly finalizing course offerings</td>
<td>□</td>
</tr>
<tr>
<td>Discuss your plans with Parents/ Guardians</td>
<td>□</td>
</tr>
<tr>
<td>Make a list of teachers with whom you need to discuss your subject selection plans</td>
<td>□</td>
</tr>
<tr>
<td>Discuss your plans with relevant teachers</td>
<td>□</td>
</tr>
<tr>
<td><strong>Friday 15th September 2018</strong></td>
<td></td>
</tr>
<tr>
<td>Web preferences close 11.59 p.m. Subjects to be completed today</td>
<td>□</td>
</tr>
<tr>
<td><strong>Monday 18th September 2018</strong></td>
<td></td>
</tr>
<tr>
<td>Submit printed off subject selection receipt with signatures to the Learning Mentor</td>
<td>□</td>
</tr>
</tbody>
</table>
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# KEY CONTACTS

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

**Principal**  
Kate Fogarty  
*Kate.fogarty@assumption.vic.edu.au*

**Deputy Principal Learning & Teaching**  
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**Deputy Principal Wellbeing**  
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**Senior School Leader**  
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**Pathways Leader**  
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**VET/ SBAT Coordinator**  
Tonya Frost  
*tonya.frost@assumption.vic.edu.au*

# LEARNING LEADERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kendall Aglinskas</td>
<td><a href="mailto:kendall.aglinskas@assumption.vic.edu.au">kendall.aglinskas@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Glenn Solomons</td>
<td><a href="mailto:glenn.solomons@assumption.vic.edu.au">glenn.solomons@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Cristina Vergara</td>
<td><a href="mailto:cristina.vergara@assumption.vic.edu.au">cristina.vergara@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Jessica Flavell</td>
<td><a href="mailto:jessica.flavell@assumption.vic.edu.au">jessica.flavell@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Sarah Wallace</td>
<td><a href="mailto:sarah.wallace@assumption.vic.edu.au">sarah.wallace@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Jessica Wogan</td>
<td><a href="mailto:jess.wogan@assumption.vic.edu.au">jess.wogan@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Elisa Litvin</td>
<td><a href="mailto:elisa.litvin@assumption.vic.edu.au">elisa.litvin@assumption.vic.edu.au</a></td>
</tr>
<tr>
<td>Billena Hales</td>
<td><a href="mailto:billena.hales@assumption.vic.edu.au">billena.hales@assumption.vic.edu.au</a></td>
</tr>
</tbody>
</table>
SENIOR CERTIFICATES AT ASSUMPTION COLLEGE

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

or

The Victorian Certificate of Applied Learning (VCAL) which will include a combination of:
- VCAL units
- VET Units — school-based or external
- 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 in their program. In addition to a number of VET courses 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, Learning Mentor Teachers, House Leader, 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 9 & 10), and find out as much as you can about individual studies and the pathways available.
- Seek course and careers guidance, including the pre-requisites for future study and work.
VCE OVERVIEW

The VCE is awarded to all students who satisfactorily complete (i.e. gain an “S” for) at least 16 units of study. These units must include:

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

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

- Religious Education in Year 11 (via a VCE Unit 1 or 2 study or an accelerated 3 & 4 study);
- Religious Education in Year 12 (via a school-based seminar program or via VCE);
- 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:

- Ten or twelve units plus at least one unit of Religious Education
- Or
- Ten 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 21 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. This application will be determined upon the success with which the units were completed and considerations for pathways and ATAR calculations.

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

ACCELERATED LEARNING

Accelerated Learning refers to students undertaking a course of studies a year earlier than would normally occur. The purpose of Accelerated Learning is to enable students to engage in challenging studies for which they are academically prepared and have a good chance of success. Students need to be sufficiently mature in order to undertake the demands of these studies and cannot apply for such opportunities with the sole purpose of a reduced load in year 12.

- 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 (as a continuation of their accelerated Year 10 studies).
The criteria for considering an application for Accelerated Learning are:

- sound academic record across all studies;
- consistently high performance in relevant subject area/s, supported by NAPLAN and PAT data;
- 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.

Students who complete 2 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). However, reduced load will only be granted in consultation with the Senior School Leader, Pathways Leader and Deputy Principal Teaching and Learning.

ENTRY TO STUDIES

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

At Assumption College this advice applies to the following studies:

- **Mathematics**
  Please consult the Mathematics teacher or one of the Learning Leaders for the various Mathematics combinations. Students are advised to do Units 1 & 2 Specialist Mathematics before attempting Units 3 & 4.

- **Chemistry**
  Students are advised to do Unit 2 before attempting Units 3 & 4.

- **Languages**
  Students must satisfactorily complete Units 1 & 2 before attempting Units 3 & 4.

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

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

Please Note
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.

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.
### 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 or Study Line:**

**RE (I 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:**

**+ Year 12 RE Seminar**
VCE PROGRAM PLANNER (No accelerations and two units of Religious Education)

YEAR 11

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

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

Study 3:

Study 4:

Study 5:

Study 6 or Study Line:
- Partial Study Line:

YEAR 12

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

Study 2:

Study 3:

Study 4:

Study 5:

Study 6 or Study Line:
- + Year 12 RE Seminar
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 2018**

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Agricultural and Horticultural Studies</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Australian and Global Politics</td>
<td>1, 2</td>
</tr>
<tr>
<td>Biology</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Business Management</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Chemistry</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Computing</td>
<td>1, 2</td>
</tr>
<tr>
<td>Computing Software Development</td>
<td>3, 4</td>
</tr>
<tr>
<td>Dance</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Drama</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Economics</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>English</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>English Language</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Food Studies</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Geography</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Global Politics</td>
<td>3, 4</td>
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<tr>
<td>Health and Human Development</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>History</td>
<td>1, 2</td>
</tr>
<tr>
<td>History Revolutions</td>
<td>3, 4</td>
</tr>
<tr>
<td>Languages French</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Languages Italian</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>(Other languages may be attempted by correspondence)</td>
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<tr>
<td>Legal Studies</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Literature</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Mathematics: Foundation</td>
<td>1, 2</td>
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<tr>
<td>Mathematics: General</td>
<td>1, 2</td>
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<tr>
<td>Mathematics: Further</td>
<td>3, 4</td>
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<tr>
<td>Mathematics: Methods (CAS)</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Mathematics: Specialist</td>
<td>1, 2, 3, 4</td>
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<td>Media</td>
<td>1, 2, 3, 4</td>
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<td>Music Performance</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Philosophy</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Physical Education</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Physics</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Product Design and Technology</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Psychology</td>
<td>1, 2, 3, 4</td>
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<td>Religion and Society</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Studio Arts</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Texts and Traditions</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Visual Communication Design</td>
<td>1, 2, 3, 4</td>
</tr>
</tbody>
</table>
**WHO TO TALK TO ABOUT VCE STUDIES**

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

<table>
<thead>
<tr>
<th>VCE Subject</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Accounting</td>
<td>Mr O’Hogan</td>
</tr>
<tr>
<td>VCE Agricultural and Horticultural Studies</td>
<td>Mr Pereira</td>
</tr>
<tr>
<td>VCE Biology</td>
<td>Ms Linke, Ms Wogan, Ms Doyle</td>
</tr>
<tr>
<td>VCE Business Management</td>
<td>Ms Hudson,</td>
</tr>
<tr>
<td>VCE Chemistry</td>
<td>Ms Vergara, Mr Tegglelove</td>
</tr>
<tr>
<td>VCE Dance</td>
<td>Miss Read</td>
</tr>
<tr>
<td>VCE Drama</td>
<td>Ms Porch</td>
</tr>
<tr>
<td>VCE Economics</td>
<td>Ms Hudson, Mr Robinson</td>
</tr>
<tr>
<td>VCE English</td>
<td>Mr T Davis, Mrs Dohler, Ms Daly, Ms Aglinskas, Ms Little</td>
</tr>
<tr>
<td>VCE English Language</td>
<td>Ms Schembri, Ms Little</td>
</tr>
<tr>
<td>VCE Food Studies</td>
<td>Mr Houghton</td>
</tr>
<tr>
<td>VCE Geography</td>
<td>Ms Thatcher</td>
</tr>
<tr>
<td>VCE Australian and Global Politics</td>
<td>Mr McKay</td>
</tr>
<tr>
<td>VCE Health and Human Development</td>
<td>Ms Flavell, Ms Blackall, Mrs Rose</td>
</tr>
<tr>
<td>VCE History</td>
<td>Mr T Davis, Ms Litvin</td>
</tr>
<tr>
<td>VCE Computing</td>
<td>Mr K Smith</td>
</tr>
<tr>
<td>VCE Computing Software Development</td>
<td>Mr K Smith</td>
</tr>
<tr>
<td>VCE Language</td>
<td>Ms Furt, (French), Mr Centorrino (Italian)</td>
</tr>
<tr>
<td>VCE Legal studies</td>
<td>Ms Pillay, Ms Litvin</td>
</tr>
<tr>
<td>VCE Literature</td>
<td>Mr Davis, Ms Aglinskas</td>
</tr>
<tr>
<td>VCE Mathematics: Foundation Mathematics</td>
<td>Mr Langdon</td>
</tr>
<tr>
<td>VCE Mathematics: General Mathematics</td>
<td>Mr Egan, Mr Tegglelove, Mr Sinkeler</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>VCE Mathematics: Further Mathematics</td>
<td>Mr Egan, Mr Edwards, Mr Langdon</td>
</tr>
<tr>
<td>VCE Mathematics: Mathematical Methods (CAS)</td>
<td>Ms Vergara, Mr Egan, Ms Cross</td>
</tr>
<tr>
<td>VCE Mathematics: Specialist Mathematics</td>
<td>Mr Tegglelove,</td>
</tr>
<tr>
<td>VCE Media</td>
<td>Ms Pillay, Mr Wilmann</td>
</tr>
<tr>
<td>VCE Music Performance</td>
<td>Ms Gall</td>
</tr>
<tr>
<td>VCE Philosophy</td>
<td>Mr Pennycook</td>
</tr>
<tr>
<td>VCE Physical Education</td>
<td>Ms Thatcher, Mr Bellis</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 Rodwell</td>
</tr>
<tr>
<td>VCE Religion &amp; Society</td>
<td>Ms Daly, Ms Southgate</td>
</tr>
<tr>
<td>VCE Studio Arts</td>
<td>Mr Gilchrist</td>
</tr>
<tr>
<td>VCE Texts and Traditions</td>
<td>Ms Daly</td>
</tr>
<tr>
<td>VCE Visual Communication &amp; Design</td>
<td>Mr Solomons, Mr Gilchrist</td>
</tr>
</tbody>
</table>
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: Role of accounting in business
In this area of study students investigate the reasons for establishing a business and possible alternatives to operating a business. They explore types of business ownership, factors that lead to the success or failure of a business, sources of business finance and ethical considerations. Students will use both manual methods and ICT to record financial data and report accounting information.
Area of Study 1: The role of accounting.
Area of Study 2: Recording financial data and reporting accounting information for a service business.

Unit 2: Accounting and decision-making for a trading business
In this area of study students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business.
Area of Study 1: Accounting for inventory.
Area of Study 2: Accounting for and managing accounts receivable and accounts payable.
Area of Study 3: Accounting for and managing non-current assets.

Unit 3: Financial accounting for a trading business
This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights 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 and the perpetual method of inventory recording.
Area of Study 1: Recording and analysing financial data.
Area of Study 2: Preparing and interpreting accounting reports.

Unit 4: Recording, reporting, budgeting and decision-making
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: Budgeting and decision making.
### VCE ACCOUNTING (2019-2023)

Studies in Accounting may lead to career options in the following areas:

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

Successful students in this study enjoy: caring for plants or animals with which they plan, implement and evaluate a small business project. They have an interest in caring for the land and investigate new technologies which promote sustainable practices in agriculture and horticulture.

In this study, students are expected to: report on sustainable practices in agriculture and horticulture and investigate new and emerging technologies which will support food production for the world’s growing population. They will use their enterprise skills to run a small business in which they responsibly care for plants and animals and ultimately market and sell their products.

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.
### VCE AGRICULTURE AND HORTICULTURE STUDIES (2011-2019)

Studies in Agriculture & Horticulture may lead to career options in the following areas:

<table>
<thead>
<tr>
<th>Career Path</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Engineer</td>
</tr>
<tr>
<td>Agricultural Resource Economist</td>
</tr>
<tr>
<td>Agronomist</td>
</tr>
<tr>
<td>Biochemist</td>
</tr>
<tr>
<td>Botanist</td>
</tr>
<tr>
<td>Teacher</td>
</tr>
<tr>
<td>Ecologist</td>
</tr>
<tr>
<td>Stock and Station Agent</td>
</tr>
<tr>
<td>Forester</td>
</tr>
<tr>
<td>Fruit, Vegetable &amp; Flower Grower</td>
</tr>
<tr>
<td>Horticulture Manager</td>
</tr>
<tr>
<td>Landscape Architect</td>
</tr>
<tr>
<td>Park Ranger</td>
</tr>
<tr>
<td>Dairy Technician</td>
</tr>
<tr>
<td>Soil Scientist</td>
</tr>
<tr>
<td>Farmer/Farm Manager</td>
</tr>
<tr>
<td>University Lecturer</td>
</tr>
<tr>
<td>Veterinarian</td>
</tr>
<tr>
<td>Viticulturalist</td>
</tr>
<tr>
<td>Zoologist</td>
</tr>
<tr>
<td>Customs Officer</td>
</tr>
<tr>
<td>Tree Surgeon</td>
</tr>
<tr>
<td>Environmental Scientist</td>
</tr>
<tr>
<td>Sustainability consultant</td>
</tr>
</tbody>
</table>
VCE AUSTRALIAN AND GLOBAL POLITICS (2018-2022)

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.

Successful students in this study enjoy: reading and analysing current events in Global Politics, debating two sides of an argument...even if you don’t agree, making the world a better place, while seeking to understand how difficult and complex change in some issues can be. We look at things like the UN, terrorism, human rights, conflict and weapons.

In this study, students are expected to: read a lot and to write a lot. The SACs and exam are all short answer questions and essays. Students are expected to use contemporary issues and case studies - since 2000 only.

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.

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 may lead to 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>Teacher</td>
</tr>
<tr>
<td>Journalist</td>
<td>Political Consultant</td>
<td>Intelligence Agent</td>
</tr>
<tr>
<td>Public Relations Director</td>
<td>Human Resource Specialist</td>
<td>Urban Planner</td>
</tr>
</tbody>
</table>
VCE BIOLOGY (2017-2021)

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.

Successful students in this study enjoy: practical experimentation, analysing data, thinking critically and creatively. Students enjoy using scientific and cognitive skills to understand and analyse contemporary biology-related issues, and communicate their views from an informed position.

In this study, students are expected to: conduct and design investigations, develop science skills and interrogate the links between theory, knowledge and practice. You will work collaboratively and independently on a range of tasks, including developing your critical thinking skills.

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?
This unit examines the molecules and biochemical processes that are indicators of life. They consider the universality of DNA and investigate its structure. Students investigate the significant role of proteins in cell functioning. They investigate how cells communicate and the technological advances that have contributed to our knowledge and understanding of molecular biology.
Area of Study 1: 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 evidence for evolution of life forms over time. They examine the universality of DNA and conservation of genes. Students study how genes are transmitted from one generation to the next. They examine the interrelationships between biological, cultural and technological evolution.
Area of Study 1: How are species related?
Area of Study 2: How do humans impact on biological processes?
Area of Study 3: Practical Investigation.
Studies in Biology may lead to 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>Horticulturist</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Agronomist</td>
<td>Horticulture Manager</td>
<td>Veterinarian</td>
</tr>
<tr>
<td>Biologist</td>
<td>Immunologist</td>
<td>Viticulturists</td>
</tr>
<tr>
<td>Biotechnologist</td>
<td>Landscape Architect</td>
<td>Zoologist</td>
</tr>
<tr>
<td>Botanist</td>
<td>Marine Biologist</td>
<td>Ecologist</td>
</tr>
<tr>
<td>Microbiologist</td>
<td>Entomologist</td>
<td>Natural Therapist</td>
</tr>
<tr>
<td>Environmental planner</td>
<td>Pathologist</td>
<td>Forensic Pathologist</td>
</tr>
<tr>
<td>Pharmacist</td>
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</tbody>
</table>
VCE BUSINESS MANAGEMENT (2017-2021)

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.

Successful students in this study enjoy: examining the ways businesses manage resources to achieve objectives, following the process from the first idea for a business concept, to planning and establishing a business, through to its day-to-day management. Considering changes that need to be made to ensure continued success of a business. Investigating understanding of the complexity of the challenges facing decision makers in managing resources.

In this study, students are expected to: develop skills around analysing various business environments and be knowledgeable about the various elements it takes to establish a business.

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

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

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

Unit 4: Managing People and Change
This unit examines human resource management practices and processes within large-scale organisations in Australia. A thorough investigation of the operations practices and processes involved in large business is also covered.
Area of Study 1: The human resource management function.
Area of Study 2: The management of change.
<table>
<thead>
<tr>
<th>Area</th>
<th>Professional Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>Industrial Relations Officer</td>
</tr>
<tr>
<td>Brand Management</td>
<td>Investment Analyst</td>
</tr>
<tr>
<td>Business Analyst</td>
<td>Management Consultant</td>
</tr>
<tr>
<td>Company Secretary</td>
<td>Market Researcher</td>
</tr>
<tr>
<td>Diplomat</td>
<td>Marketing Officer</td>
</tr>
<tr>
<td>Exporter/ Importer</td>
<td>Political Scientist</td>
</tr>
<tr>
<td>Farmer/ Farm Manager</td>
<td>Portfolio Manager</td>
</tr>
<tr>
<td>Human Resource Developer</td>
<td>Public Relations Officer</td>
</tr>
<tr>
<td>Stockbroker</td>
<td>Teacher</td>
</tr>
<tr>
<td>Trade Analyst</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Management Consultant</td>
<td>Statistician</td>
</tr>
<tr>
<td>Market Researcher</td>
<td>Securities Dealer</td>
</tr>
<tr>
<td>Portfolio Manager</td>
<td>Financial Manager</td>
</tr>
<tr>
<td>Public Relations Officer</td>
<td>Financial Journalist</td>
</tr>
</tbody>
</table>
Chemistry is the study of substances encountered in our everyday life. It enables us to understand how and why chemicals are being used and their effects on the environment.

Successful students in this study enjoy: examining a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes, as well as undertaking practical activities that involve the analysis and synthesis of a variety of materials. Taking part in a range of inquiry tasks that are self-designed.

In this study, students are expected to: develop a range of inquiry skills involving practical experimentation, have analytical skills including critical and creative thinking, communication skills and have basic mathematical skills. Use scientific and cognitive skills and develop an understanding of how to analyse contemporary chemistry-related issues, and communicate their views from an informed position.

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.
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?
The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. 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.
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.
<table>
<thead>
<tr>
<th>Studies in Chemistry may lead to career options in the following areas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anaesthetist</td>
</tr>
<tr>
<td>Biochemist</td>
</tr>
<tr>
<td>Chemical Engineer</td>
</tr>
<tr>
<td>Environmental Scientist</td>
</tr>
<tr>
<td>Food Technologist</td>
</tr>
<tr>
<td>Geneticist</td>
</tr>
<tr>
<td>Geochemist</td>
</tr>
<tr>
<td>Industrial Chemist</td>
</tr>
</tbody>
</table>
VCE COMPUTING (2016–2019)

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.

Successful students in this study enjoy: looking at a range of aspects that create today’s digital world. This includes databases, data analytics, disaster recovery, digital systems infrastructure and some elements of programming.

In this study, students are expected to: continually explore current issues in today’s world influenced by technology. Upon exploring these issues students will use the problem solving methodology to navigate to appropriate solutions.

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

Please Note: Students need to have satisfactorily completed VCE Computing 1 & 2 to be eligible to study VCE Informatics and VCE Software Development.
**VCE INFORMATICS (2016-2019)**

In Informatics Units 3 & 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making. Students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project.

Unit 3  
**Area of Study 1:** A relational database management system (RDBMS) drawing or graphics software.  
**Area of Study 2:** Appropriate tool for documenting project plans Software tools to capture, store, prepare and manipulate data.

Unit 4  
**Area of Study 1:** Software tools to manipulate data for creating a multimodal online solution.  
**Area of Study 2:** Appropriate tool for documenting project plans.

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**VCE SOFTWARE DEVELOPMENT (2016-2019)**

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

Successful students in this study enjoy: understanding how the process of software development has and will continue to influence today’s society.

In this study, students are expected to: learn a selected programming language to address an issue or need to today’s society. This involves the full cycle of the problem solving methodology including Analysis, Design, Development (Programming) and Evaluation.

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 Informatics or Software Development may lead to career options in the following areas:

<table>
<thead>
<tr>
<th>Analytics Manager</th>
<th>Artificial Intelligence Manager</th>
<th>Computer Hardware Engineer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Programmer</td>
<td>Systems Analyst</td>
<td>Computer Systems Auditor</td>
</tr>
<tr>
<td>Computer Systems Engineer</td>
<td>Data Scientist</td>
<td>Database Administrator</td>
</tr>
<tr>
<td>IT Administrator</td>
<td>IT Educator</td>
<td>IT Manager</td>
</tr>
<tr>
<td>IT Support Technician</td>
<td>Network Administrator</td>
<td>Quality Assurance Manager</td>
</tr>
<tr>
<td>Solutions Architect</td>
<td>System Designer</td>
<td>Teacher</td>
</tr>
<tr>
<td>University Lecturer</td>
<td>Web Designer/Developer</td>
<td>Industrial Engineer</td>
</tr>
</tbody>
</table>
VCE DANCE (2019-2023)

Successful students in this study enjoy: exploring new and interesting ways of creating choreography, analysing dance works in great detail and refining written work.

In this study, students are expected to: rehearse their work, work both individually and as part of a group, develop written communication skills.

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.
VCE DANCE (2019-2023)

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 may lead to 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>
Successful students in this study enjoy: understanding of performance styles and conventions from diverse cultures. Developing, through practice and analysis, an understanding of drama as a way of communicating stories and meaning.

In this study, students are expected to: create and perform dramatic works using stimulus material; work collaboratively with others. Be independent and self-motivated and able to work alone. Keep meticulous written records of their work. Analyse the work of others both peer and professional.

*Unit 4 requires a 7-minute self-devised performance exam and a written exam.

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

Unit 3: Devised ensemble performance
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 ensemble performance.
Area of Study 2: Analysing a devised ensemble performance.
Area of Study 3: Analysing and evaluating a drama performance.

Unit 4 Description: Devised solo performance
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: Demonstrating techniques of solo performance.
Area of Study 2: Devising a solo performance.
Area of Study 3: Analysing and evaluating a devised solo performance.
### VCE DRAMA (2019-2023)

Studies in Drama may lead to career options in the following areas:

<table>
<thead>
<tr>
<th>Role</th>
<th>Film and TV Producer</th>
<th>Stagehand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td>Film or Theatre Critic</td>
<td>Stunt Performer</td>
</tr>
<tr>
<td>Announcer</td>
<td>Film, Stage and TV Director</td>
<td>Teacher</td>
</tr>
<tr>
<td>Arts Administrator</td>
<td>Lighting Operator</td>
<td>Wardrobe Supervisor</td>
</tr>
<tr>
<td>Audio-Visual Technician</td>
<td>Playwright</td>
<td>Choreographer</td>
</tr>
<tr>
<td>Casting Director</td>
<td>Costume Maker</td>
<td>Scriptwriter</td>
</tr>
<tr>
<td>Program Director</td>
<td>Set Designer</td>
<td>Director of Photography</td>
</tr>
<tr>
<td>Dancer</td>
<td>Film and TV Editor</td>
<td>Stage Manager</td>
</tr>
<tr>
<td>Sound Technician</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manufacturing – Quality Control</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The study of economics will guide students to become informed global citizens, able to discern economically and socially responsible decisions and to influence others to act likewise. Economic decisions are about resource use in producing goods and services, and about the distribution of the proceeds of production. Understanding of the influence of political, ethical, environmental and social forces on economic decision-making is a key focus. Skills, as well as knowledge, play an important part in the study of economics. In particular, students develop an ability to identify, collect and process data from a range of sources.

Successful students in this study enjoy: gaining insight into the economic problems that they may face on an individual basis and collectively as a society. In this study, students are expected to: students are expected to be able to read and analyse various sources of data to evaluate the current economic status of various components of the Australian and International markets.

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 will also examine a single microeconomic model to explain changes in prices and quantities traded. Area of Study 1: Thinking like an economist. Area of Study 2: Decision making in markets.

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

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

Unit 4: Managing the economy
The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards. 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 may lead to career options in the following areas:

<table>
<thead>
<tr>
<th>Economist</th>
<th>Market Researcher</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exporter/Import Clerk</td>
<td>Marketing Officer</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Exporter/Importer</td>
<td>Political Scientist</td>
<td>Trade Analyst</td>
</tr>
<tr>
<td>Portfolio Manager</td>
<td>Farmer/Farm Manager</td>
<td>Project Manager</td>
</tr>
<tr>
<td>Financial Advisor</td>
<td>Public Relations Officer</td>
<td>Financial Journalist</td>
</tr>
<tr>
<td>Securities Dealer</td>
<td>Foreign Affairs and Trade Officer</td>
<td>Sociologist</td>
</tr>
<tr>
<td>Investment Analyst</td>
<td>Statistician</td>
<td>Management Consultant</td>
</tr>
<tr>
<td>Stockbroker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The study of English encourages the development of literate individuals capable of critical and imaginative thinking.

Successful students in this study enjoy: reading and viewing a variety of text types including novels, films, and plays. Identifying, discussing and analysing how features of a text create meaning. Critically analysing arguments, language and purpose of an issues piece. Working with their teacher's feedback to improve their writing.

In this study, students are expected to: construct analytical and creative responses, read all set texts closely, work effectively in groups and as an individual, present verbal and written responses, draft and refine responses regularly in preparation for SACs and exams.

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:
In these unit’s students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. 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.
Area of Study 1: Reading and creating texts.
Area of Study 2: Analysing argument.

Studies in English may lead to 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>Editor</td>
</tr>
<tr>
<td>Publisher</td>
<td>Historian</td>
<td>Reviewer</td>
</tr>
<tr>
<td>Journalist</td>
<td>Script Writer</td>
<td>Librarian</td>
</tr>
<tr>
<td>Speech Pathologist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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VCE ENGLISH LANGUAGE (2016–2020)

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.

Successful students in this study enjoy: analysing the details of how the English language is constructed, understanding how it has developed over time and how it changes through contact with other languages.

In this study, students are expected to: begin by studying the subsystems of English in detail in Unit 1. Apply this knowledge in different contexts - child acquisition of language (Unit 1), the history of language and the ways in which English changes (Unit 2). Read a wide variety of material closely in preparation for SACs including tests and essays, and exams.

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. They 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: 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 Language may lead to career options in the following areas

<table>
<thead>
<tr>
<th>Actor</th>
<th>Literary Critic</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Publicity Officer</td>
<td>Editor</td>
<td>Publisher</td>
</tr>
<tr>
<td>Historian</td>
<td>Reviewer</td>
<td>Journalist</td>
</tr>
<tr>
<td>Script Writer</td>
<td>Librarian</td>
<td>Speech Pathologist</td>
</tr>
</tbody>
</table>
VCE FOOD STUDIES (2017-2021)

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.

Successful students in this study enjoy: the creativity that comes with food, working in an environment that uses both practical exercises and theoretical components of the course. The enjoy new things and are not afraid to try new and unusual foods. Students have the ability to push themselves outside their comfort zone and create using all five senses.

In this study, students are expected to: partake in both theory and practical components of the course. Be willing to try new things and evaluate them using the appropriate vocabulary. Students will be expected to question “why?” and use their own learning to answer that question. They’ll be expected to do SAC’s that are sometimes both theory and practical based. This is no longer a folio subject.

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

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

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

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

Studies in Food may lead to career options in the following areas:

- Baker
- Caterer
- Chef
- Consumer Advisor
- Cook
- Home Economist
- Environmental Health Officer
- Nutritionist
- Food Technologist
- Food Writer
- Health Educator
- Health Inspector
- Health Promotions
- Dietician
- Hospital Advisor
- Food Stylist
- Quality Control Officer
- Teacher
- University Lecturer
- Waiter
- Dairy Technologist
- Hospital Catering Officer
- Food Scientist
- Pastry Chef
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? How could or should change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

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

Studies in Geography may lead to 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>Surveyor</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></td>
</tr>
<tr>
<td>Urban and Regional Planner</td>
<td>Agricultural and Resource Economist</td>
<td></td>
</tr>
</tbody>
</table>
VCE HEALTH AND HUMAN DEVELOPMENT (2018-2022)

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing.

- Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions.
- Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government’s overseas aid program.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and the lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

Successful students enjoy: looking at various aspects of health and wellbeing. The subject covers various influences on health and wellbeing, health and developmental transitions throughout the lifespan, nutrition, different types of healthcare, data analysis, Australia’s health care, global health and sustainable human development.

Students are expected to: develop an understanding of various factors that influence on health and wellbeing. Students need to be able to analyse data and draw informed conclusions about the Health and wellbeing of various populations. Students are also expected to apply their knowledge to suggest ways to promote health, wellbeing and development within Australia and within a Global context.

Unit 1: Understanding health and wellbeing
Area of Study 1: Health Perspectives and influences.
Area of Study 2: Health and nutrition.
Area of Study 3: Youth Health and wellbeing.

Unit 2: Managing health and development
Area of Study 1: Managing developmental transitions.
Area of Study 2: Health care in Australia.

Unit 3: Australia’s health in a globalised world
Area of Study 1: Understanding health and wellbeing.
Area of Study 2: Promoting health and wellbeing.

Unit 4: Global health and human development
Area of Study 1: Health and human development in a global context.
Area of Study 2: Health and the sustainable development goals.
Studies in Health & Human Development may lead to career options in the following areas:

<table>
<thead>
<tr>
<th>Aged care</th>
<th>Medical Imaging Professional</th>
<th>Registered Nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambulance Officer/ Paramedic</td>
<td>Medical Receptionist</td>
<td>Speech Pathologist</td>
</tr>
<tr>
<td>Child Care Worker</td>
<td>Naturopath/ Acupuncturist</td>
<td>Youth Worker</td>
</tr>
<tr>
<td>Child/ Youth Residential Carer</td>
<td>Nursing Aide</td>
<td>Chiropractor</td>
</tr>
<tr>
<td>Nutritionist / Dietician</td>
<td>Dental Assistant</td>
<td>Occupational Therapist</td>
</tr>
<tr>
<td>Health Promotion Officer</td>
<td>Personal care assistant</td>
<td>Enrolled Nurse</td>
</tr>
<tr>
<td>Physiotherapist</td>
<td>General Medical Practitioner</td>
<td>Podiatrist</td>
</tr>
</tbody>
</table>
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.

Successful students in this study: are curious and want to understand how ideology motivates and inspires movements, as well as examining the causes and long term effects major social and political upheaval.

In this study, students are expected to: evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements; assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions. Students will also need to examine the consequences of each studied revolution and draw individual conclusions about their successes and failures. The subject involves extensive reading and writing.

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 American Revolution of 1754-1789 and in Unit 4, they will investigate the French Revolution of 1774-1795.
Area of Study 1: Causes of revolution.
Area of Study 2: Consequences of revolution.

Studies in History may lead to career options in the following areas:

- Anthropologist
- Archaeologist
- Archivist
- Art Historian
- Author
- Playwright
- Cultural Heritage Officer
- Records Manager
- Journalist
- Lawyer
- Librarian
- Museum Curator
- Photographer
- Criminologist
- Publisher
- Historian

- Script Writer
- Solicitor
- Teacher
- University Lecturer
- Conservator
- Political Scientist
- Diplomat
- Researcher
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.

Successful students in this study enjoy: developing their oral, listening, reading and writing skills in a wide range of topics linked to France and the francophone countries.

In this study, students are expected to: work regularly in class and at home to memorise the vocabulary and grammar they are learning. They are also expected to submit their assignments by the due date. In class, they are expected to participate as much as possible in French to get as much practice as they possibly can.

Units 1 - 4: 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 may lead to career options in the following areas

- SBS (with its wide multicultural audience)
- Curator
- Humanitarian Aid
- Travel and Tourism Industry
- Librarian
- Department of Foreign Affairs
- Hospitality
- Trade Careers (International and EU Companies)
- Winemaker
- Diplomat
- Fashion Industry
- Interpreter
- Chef
- Journalist
- Art Critic
- Marketing Teacher
- Translator
- Writer
VCE LEGAL STUDIES (2018–2022)

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

Unit 1: Guilt and liability
Students develop an understanding of legal foundations, such as the different types of sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.
Area of Study 1: Legal foundations.
Area of Study 2: The presumption of innocence.
Area of Study 3: Civil liability.

Unit 2: Sanctions, remedies and rights
Students undertake a detailed investigation of two criminal cases and two civil cases form the past four years to form a judgement about the ability of sanctions and remedies to achieve the principles of justice. They also develop their understanding of the way rights are protected in Australia and in another country.
Area of Study 1: Sanctions.
Area of Study 2: Remedies.
Area of Study 3: Rights.

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

Unit 4: The people and the law
Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.
Area of Study 1: The people and the Australian constitution.
Area of Study 2: The people, the parliament and the courts.

Studies in Legal may lead to 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>
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.

Successful students in this study enjoy: reading and analysing a variety of text types including plays, novels, films, poetry and short stories. Looking closely at passages to identify how the text is being constructed, the purpose of the author/director, and link these to the views and values throughout the text. Constructing critical and creative responses to texts.

In this study, students are expected to: read and reflect upon a range of texts, participate actively in class discussions and tasks, regularly write practices in preparation for SACs and the end of year exam, ask high level questions of both the teacher and their classmates.

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

Unit 4: Interpreting texts
This unit focuses on creative and critical responses to texts. Students consider context, concerns, style and point of view in both the original text and in their re-created or adapted responses. They also develop their own interpretation of a text based on close analysis of set passages.
Area of Study 1: Literary perspectives.
Area of Study 2: Close analysis.
Studies in Literature may lead to career options in the following areas:

<table>
<thead>
<tr>
<th>Role</th>
<th>Literary Critic</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td>Literary Critic</td>
<td>Teacher</td>
</tr>
<tr>
<td>Announcer</td>
<td>Media Analyst</td>
<td>Teacher/ Librarian</td>
</tr>
<tr>
<td>Archivist</td>
<td>Playwright</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Author</td>
<td>Presenter</td>
<td>Writer</td>
</tr>
<tr>
<td>Bookseller</td>
<td>Program Director (Radio/ TV)</td>
<td>Copywriter</td>
</tr>
<tr>
<td>Publicity Officer</td>
<td>Editor</td>
<td>Publisher</td>
</tr>
<tr>
<td>Historian</td>
<td>Reviewer</td>
<td>Journalist</td>
</tr>
<tr>
<td>Script Writer</td>
<td>Librarian</td>
<td>Speech Pathologist</td>
</tr>
</tbody>
</table>
VCE MATHEMATICS UNITS (2016-2020)

The VCE Mathematics Studies are designed to provide access to worthwhile and challenging mathematics learning in a way which takes into account the needs and applications of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas and processes.

VCE Mathematics Units available at Assumption College include:
- Foundation Mathematics Units 1 & 2
- General Mathematics Units 1 & 2
- Further Mathematics Units 3 & 4
- Mathematical Methods Units 1, 2, 3 & 4
- Specialist Mathematics Units 1, 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 & 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 & 4 Mathematics.

There is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study.

Successful students in this study enjoy: applying mathematics to a practical setting encountered in everyday life. This may include in the community and at work.

In this study, 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, equations and graphs with and without the use of technology.

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 & 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.

Successful students in this study enjoy: a different combination of mathematics which includes: statistical interpretation, arithmetic and number, financial mathematics, sequences and series and geometric manipulations such as networks and decision mathematics.

In this study, 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.

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

MATHEMATICAL METHODS UNITS 1 & 2

These units are designed to prepare you for all Units 3 & 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 & 4 and Specialist Mathematics Units 3 & 4 and contain assumed knowledge and skills for these units.

Successful students in this study enjoy: algebra topics such as linear, quadratics and other functions, trigonometry (in particular the unit circle), index and log laws, calculus and probability and statistics.

In this study, students are expected to: have a strong algebraic background as well as be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

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 & 2 and Specialist Mathematics Units 1 & 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 & 4.

Successful students in this study enjoy: an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. 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.

In this study, students are expected to: be able to apply techniques, routines and processes involving rational, real and complex 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.

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 & 4.

Successful students in this study enjoy: a different combination of mathematics which includes: statistical interpretation, arithmetic and number, financial mathematics, sequences and series and geometric manipulations such as networks and decision mathematics.

In this study, 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.

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

These units follow on directly from Mathematical Methods (Units 1 & 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 & 4) or Specialist Mathematics (Units 3 & 4).

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

SPECIALIST MATHEMATICS UNIT 3 & 4

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

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

Studies in Mathematical Methods CAS & Specialist Mathematics may lead to career options in the following areas:

Accountant
Actuary
Aerospace Engineer
Architect
Auditor
Civil Engineer
Pilot
Doctor
Systems Analyst

Industrial Designer
Investment Analyst
Mathematician
Mechanical Engineer
Pharmacist
Physicist
Economist
Stockbroker

Surveyor
Teacher
Town Planner
University Lecturer
Valuer
Computer Systems Engineer
Statistician
Information Technology Manager
**VCE MEDIA (2018-2022)**

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.

Successful students in this study enjoy: refining their written work, questioning behaviours and societal norms, learning how things are made, working with others, problem solving, experimenting, open and creative learning tasks, working with technology

In this study, students are expected to: write analytical and research papers, ask high level questions, understand that there is not always a right answer (just multiple interpretations), work with technology to a high level, be creative, work in teams.

Unit 1: Media forms, representations and Australian stories
Students develop an understanding of the relationship between the media, technology and the and the codes and conventions used to convey meaning to its audiences. They develop practical skills in a variety of media and refine their analytical skills, including an understanding of codes and conventions and the way we construct stories by and about ourselves as Australians.

Area of Study 1: Media representations.
Area of Study 2: Media forms in production.
Area of Study 3: Australian stories.

Unit 2: Narrative across media forms
Students develop an understanding of the different ways that media creators develop stories across multiple media platforms. The study contextualises these stories in the media and societal climate of rapid change.

Area of Study 1: Narrative, style and genre.
Area of Study 2: Narratives in production.
Area of Study 3: Media and change.

Unit 3: Narrative and Ideology and preproduction
Students develop an understanding of narratives and the ideologies that influence how these narratives are conveyed to audiences. Students also undergo a rigorous pre-production process in preparation for the creation of their own media product.

Area of Study 1: Narrative and ideology.
Area of Study 2: Media production development.
Area of Study 3: Media production design.

Unit 4: Production, Post Production and Agency and Control
Students complete their own media product and investigate the notion of media agency and control – the concept that individuals and organisations seek to manipulate audiences through the control of media messages.

Area of Study 1: Media production.
Area of Study 2: Agency and control in and of the media.
## VCE MEDIA (2018-2022)

Studies in Media may lead to 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>Projectionist</td>
<td>Film and TV Lighting Operator</td>
</tr>
<tr>
<td>Film and TV Producer</td>
<td>Set Designer</td>
</tr>
<tr>
<td>Sound Mixer</td>
<td>Sound Technician</td>
</tr>
<tr>
<td></td>
<td>Stage Manager</td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td>Web Designer/ Developer</td>
</tr>
<tr>
<td></td>
<td>Writer</td>
</tr>
<tr>
<td></td>
<td>Film and TV Editor</td>
</tr>
<tr>
<td></td>
<td>Script Writer</td>
</tr>
<tr>
<td></td>
<td>Film Critic</td>
</tr>
</tbody>
</table>
VCE MUSIC PERFORMANCE (2017-2021)

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.

Successful students in this study enjoy: broadening and enriching musical experience, developing personal awareness of the expressive and aesthetic qualities of music and developing a life-long engagement with music and music making.

In this study, students are expected to: perform a variety of pieces throughout each unit of work. Please note: Instrumental music lessons are required to ensure progress is made to achieve the required standard of performance. Use musicianship skills along with instrumental techniques to present musically engaging performances.

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: Preparing for performance.
Area of Study 3: Music language.
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 for performance.
Area of Study 3: Music language.
Studies in Music may lead to 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>Recreation Officer</td>
</tr>
<tr>
<td>Choreographer</td>
<td>Music School Administrator</td>
<td>Film and TV Composer</td>
</tr>
<tr>
<td>Composer</td>
<td>Music Therapist</td>
<td>Manufacturing — Quality Control</td>
</tr>
<tr>
<td>Conductor</td>
<td>Musical Director</td>
<td>Orchestra Conductor</td>
</tr>
<tr>
<td>Disc Jockey</td>
<td>Musician</td>
<td>Entertainer</td>
</tr>
</tbody>
</table>
VCE PHILOSOPHY (2019-2023)

The ability to think philosophically is highly regarded in careers where conceptual analysis, strategic thinking, insightful questioning and carefully reasoned arguments are needed. In a rapidly changing world, where “jobs of the future” are constantly evolving, it is critical for students to be innovative, creative and adaptive thinkers. At the same time exploring the big philosophical questions and the ideas of some of history’s greatest thinkers can promote a more satisfying intellectual life and offer inspiration into the future.

VCE Philosophy is a challenging and stimulating study, which nurtures curiosity, problem-solving, skills, and intellectual rigor. Studying philosophy involves developing essential lifelong habits such as clarifying concepts, analysing problems, and constructing reasoned and rational arguments. It will encourage students to reflect critically on their own thinking and help them to develop a sophisticated and coherent world view.

Unit 1: Existence, knowledge and reasoning

Metaphysics is the study of the basic structures and categories of what exists, or of reality. It is the attempt to work out a logical account of everything that we know or believe about existence, including all our scientific knowledge. Epistemology is the theory of knowledge and students will be required to explain how they can justify what they know to be true. For example, what is the nature of reality? How can we achieve certain knowledge? What is a good argument? This unit engages students with fundamental philosophical problems through active, guided investigation and critical discussion in relation to both epistemology and metaphysics.

Unit 2: Questions of value

This unit engages students in philosophical investigation and critical discussion of three key areas of philosophy. The principles of morality – where students assess ethical arguments, assumptions and questions applied to personal ethical dilemmas, along with issues debated in the media and wider challenges in the contemporary world. The second area of study requires students to choose a significant topic in philosophy from a range of choices, whilst the third area of study “drills down” into the process of reasoning.

Unit 3: Minds, bodies and persons

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates. It is important for students to understand that arguments make a claim supported by reasons and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments with other spheres of discourse such as religion, psychology, sociology, and politics.

Unit 4: The good life

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life. Students critically compare the viewpoints and arguments in set texts from both ancient and modern periods to their own views on how we should live, and use their understandings to inform their analysis of contemporary debates. It is important for students to understand that arguments make a claim supported by reasons and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology, and politics.

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VCE PHYSICAL EDUCATION (2018-2021)

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.

Successful students in this study enjoy: physical activity and the application of body performance to theoretical concepts, analysing performance through a range of inquiry tasks, practical reports and structured questions, all working in conjunction with the use of technology.

In this study, students are expected to: explore theoretical underpinnings of performance and participation in physical activity with practical application. Develop the knowledge and skills required to critically evaluate influences that affect their own and others’ physical activity. Develop an understanding of the anatomical, biomechanical, physiological principles; and, engage in physical activity and movement experiences. Please note: Unit 3/4 Physical Education is 80% theory and 20% practical based.

Unit 1: The human body in motion
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 type 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.
Area of Study 1: Effective coaching strategies.
Area of Study 2: Physically active lifestyles.
Area of Study 3: Promoting active living.

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.
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
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 and/or coach to gain, apply and evaluate knowledge and understanding of training.
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.
<table>
<thead>
<tr>
<th>Role</th>
<th>Career Option 1</th>
<th>Career Option 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athlete</td>
<td>Sports Administrator</td>
<td>Sports Umpire</td>
</tr>
<tr>
<td>Myotherapist/ Massage</td>
<td>Sports Coach</td>
<td>Teacher</td>
</tr>
<tr>
<td>Chiropractor</td>
<td>Sports Commentator</td>
<td>University Lecturer</td>
</tr>
<tr>
<td>Dietician</td>
<td>Sports Editor</td>
<td>Physiologist</td>
</tr>
<tr>
<td>Fitness Centre Manager</td>
<td>Sports Journalist</td>
<td>Sports Trainer</td>
</tr>
<tr>
<td>Fitness Instructor</td>
<td>Sports Medical Practitioner</td>
<td>Sports Scientist</td>
</tr>
<tr>
<td>Nutritionist</td>
<td>Physiotherapist</td>
<td>Recreation Officer</td>
</tr>
<tr>
<td>Personal Trainer</td>
<td>Sports Psychologist</td>
<td></td>
</tr>
</tbody>
</table>
Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

Successful students in this study enjoy: marvelling about, understanding and explaining how things work in the natural and constructed world. Investigating through observing, designing and carrying out experiments and looking for relationships between variables. Reading about atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics, waves and optics to gain a better understanding of the underlying laws of nature. Collaborating with others as well as working independently.

In this study, students are expected to: explain physics principles in written and oral form. Apply well-developed mathematical routines and skills in algebra, computation, functions and graphing. Interpret and analyse information, and apply theoretical understandings to a range of problems. Plan and conduct investigations, analyse and evaluate data using spreadsheets and graphing packages. Draw evidence based conclusions and to communicate through practical report writing. Develop critical thinking skills by examining issues related to physics.

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 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.
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.
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
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.

Successful students in this study enjoy: developing ideas that push the boundaries and to trial and test ways of creating three dimensional products. Learning how things are made, working in team environments, problem solving and experimenting. Being creative and getting “hands on” experience by working with technology.

In this study, students are expected to: document all parts of the design process by producing a folio including inquiry learning, research of a design theme, knowledge of how tools and materials can be used in alternative and creative ways. Safety aspects and time management are essential skills to have when producing a product that solves a design problem, need or want. Drawing from various methods and conventions are also a necessary way for students to communicate their ideas. Complete comprehensive evaluation of the design process and product.

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: Sustainable product redevelopment
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 PRODUCT DESIGN AND TECHNOLOGY (2018-2022)**

Studies in Product Design & Technology may lead to career options in the following areas:

<table>
<thead>
<tr>
<th>Architect</th>
<th>Carpenter &amp; Joiner</th>
<th>Jewellery Designer</th>
<th>Architectural Drafter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadlight Worker</td>
<td>Construction Tradesperson</td>
<td>Automotive Tradesperson</td>
<td>Craftsperson</td>
</tr>
<tr>
<td>Model Worker</td>
<td>Building Contractor</td>
<td>Digital Modeller</td>
<td>Product Designer</td>
</tr>
<tr>
<td>Building Inspector</td>
<td>Building Surveyor</td>
<td>Electrical Tradesperson</td>
<td>Set Designer</td>
</tr>
<tr>
<td>Building Technician</td>
<td>Furniture Designer</td>
<td>Ergonomist</td>
<td>Teacher</td>
</tr>
<tr>
<td>Cabinet Maker</td>
<td>Industrial Designer</td>
<td>Building Tradesperson</td>
<td>Interior Designer</td>
</tr>
</tbody>
</table>
Psychology is the systematic study of mental processes, and behaviour. It is a chance to enhance students understanding of themselves and others. Students will explore the different factors that influence thought, emotions and behaviour. They will develop skills in psychological research, and an appreciation of ethical considerations in this research.

Successful students in this study enjoy: developing a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Using scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position.

In this study, students are expected to: engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory, knowledge and practice. Conduct laboratory experimentation, observational studies, self-reports, questionnaires, interviews, rating scales, simulations, animations, examination of case studies and literature reviews. Work collaboratively as well as independently on a range of tasks. Pose questions, formulate research hypotheses, operationalise variables, and collect, analyse and critically interpret qualitative and quantitative data. A working knowledge of the safety considerations and the ethical standards and guidelines that regulate psychological research is integral to the study of VCE Psychology.

Unit 1: 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: 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 explored. 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.

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.

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: Practical investigation.

Studies in Psychology may lead to career options in the following areas:

<table>
<thead>
<tr>
<th>Career counsellor</th>
<th>Market</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>Social worker</td>
</tr>
<tr>
<td>Family therapist</td>
<td>Police officer</td>
<td>Life coach</td>
</tr>
<tr>
<td>Forensic psychologist</td>
<td>School counsellor</td>
<td>Sleep specialist</td>
</tr>
<tr>
<td>Human resource manager</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUÆE</th>
<th>SUPRA</th>
<th>QUAERE</th>
<th>125 Years</th>
</tr>
</thead>
</table>

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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 & 4: Completion of Religion and Society Units 1 & 2 is not a prerequisite, nor is prior knowledge of Catholicism. This subject does, however, require highly developed reading skills and is a significant workload.

Successful students in this study enjoy: reflecting on the interaction between society and religious groups, exploring the role of religion, particularly in regards to making ethical decisions. Reading, reflecting on individual beliefs and the perspectives of others. Discussing morality, life and death as well as the meaning of life.

In this study, students are expected to: develop analysis skills, as well as interpretation, syntheses and explanation skills. Common tasks include: reports, debates, annotated charts, essays and extended answer questions. Students must have strong literacy skills and successful learners have well developed research abilities. This subject requires extensive critical thinking and the ability to apply information to real life scenarios. This is a highly academic subject and the ability to think objectively about religion is a requirement.

Unit 1: The role of religion in society
In this unit students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Students examine how religious traditions are affected and changed by individuals and groups. The unit provides the opportunity for students to understand the often complex relationships that exist between individuals, groups, religious traditions and the society in which they live.
Area of Study 1: The 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
Choosing which values to live by in principle and in practice is fundamental to being human. Ethics is a discipline that investigates the various methods for making ethical decisions; it involves reflection on what ‘right’ and ‘wrong’, and ‘good’ and ‘bad’ mean when applied to human decisions and actions. Ethics is concerned with discovering principles that guide practical moral judgment. Ethics is particularly concerned with the justification for moral choices — identifying the arguments and analysing the reasoning behind them. Ethical questions are raised at the personal, family, local, wider community, national and global level.
Area of Study 1: Ethical decision-making and moral judgement.
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 begin by studying the religious beliefs developed by one or more than one religious tradition in response to the big questions of life. They explore the ways in which these religious beliefs create meaning for religious traditions and their members. The religious beliefs of any religion arise from the beliefs held about ultimate reality, and these in turn inform particular beliefs about human existence; about its meaning, purpose and destiny. Religious beliefs may be expressed through the other aspects of religion, such as myths and other stories, sacred texts and other religious writings (such as formal creeds), rituals, symbols, social structures, ethical principles and oral or written codes of behaviour, religious experience and spirituality.
Area of Study 1: 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 and response in historical and contemporary contexts. Students investigate historical challenges to religious traditions arising internally and externally. They explore the challenge to religious traditions in contemporary pluralistic society for action on behalf of social justice and for assessment of new problems arising from social and technological change.
Area of Study 1: Challenge and response.
Area of Study 2: Interaction of religion and society.
Scope of study VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists’ perceptions, beliefs and actions and their relationship with the viewer. Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and to support art making. Visiting a variety of art exhibition spaces is integral to the student’s artistic and creative development.

VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making. VCE Studio Arts broadens students’ understanding of, and ability to engage with, artworks. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks.

Aims This study enables students to:

- express themselves creatively through art making and come to understand how to support and sustain their art practice;
- develop an individual studio process, and practise and refine specialised skills appropriate to particular art forms and media selected for art making;
- analyse and draw inspiration from the ways in which artists apply studio processes in the production of their individual artworks;
- develop an understanding of historical and cultural contexts in the production and analysis of artworks;
- develop and apply skills in visual analysis, including the use of appropriate terminology in relation to their own artwork and artists studied Introduction VCE Studio Arts 2017–2021;
- extend their understanding of the roles and methods involved in the presentation of artworks in a range of gallery and exhibition spaces, and
- develop an understanding of professional art practices related to the exhibition of artworks to an audience, including the roles and methods involved in the presentation of artworks in a range of gallery and exhibition spaces.

The study is made up of four units,
Unit 1: Studio inspiration and techniques.
Unit 2: Studio exploration and concepts.
Unit 3: Studio practices and processes.
Unit 4: Studio practice and art industry contexts.

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.
### VCE Studio Arts (2017-2021)

Studies in Studio Arts may lead to career options in the following areas:

<table>
<thead>
<tr>
<th>Animator</th>
<th>Fashion Designer</th>
<th>Teacher</th>
<th>Art Gallery Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film Maker</td>
<td>Visual Merchandiser</td>
<td>Art Gallery Director</td>
<td>Graphic Designer</td>
</tr>
<tr>
<td>Art Historian</td>
<td>Illustrator</td>
<td>Art Therapist</td>
<td>Interior Designer</td>
</tr>
<tr>
<td>Artist</td>
<td>Jewellery Designer</td>
<td>Arts Administrator</td>
<td>Pattern Maker</td>
</tr>
<tr>
<td>Cartoonist</td>
<td>Photographer</td>
<td>Conservator</td>
<td>Sculptor</td>
</tr>
<tr>
<td>Crafts person</td>
<td>Tattooist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
This unit examines the place of texts and their literary forms within a religious tradition. Story-telling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. This unit explores the importance of texts at the source of a tradition and how we might find and describe their meaning for the earlier and continuing tradition. The discovery of meaning in a religious text is known as exegesis which is the establishing the intended meaning of an author given the times in which the text was written. Students are introduced to basic methods of exegesis. This unit also explores how texts have been used by people both within and beyond the religious tradition as a means of bringing meaning to the text, or using the text to bring meaning to issues or ideas in a new cultural setting. This unit requires the study of texts in a variety of literary forms. The texts may come from one religious tradition or from a range of religious traditions.
Area of Study 1: Exploring literary forms.
Area of Study 2: The formation and exegesis of text.
Area of Study 3: Later uses and interpretations of sacred texts.

Unit 2: Texts in Society
In this unit texts are studied as a means of investigating themes such as justice, racism and gender roles. Therefore, the texts selected for study should be potential sources of ideas about these or other themes in society. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, religious and political institutions. For the investigation students consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, and the kinds of authority attributed to them by traditions. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them. In this unit, students also compare how texts from different religious traditions treat common social themes.
Area of Study 1: Sacred texts in the past.
Area of Study 2: Sacred text today.
Area of Study 3: Comparing religious traditions.
The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies.

Students employ a design process to generate and develop visual communications. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, cultural, environmental and economic factors. Students develop the skills to communicate ideas through manipulation and organisation of design elements, design principles, selected media, materials and methods of production.

The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

Successful students in this study enjoy: problem solving, refining design ideas, digital and manual drawing methods, architecture, graphic design, industrial design, 3D modelling and experimenting with a range of materials to suit different design solutions.

In this study, students are expected to: develop and apply drawing skills, apply the design process, develop design thinking, understand a designer’s process, understand social, cultural, environmental factors that influence design.

Unit 1: Structure
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.
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: Applications of visual communications within design fields
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 and 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.
Area of Study 1 Technical drawing in context.
Area of Study 2 Type and image in context.
Area of Study 3 Applying the design process.
Units 3 & 4: Visual communication design practices
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:  
- 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:  
- Area of study 1 Development, refinement and evaluation.
- Area of study 2 Final presentations.
VET OVERVIEW

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

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

VTAC ACCELERATED LEARNING

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

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

The criteria for considering an application for Accelerated Learning are:

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

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

ENTRY TO STUDIES

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

Please Note
It should be noted that, in line with the College Student Performance Policy, we reserve the right to refuse entry to any VCE or VET study where there is a concern about a student's ability to engage with the content and complete the study to a satisfactory standard. Decisions in such cases will be based on the student's overall performance in previous years and demonstrated interest and commitment in similar studies. In some cases, students may be asked to complete one or more tasks over the holiday period in order to ensure their preparedness for the study. Appeals against the final decision on entry to a subject are made by the Deputy Principal-Learning and Teaching and the Principal. For information on the calculation of VET Studies in the ATAR please consult the VTAC 2019 guide: http://www.vtac.edu.au/pdf/publications/prerequisites-2020.pdf.
RULES FOR VET STUDIES AND SBAT IN 2019

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;
- Opening School Mass;
- 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 RTO’s may provide different information or advice regarding attendance; however, any Assumption College student enrolled in a VET course is bound by our College’s policies, expectations and procedures.

No withdrawal from VET
VET courses run over all 4 terms. Students who undertake a VET course are committed to the full year. Students are unable to change their mind and pull out of their VET course once they have commenced. Some TAFEs allow 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 Coordinator immediately to discuss the situation.

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

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

Structured Work Place Learning
All students must complete 5 days 1st year and 5 days in 2nd year of Structured Work Place Learning during the school holidays with an employer working in the area of the student’s chosen VET. For example: those doing hairdressing need to find work with a hairdresser. It is the responsibility of the student to find a suitable employer. Students must get a Structured Work Place Learning Form, available from the Careers Web Page, filled out by the employer, student and parents, and signed by the Principal of Assumption College before they attend the work place so that they are covered for Work Cover. This signed and completed form must be given to the VET/ SBAT Coordinator before they commence placement.

Assessment forms will be sent to the employers for feedback to the student and parents on the placement. Work Placement is an appropriate and important component of all VET programs. It complements the structured training undertaken at the Registered Training Organisation (RTO). It can often turn into a real job offer for the student in the future. It provides for:
- enhancement of skills development;
- practical application of industry knowledge; assessment of units of competence as determined by the RTO; and
- increased employment marketability.
VCE / VET SUBJECTS OFFERED IN 2019

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. Students who wish to complete a VET course in 2019 need to complete the application form and return it to Mrs Frost no later than Friday 31st August. Forms can be found on the Careers web page – www.assumptioncareers.com.au

VET Courses taught at Assumption College
Acting – Delivered by Australian College of Dramatic Arts at Assumption College
Animal Studies
Drone Pilot – Only for Yr 11 and 12 students
Events
*Hospitality
*Media
*Sport and Recreation

External VET Courses
*Allied Health
Automotive
Aviation
Beauty
Building & Construction
Early Childhood Education and Care
Electrotechnology
*Engineering
*Equine
Furnishing
Hairdressing
Horticulture
Plumbing
*Music Industry Performance (sound production)
*Music Technical Production
Applied Fashion & Design Visualisation (Fashion or Creative Direction or Interior Decoration Focus)

*Denotes VET Studies which generate a study score
WHO TO TALK TO ABOUT VET STUDIES

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting</td>
<td>Mrs Frost</td>
</tr>
<tr>
<td>Sport &amp; Recreation</td>
<td>Mr Bellis, Ms Thrift</td>
</tr>
<tr>
<td>Media</td>
<td>Ms Solomons</td>
</tr>
<tr>
<td>Music Industry Performance</td>
<td>Ms Hong</td>
</tr>
<tr>
<td>Hospitality</td>
<td>Mr Engel</td>
</tr>
<tr>
<td>Events</td>
<td>Mr Engel</td>
</tr>
<tr>
<td>Animal Studies</td>
<td>Ms Doyle</td>
</tr>
<tr>
<td>Drone Pilot</td>
<td>Mr Hubbard</td>
</tr>
</tbody>
</table>

For any inquiries regarding external VET Studies, please contact Tonya Frost.

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


VET STUDY DESCRIPTIONS FOR EXTERNAL VET COURSES

Descriptions and student reviews for all external VET courses can be found on the Careers website. Assumption Library Website – Careers – VET

Further information on VCAA VCE VET programs can be found at the below website:


For further information, please see Tonya Frost.

SCHOOL BASED APPRENTICESHIPS / TRAINEESHIPS

Students 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 students 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 Mrs Frost if you would like more information about Australian School-based Apprenticeships.

Investigate your training and career options at:
- www.myfuture.edu.au
- www.aajobpathways.com.au
- www.jobguide.deewr.gov.au
- www.aatinfo.com.au
- www.grouptraining.com.au

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

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

Those considering VCAL are:

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

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

The VCAL program will assist students to

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

VCAL Certificates

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

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

The 2 main criteria looked at when deciding a student’s starting level are

- How much teacher assistance has been given to the student?
- What is the level of sophistication and quality of work produced by the student?

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

Prerequisites

Whilst VCAL does not have Year 10 academic prerequisites, students are required to have shown a consistent level of application over the year. Students are required to actively participate in every area of the program in order to fulfil the requirements of the certificate.
The VCAL program incorporates both VCAL and VET/SBAT subjects. Students enrolled in the VCAL program at Assumption College will complete the following subjects:

- VCAL Literacy
- VCE Foundation Maths or VCAL Numeracy
- VCAL Personal Development Skills
- VCAL Work Related Skills (Structured Workplace Learning Every Friday during Terms 2 and 3)
- Religious Education Program
- A VET* — student choice however the schooling must be on a Wednesday
- Electives — students will be given a choice at the start of the school year.

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

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

**WHO TO TALK TO ABOUT VCAL STUDIES**

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCAL Literacy</td>
<td>Mrs Perez, Mrs Whitty</td>
</tr>
<tr>
<td>VCAL Numeracy</td>
<td>Mrs Pendlebury, Mrs Katal</td>
</tr>
<tr>
<td>VCAL PDS/ WRS</td>
<td>Mrs Katal, Mr Houghton</td>
</tr>
<tr>
<td>VCAL RELIGION &amp; SOCIETY</td>
<td>Ms Flavell, Mrs Katal</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 either complete VCE Foundation Mathematics or VCAL Numeracy (Foundation Level). The subject the student completes is based on their ability in Mathematics.

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

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

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

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

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

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

VCAL Numeracy
VCAL Numeracy looks at mathematics applied to tasks which are part of the student’s normal routine and also outside their immediate personal environment such as the workplace and the community. The purpose is to enable students to develop everyday numeracy to make sense of their daily personal and public lives. By the end of the year, students should be able to attempt a series of operations or tasks with some confidence, be able to select the appropriate method or approach required, and would be able to communicate their ideas both verbally and in written form. They should be at ease with straightforward calculations either manually and/or using a calculator. Students will also learn to use a basic spreadsheet using the computer program EXCEL.
VCAL NUMERACY UNITS

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.
**ELECTIVE SUBJECT**

All Year 11 & 12 VCAL students take elective subjects each semester. Each year a selection of electives will be available to the VCAL students. These subjects may vary year to year, depending on teacher availability and student’s interest. These electives will be practical based and will contribute to a student’s VCAL certificate.

There is currently investigation into Online VET offerings for VCAL students as part of their elective program for 2018.

**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.

**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.
VCAL WORK RELATED SKILLS

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.

TRAINEEHIPS
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:

1. Certificate II Courses
   These 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.

2. Certificate III Courses
   These courses are 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.

3. 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.

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

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

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

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

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

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

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

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

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

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

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

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

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RESOURCES AT ASSUMPTION COLLEGE

THE CAREERS ROOM IN STUDENT SERVICES HAS THE FOLLOWING RESOURCES:

INTERNET ACCESS
A directory of web sites allows access to all information relating to post-school options. An outstanding site is www.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 online: www.jobguide.deewr.gov.au

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.
A USTRALIAN 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.

G E N E R A L A C H I E V E M E N T T E S T (G A T):
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.

L E A R N I N G O U T C O M E S:
What the student must know, or be able to do, by the time they have finished a unit of study.

P A T H W A Y S:
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.

Is an organisation that abides by national guidelines while delivering an accredited VET program to students.

S A T I S F A C T O R Y C O M P L E T I O N:
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 C O U R S E W O R K (S A C):
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 T A S K S (S A T):
A task done over a set period of time according to criteria set by VCAA. Strict authentication procedures are followed by teachers.

S C H O O L B A S E D A P P R E N T I C E S H I P S:
This is a course where students combine part time work and on the job skills with their VCE/ VET/ VCAL education program.

S E M E S T E R:
One half of the academic year. Most units last for one semester.

S E Q U E N C E:
The order in which you do your units, for example, a Unit 3 and 4 sequence.

S P E C I A L P R O V I S I O N:
Students that have experienced significant hardship while undertaking their studies may apply for Special Provision which allows (to a degree) for their hardship.

S T A T E M E N T O F R E S U L T S:
A set of documents which formally state the results you achieved in the VCE and whether you have qualified for the certificate.

S T U D I E S:
The subjects available in the VCE/ VET or VCAL.

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

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

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

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

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

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

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

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

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