

2016



VCE & VCAL Subject Information Handbook

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2. Timeline for Enrolment & Course Selection Procedures

Term Three and Four	
25 June 2015, P5	Year 10 meeting with Careers Adviser about subject selections and pathways
25 June, 2015, 7pm	Year 10 and 11 2016, Parent Information Evening
17 July	Year 10 VCE /VCAL Parent information Evening
20 July, 2015	P2 Year 10 student meeting and overview of how to use web preferences to make Year 11 subject selections
23 July, 2015	8.45am Year 11 student meeting and overview of how to use web preferences for Year 12 subject selection
23 July, 2015	Year 10 student and parent subject selection counselling 2.00-7.00pm
September, 2014.	Re-counsel students who have clashes or chosen subjects not running.
Term Four	
16 – 20 November, 2015	Year 10 and 11 second semester examinations commence
23 – 27 November, 2015	Year 10 and 11 VCE orientation and commencement programme
Late November	Year 10 and 11 subject enrolments reviewed in light of examination results

NOTE: Subject selection timeline is subject to changes.

Career Advice Year 11

Choosing courses for year 11 can be both exciting and challenging for any young person.

Do they choose VCE or VCAL?

Do they include VET or SBAT?

Victorian Certificate of Applied Learning (VCAL)

VCAL is not an “easy option”. It is a particular type of learning that is for students who want to study for a more direct pathway into the workforce. For those Year 11 students their Intermediate Certificate

Victorian Certificate of Education (VCE)

There are good reasons for selecting a VCE program:

1. The ATAR attached to the study of VCE subjects offers your son/daughter a pathway to further study at a University or a TAFE, if they so choose.
2. Your son/daughter enjoys the subjects and the content is interesting to him/her.
3. A VCE subject may be a prerequisite (must have) for the pathway your son/daughter is thinking about at the moment, or it is a recommended subject for that pathway.
4. Some prospective employers look favourably on applicants who have achieved a VCE certificate.
5. The VCE offers a diverse, challenging and interesting range of for some students.

It is important to choose subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically.

What you should consider when making subject selection?

1. Check the prerequisites subjects for university or TAFE courses of interest to you.
2. What subjects are you interested in?
3. Do you enjoy that field of study?
4. What are you good at?
5. What are your career aspirations?
6. What has your past performance been like? Do you have some ability in the type of subject?
7. How have you performed in previous years?
8. Are your career aspirations realistic given your past performance?
9. Do some career research – what is the most appropriate pathway for you to achieve your career goals?

Guidelines

- Check out each subject:
- Read subject descriptions and course outlines;
- Talk to heads of departments and teachers of each subject;
- Look at books and materials used in the subject;
- Listen carefully at subject selection talks;
- Talk to students who are already studying the subject

3. The Victorian Certificate of Education (VCE)

3.1 Introduction

In Years 11 and 12 students undertake studies accredited by the Victorian Curriculum and Assessment Authority (VCAA). These studies form the basis for the award of the Victorian Certificate of Education (VCE) by that body.

The **Victorian Certificate of Education (VCE)** is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

The VCE incorporates a large number of possible subjects which enables students to develop a course of study which provides them with the skills and knowledge they will need to follow these various pathways.

3.2 Organisation of Studies

Teaching/Learning within the VCE is divided into STUDIES, which are undertaken in UNITS. Each UNIT is presented over one SEMESTER (half-year or two terms). Most Studies have four Units. Units 1 and 2 (usually taken in Year 11) may be taken individually. Units 3 and 4 (usually taken in Year 12) must be taken together. Such unit couplings are called SEQUENCES.

Each Study includes Learning Outcomes set by the VCAA which form the basis of satisfactory completion of VCE Units. Each VCE Unit includes a set of two to four Outcomes.

3.3 Satisfactory Completion of a Unit

In order to satisfactorily complete a Study, the students must demonstrate achievement of all Outcomes. The school, in accordance with the VCAA assessment guidelines, determines whether or not an Outcome has been met satisfactorily.

A student is awarded a UNIT RESULT of Satisfactory (S) only if ALL of the Learning Outcomes required within that Unit have been demonstrated to a satisfactory level.

A student is awarded a UNIT RESULT of N if one or more of the Learning Outcomes within the Unit have NOT been demonstrated to a satisfactory level, or his/her attendance at class does not meet the minimum requirement.

**Students undertake a STUDY which is made up of UNITS.
Each Unit is made up of OUTCOMES.
In order to demonstrate satisfactory understanding of an Outcome,
students undertake ASSESSMENT in the forms of SACs and SATs.**

3.4 Assessment of a Unit

In order for students to demonstrate satisfactory completion of Outcomes, they will be required to undertake a number of assessment tasks. Assessment tasks that are set to demonstrate understanding of an outcome are referred to as School Assessed Coursework (SACs) or School Assessed Tasks (SATs). All such tasks must be completed punctually by all students undertaking that Study.

The nature of such tasks depends on the Study being undertaken. These tasks may include:

Classroom Exercises

Folios of Work

Research Reports

Practical Exercises

Tests and Examinations.

In Units 3 & 4, the SACs and SATs are reported to the VCAA and contribute towards the student's Australian Tertiary Admission Rank (ATAR) score. Alongside the SACs and SATs, each Unit 3 & 4 Study has at least one examination that is set, marked and graded externally by the VCAA.

3.5 Satisfactory Completion of The VCE, Study Scores and the ATAR

In order to satisfactorily complete the Victorian Certificate of Education a student is required by VCAA to gain an S result in:

A TOTAL of SIXTEEN UNITS or more, which must INCLUDE - At least THREE UNITS of ENGLISH STUDIES, and At least THREE ADDITIONAL UNIT 3/4 SEQUENCES.

When a student successfully completes all assessment work in a Unit 3 & 4 sequence for a Study and undertakes the end of year VCAA examination, they receive a Study Score for that Study. A Study Score is a RANKING out of 50 which demonstrates how a student has achieved in comparison to all other students in the state of Victoria who have undertaken the same Study.

When a student successfully completes at least four Unit 3 & 4 sequences, the student is eligible for an ATAR. The ATAR is calculated by the Victoria Tertiary Admissions Centre (VTAC). It is a ranking based on a student's Study Scores. Up to six Study Scores can be used to contribute to the ATAR, but only a student's top four subjects (which must include English) count fully. The fifth and sixth subject can add up to 10% to the ATAR score depending on how well a student achieves in that subject.

3.6 The GAT

All students who are undertaking a Unit 3 & 4 sequence must undertake the General Achievement Test which takes place during the June examination period. The GAT is used for a variety of purposes and it is therefore essential that students take it very seriously. A number of tertiary institutions are making use of the GAT as a part of their entrance requirements into certain courses, especially ones which require an interview. Also, the GAT is used in matters of Special Provision. This is explained more fully in the Procedural Handbook.

3.7 Further Information Regarding the VCE

Further Information regarding to the procedures of the VCE are available in the Procedural Handbook which is distributed in January each year. Information outlines there includes issues of assessment submissions, day-to-day requirements of the VCE and applications for Special Provision.

3.8 VCE Studies Offered

While VCE Studies detailed elsewhere in this Handbook (see Section 7) may be offered, not all Studies will run each year. Whether or not a subject runs will depend on the number of students enrolled in that subject and the capacity of the school to timetable the subject. Marymede Catholic College will make every effort to ensure that all students end up in a program which suits their needs and abilities. To assist this, students will be required to list alternate subjects during course planning should their first options not be available.

4. The Structure of the Year 11 VCE Curriculum

4.1

Introduction

Units 1 & 2 are a significant part of the VCE studies. While the SACs and SATs undertaken during Units 1 and 2 do not contribute to a student's ATAR score, the studies undertaken during this time is fundamental as they provide a basis to all the knowledge and skills required during Units 3 & 4. Students must select the Studies they undertake during Unit 1 & 2 wisely to ensure the best possible results during Unit 3 & 4.

Students in Year 11 complete six subjects (6 x 8 periods a cycle)

4.2 The Structure of Year 11

Subject – Unit 1 and 2	Period Allocation	Requirement
Religion and Society	8	Compulsory
English or Literature	8	Compulsory
Elective 1	8	Student Choice
Elective 2	8	Student Choice
Elective 3	8	Student Choice
Elective 4	8	Student Choice

4.3 Other Information:

Students:

Need to choose 2 Units of English at Year 11 and at Year 12.

Need to complete Unit 1 and 2 Religion and Society in Year 11

Need to select options that provide them with the best opportunities to pursue the most appropriate career options for their future.

Students may also arrange to undertake a Unit 3 & 4 LOTE Study through another institution outside of school hours. If students are undertaking subjects outside of the College and this study is negatively impacting on the student's other subjects, the College expects that the external subject would be discontinued.

4.4 Completing the VCE part time

In special circumstances, students may wish to investigate completing their VCE over the course of three years. Please see the Head of Secondary School or the Head of Learning and Teaching to discuss this option further.

5. The Structure of the Year 12 VCE Curriculum

5.1 Introduction

Students in Year 12 complete five subjects (5 x 8 periods a cycle) and complete a series of Religious Education seminars. Timetables will also include pastoral care, assembly and study periods.

5.2 The Structure of the Year 12 Curriculum

Subject – Unit 1 and 2	Period Allocation	Requirement
English or Literature	8	Compulsory
Elective 1	8	Student Choice
Elective 2	8	Student Choice
Elective 3	8	Student Choice
Elective 4	8	Student Choice

5.3 Reduced studies:

In exceptional circumstance, students may opt to do four subjects in Year 12, although this will also be a matter for approval by the College under very specific circumstances.

6. VCE Studies To Be Offered At Marymede

6.1 Introduction

In the following pages, you will find information about the VCE Studies that will be on offer in 2016.

For each subject, you will find a brief course outline and then a description of the areas of study and possible assessment that will be undertaken.

Please be aware that some subjects require prerequisites and recommended studies which are also listed. We encourage you to consider the pathways you wish to explore in the future, as this will impact significantly on your subject choice.

Students will undertake assessment tasks during their VCE. The weighting of Units 1 and 2 are decisions that can be made by Marymede Catholic College. However, the VCAA formally sets the weighting for each piece of assessment undertaken in Units 3 and 4. The weightings are used to generate a Study Score which is derived from student performance in assessment tasks and exams.

6.2 Areas of Study: VCE

To assist your course planning, subjects have been allocated into areas as follows:

Religious Education

English

Mathematics

Humanities

Sciences

Languages Other Than English (LOTE)

Health and Physical Education

Performing Arts

The Arts

Design and Technology

VET (Vocational Education and Training)

AREAS OF STUDY

DOMAIN AREA	UNIT 1&2 SUBJECTS	UNIT 3/4 SUBJECTS
RELIGIOUS EDUCATION	Religion & Society	Seminar Programme
ENGLISH	English	English
	Literature	Literature
MATHEMATICS	General Maths (Specialist)	Specialist Mathematics
	Mathematical Methods	Mathematical Methods
	General Maths (Further)	Further Maths
HUMANITIES	Accounting	Accounting
	Business Management	Business management
	History: 20 th Century	History: Revolutions
	Economics	
	Geography	
	Australian and Global Politics	
	Legal Studies	
SCIENCES	Biology	Biology
	Chemistry	Chemistry
	Physics	Physics
	Psychology	Psychology
LOTE	Italian	Italian
	Japanese	Japanese
	Indonesian	
HEALTH & PHYSICAL EDUCATION	Health & Human Development	Health & Human Development
	Physical Education	Physical Education
	Outdoor & Environmental Studies	Outdoor & Environmental Stud
PERFORMING ARTS	Drama	Drama
	Music Performance	Music Performance
	Studio Art	Studio Art
	Visual Communication Design	Visual Communication Design
THE ARTS	Product D & T: Textiles	Product D & T: Textiles
	Product D & T: Wood	Product D & T: Wood
	Food Technology	Food Technology
DESIGN & TECHNOLOGY	Computing	Informatics
	Media	Media
VET	Certificate 3 in Media	Certificate 3 in Sport and Rec
	Certificate 3 in Sport and Rec	
	Certificate 2 in Building & Construction	
	Certificate 2 in Furniture Making	
	Certificate 2 in Engineering	

Year 11 Religion and Society

Length: 1 Year

Learning Area: Religion

Description

This study is designed to enable students to understand the interplay between collective and individual dimensions of religious experience and which these interact with society. The students will reflect on the capacity of a religious tradition to provide ways of making meaning of significant life experiences for individuals and groups. They will also analyse the contribution made by religions to debate about important religious, cultural, social and ethical issues. This study is also designed to enable the ways in students to appreciate the dynamic process of interaction between society and religions in general as each shapes, and is shaped, by the other.

Areas of Study

Unit 1 Religion in Society

Explore the origins of religion, identifying the nature and purpose of religion past and present. 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. Examine how religious traditions are affected and changed by individuals and groups. The unit provides the opportunity to understand the often complex relationships that exist between individuals, groups, religious traditions and the society in which they live. Throughout this unit at least two religious traditions will be studied.

Unit 2 Ethics and Morality

Ethics is a discipline that investigates morality. It is particularly concerned with the justification for moral choices – the argument and reasoning behind them. Ethics is not just a matter of individual awareness and personal decision- Family, community and traditional connections tie people together and provide an ethical background to what individuals do, supporting some choices and disapproving of others. Today, religious traditions compete with powerful alternative sources of values represented in the media and popular culture. Nevertheless, society still relies on a cultural heritage that contains a variety of ethical perspectives as well as numerous commonly held moral values centred on human dignity and basic justice. These moral values remain fundamental to

legal and social systems, and constitute the everyday categories of ethical discourse in the modern world. They are taken to be the starting point and common ground for ethical discussion in a pluralistic society.

Assessment

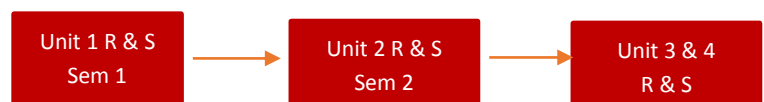
Unit 1

Students will be required to explain the role of religion in society. They will be required to explain the expression of collective identity of particular religious traditions in Australia, and the interactions of these religious traditions with other religious traditions and wider society. They will also be required to recognise and discuss the interplay between the identity of members, as individuals or as specific communities, and their religious tradition. Students will produce reports in multimedia format and they will engage in classroom debates. They will complete analytical and identification exercises as well as participate in oral presentations and interviews. Students will complete written exercises, tests and write essays.

Unit 2

Students will be required to explain ethical decision-making in pluralist society. They will be required to explain the ethical perspectives and moral viewpoints upheld by at least two religious traditions in pluralist society. They will also be required to analyse and evaluate two or more debates on contemporary ethical issues in pluralist society. Students will produce reports in multimedia format and they will engage in classroom debates. They will complete analytical and identification exercises as well as participate in oral presentations and interviews. Students will complete written exercises, tests and write essays.

Pathways



Year 11 Religion and Society (accelerated) Length: 1 Year

Learning Area: Religion

Description

This study is designed to enable students to understand the interplay between collective and individual dimensions of religious experience and the ways in which these interact with society. The students will reflect on the capacity of a religious tradition to provide ways of making meaning of significant life experiences for individuals and groups. They will also analyse the contribution made by religions to debate about important religious, cultural, social and ethical issues. This study is also designed to enable students to appreciate the dynamic process of interaction between society and religions in general as each shapes, and is shaped, by the other.

Areas of Study

Unit 3 The Search for Meaning

Across time and cultures, humanity has sought to understand the why and how of existence. In this quest humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Why do we die? Is there anything beyond death? In response to this quest for meaning, religions have developed systems of belief that have offered ways of establishing meaning and purpose – not only for human existence but also for all that exists. Such religious beliefs have also attempted to explain the nature of relationships between humans, between humans and the rest of the natural world, and between humans and ultimate reality.

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.

Unit 4) Challenge and Response

The focus is the interaction of religious traditions and the societies of which they are a part. Religious traditions are dynamic, living institutions that contribute in many ways, both positively and negatively, to wider societies – stimulating, supporting, as levers for change or resisting changes in those societies. Religious traditions also change over time; this change may be in the form of growth or decline or both. The eight aspects of religion provide a framework for understanding these changes that happen as religious traditions respond to the internal challenges arising from the needs and insights of their membership, and to the external challenges provoked by changes in the wider society. The impetus for these changes in society may come from religious traditions themselves or from other groups, individuals, events or movements within the wider society.

Assessment

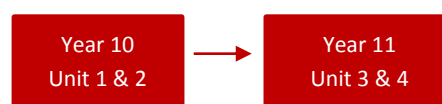
Unit 3

Students will be required to explain the nature, purpose and expression of religious beliefs generally and for one or more than one religious tradition. They will be required to analyse the maintenance of religious beliefs for continuity in religious traditions. Students will need to explain and draw conclusions about the interplay between religious beliefs and significant life experiences. Students will produce reports in written or multimedia format. They will write essays and complete case studies. They will complete analytical exercises which include structured questions. Students will complete a media analysis and an oral presentation. They will complete tests and write extended responses.

Unit 4

Students will be required to analyse how one or more than one religious tradition/s responded to a significant historical internal or external challenge, and evaluate the outcome for the religious tradition/s. They will be required to analyse the interplay between religious beliefs and their developed vision of religious tradition/s for society in response to contemporary challenge. Students will produce reports in written or multimedia format. They will write essays and complete case studies. They will complete analytical exercises which include structured questions. Students will complete a media analysis and an oral presentation. They will complete tests and write extended responses.

Pathways



Year 12 Religious Education

(Seminar Series)

Length: 1 Year

Learning Area: Religion

Description

"Every Christian is called to go out to encounter others, to dialogue with those who do not think the way we do, with those who have another faith, or who don't have faith. To encounter all because we all have in common our having been created in the image and likeness of God. We can go out to encounter everyone, without fear."

Pope Francis October 14, 2013 Speech to Pontifical Council for Promoting the New Evangelisation.

Truth. A Catholic world view relies on human reason and promotes rational discourse in all human affairs. All knowledge begins in wondering about something but it proceeds on the assumption that there is some truth to be known. Catholicism assumes that the objectivity of truth lies in its origins- God is the source of all truth. Not all truths are equal nor yet fully understood and there is a hierarchy of truths which allows for paradox and multiple truths to exist in tension.

Meaning. A Catholic world view pierces beneath the surface of things. It seeks not only to know how things work — that is the task of science applied to physical reality — but it seeks also to understand why things are as they are and what meaning and purpose for an individual's life can be rightly inferred from daily living. There is a 'thickness' to meaning in life which invites continual personal engagement with questions of one's identity. The life and teaching of Jesus is at the heart of such exploration.

Sacrament. Catholicism sees the physical world as imbued with the Spirit. Gazing on the world through a sacramental lens allows the embracing of mystery in a spirit of awe. Catholicism honours and values the physical cosmos, finding something greater at work and taking seriously the role of stewardship of the earth. Physical objects can become symbols which are windows into the sacred. Prayer and liturgy may be a response to this 'graced' way of seeing the world.

A Catholic understanding of what it is to be human:
People are made for communion with

others; for relationships of self-giving love, reflecting the Trinity in whose image humankind is created. The ultimate relationship is with God in whom can be found truth, meaning and purpose. The human face reflects the face of God and this unimaginable reality which lies behind each face commands respect and dignity. This unimaginable reality calls all people to work for peace, justice and the common good.

Areas of Study

- Relationships
- The Sacrament of Reconciliation and Forgiveness
- Leadership Dispositions
- Personal Plan for Leadership Growth
- Confidence, Resilience and Self-Esteem
- Being Assertive
- Young Men can be Heroes
- Young Men in Trouble (Taking Risks and Extreme Behaviour)
- Empowering Young Women
- Risk Taking & Problem Solving for Young Women
- Life Coaching for Young Men and Women
- Life, Marriage and Family
- Domestic Violence
- Drugs and Addiction
- Living Sustainably for the Future

Assessment

There is no formal assessment for this Seminar Series

Year 11 English

Length: 1 Year

Learning Area: English

Description

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 to create their own texts which are intended to position audiences. Students develop their skills in creating written, spoken and multimodal text.

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.

Areas of Study

Unit 1

On completion of this unit the student should be able to produce analytical and creative responses to texts. The student should also be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Unit 2

On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts. The student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

Assessment

Unit 1

Assessment tasks will include some of the following:

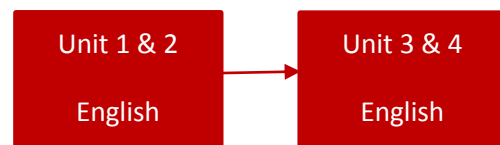
- an analytical response to a set text
- a creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text
- an analysis of the use of argument and persuasive language in text/s
- a text intended to position an audience.

Unit 2

Assessment tasks will include some of the following:

- a comparative analytical response to set texts
- a persuasive text that presents an argument or viewpoint
- an analysis of the use of argument and persuasive language in text/s.

Pathways



Year 12 English

Length: 1 Year

Learning Area: English

Unit 3

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

Unit 4

The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Areas of Study

Unit 3

On completion of this unit the student should be able to analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations. The student should be able to draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context. In addition, the student should be able to analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

Unit 4

On completion of this unit the student should be able to develop and justify a detailed interpretation of a selected text. The student should be able to draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and



analyse in writing their decisions about form, purpose, language, audience and context.

Assessment

Unit 3

- Text Response
- Response to the Context 'Encountering Conflict'
- Language analysis task
- Persuasive Oral Presentation

Unit 4

- Text Response
- Response to the Context 'Encountering Conflict'
- Examination 3 hours

Year 11 Literature

Length: 1 Year

Learning Area: English

Description

Unit 1

In this unit students focus 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. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Unit 2

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. 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. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Areas of Study

Unit 1

On completion of this unit the student should be able to respond to a range of texts and reflect on influences shaping these responses. The student should be able to analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

Unit 2

On completion of this unit the student should be able to analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context. The student should be able to compare texts considering the dialogic nature of texts and how they influence each other.

Assessment

Unit 1

Assessment tasks will include some of the following:

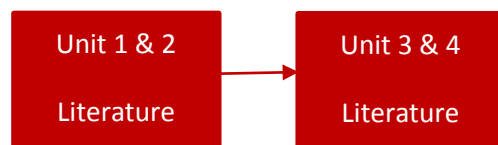
- an essay (comparative, interpretive, analytical or discursive)
- a debate
- a reading journal
- a close analysis of selected passages
- an original piece of writing responding to a text/s studied
- an oral or a written review
- a multimedia presentation
- participation in an online discussion
- performance and commentary
-

Unit 2

Assessment tasks will include some of the following:

- an essay (comparative, interpretive, analytical or discursive)
- a debate
- journal entries
- a close analysis of selected passages
- an original piece of writing responding to a text(s) studied
- an oral or a written review
- a multimedia presentation
- participation in an online discussion
- performance and commentary

Pathways



Year 12 Literature

Length: 1 Year

Unit 3

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 text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

Unit 4

This unit focuses on students' creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

Areas of Study

Unit 3

On completion of this unit the student should be able to analyse how meaning changes when the form of a text changes. The student should be able to analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned. In addition, the student should be able to evaluate views of a text and make comparisons with their own interpretation.

Unit 4

On completion of this unit the student should be able to respond imaginatively to a text, and comment on the connections between the text and the response. The student should be able to analyse critically features of a text, relating them to an interpretation of the text as a whole.

Assessment

Unit 3

- Response analysing how meaning is changed when the form of a text changes
- Response establishing the views and values of the writer
- Response offering a critique of a review of a text

Unit 4

- Response creatively exploring a text with a written reflective commentary on the creation of that response
- Response to three passage from the text studied
- Examination 2 hours

Year 11 & 12 Mathematics

Length: VCE Units 1 semester

Description

The studies of Mathematics are very important for many future pathways into tertiary education and employment. Along with English, Mathematics is often a basic prerequisite for access into specific areas of tertiary studies. Students must be aware of any prerequisites that apply to their future choices. Students must also be aware that different universities may have different prerequisites from each other for a similar course. Similarly, apprenticeship & TAFE courses can also be planned for, through Mathematics pathway choices.

The Mathematics subject selection follows sequences. Students who undertake Advanced Mathematics at Year 10 will be able to choose Maths Methods or General Mathematics Specialist in Year 11. Students who undertake Standard Mathematics at Year 10 will usually be able to choose General Mathematics Further at Year 11 or the VCAL pathway.

Areas of Study

VCE (Unit 1/2)

Foundation Mathematics
 Further Mathematics (Year 11 GMB)
 Mathematics Methods
 Specialist Mathematics

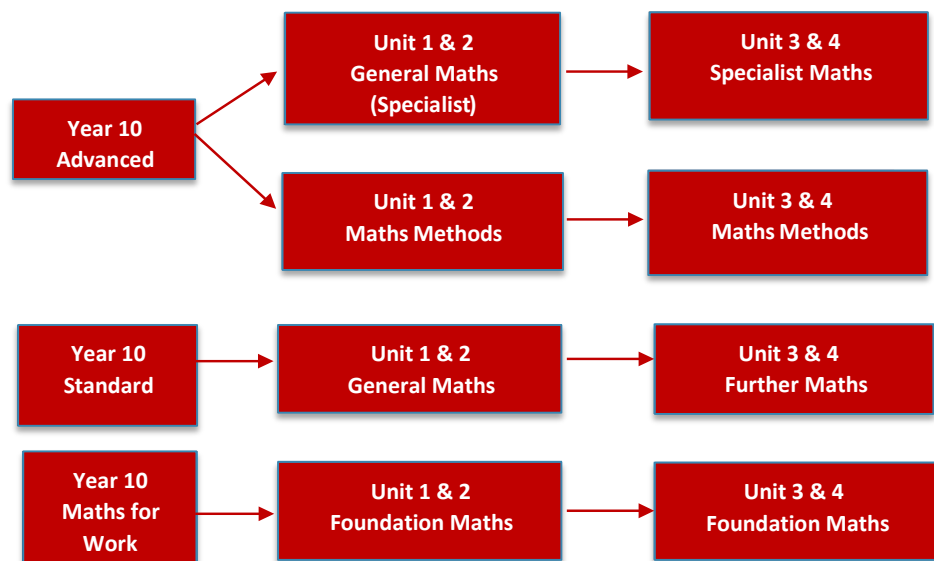
VCE (Unit 3/4)

Further Mathematics
 Mathematics Methods
 Specialist Mathematics

Note: Conditional

Should be interpreted as meaning only in exceptional circumstances and must include strong teacher recommendation and consistently high test and assessment task achievements.

Pathways



Year 11 Foundation Mathematics

Length: 1 Year

Learning Area: Mathematics

Description

VCE Units 1 and 2

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. This course is designed to complement General Mathematics and Mathematical Methods. Students completing this course would need to undertake additional targeted mathematical study in order to attempt Further Mathematics Units 3 and 4.

Areas of Study

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'. In undertaking these units, 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.

Assessment

Assessment will be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe. All assessments at Units 1 and 2 are school-based. Demonstration of achievement of Outcomes 1 and 2 are based on the student's performance on a selection of the following assessment tasks:

- Investigations and projects; for example, a report on an application of mathematics such as costing of a birthday party, budgeting for a holiday, a survey of types of television programs or design of a car park.
- assignments, summary or review notes of mathematics that students have encountered in their work or study; for example, a written or a multimedia or an oral presentation of wages calculations,

- materials estimation for a task, personal budgeting.
- tests of mathematical skills developed across application contexts.

For each unit the student is required to demonstrate achievement of all three outcomes. Outcomes 1 & 2 require students to use and apply a range of mathematical concepts, skills and procedures on a range of everyday and real-life contexts in both familiar and new contexts, and communicate their results. Outcome 3 requires students to select and use a CAS calculator to solve problems in practical contexts related to Outcomes 1 & 2.

Year 11 & 12 Further Mathematics

Length: VCE Units 1 semester

Learning Area: Mathematics

Description

Units 1&2 General Mathematics (Further) provide the necessary knowledge and skills to attempt Units 3&4. Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4.

Areas of Study

VCE Units 1&2

In undertaking these units, 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. They are required to develop relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of a CAS calculator for learning mathematics, for working mathematically, and in related assessment, is incorporated throughout each unit as applicable.

VCE Units 3&4

The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'.

Assessment

VCE Units 1&2

Demonstration of achievement of **Outcome 1** should be based on the student's performance on a selection of the following assessment tasks:

- assignments
- tests
- summary or review notes.

Demonstration of achievement of **Outcome 2** should be based on the student's performance on a selection of the following assessment tasks:

- modelling tasks
- problem-solving tasks & mathematical investigations.

Demonstration of achievement of **Outcome 3** should be based on the student's performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for the effective and appropriate use of technology.

VCE Units 3&4

Outcome 1

On completion of this unit the student should be able to define and explain key concepts and apply related mathematical techniques and models as specified in 'Data analysis' and 'Recursion and financial modelling' in routine contexts.

Outcome 2

On completion of this unit the student should be able to select and apply the mathematical concepts, models and techniques as specified in 'Data analysis' and 'Recursion and financial modelling' in a range of contexts of increasing complexity.

Outcome 3

On completion of this unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of a CAS calculator to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Year 11 & 12 Mathematics

Methods

Length: 1 Year

Learning Area: Mathematics

Description

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

Areas of Study

VCE Units 1&2

Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

VCE Units 3&4

For Unit 3 a selection of content would typically include the areas of study 'Functions and graphs' and 'Algebra', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, this selection would typically consist of remaining content from the areas of study: 'Functions and graphs', 'Calculus' and 'Algebra', and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the

rules of functions, and simple applications of this content. The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study.

Assessment

VCE Units 1&2

All elements of assessment will be school based. Two school assessed coursework tasks for each unit will form the basis of Satisfactory completion of the courses. Topic tests and end of semester examinations will form the basis of standards of achievement.

VCE Units 3&4

Outcome 1

On completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study 'Functions & graphs', 'Algebra', 'Calculus' and 'Probability & Statistics' and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of each unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of a CAS calculator to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Year 11 & 12 Specialist Mathematics Length: 1 Year

Learning Area: Mathematics

Description

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical Methods Units 3 and 4.

Areas of Study

VCE 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.

VCE Units 3&4

In Unit 3 a study of Specialist Mathematics would typically include content from 'Functions and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study. In Unit 4 this selection would typically consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' and 'Probability and statistics' areas of study.

Assessment

VCE Units 1&2

All elements of assessment will be school based. Two school assessed coursework tasks (SACs) for each unit will form the basis of Satisfactory completion of the courses. Topic tests and end of semester examinations will form the basis of standards of achievement.

VCE Units 3&4

Outcome 1

On completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study 'Functions & graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics', and 'Probability & Statistics' and apply a range of related mathematical routines and procedures.

Outcome 2

On the completion of each unit the student should be able to apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of each unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of a CAS calculator to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Year 11 Accounting

Length: 1 Year

Learning Area: Humanities

Description

Unit 1 focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit.

Unit 2 extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information.

Areas of Study

Unit 1

Area study 1 – Going into Business

In this area of study students investigate the reasons for establishing a small business, factors that lead to success or failure, sources of finance and how pre-operational decisions are made.

Area study 2 – Recording financial data and reporting accounting information

In this area of study students investigate the role of accounting in the generation of financial data and accounting information for the owner of a service business. The focus is on the recording of financial data and the reporting of accounting information using a single entry recording system.

Assessment

Assessment tasks includes one or more of the following:

- A folio of exercise manual and ICT
- A case study (manual and/ or ICT)
- A test (manual and /or ICT)
- A report (written, oral or multimedia)

Areas of Study

Unit 2

Area study 1- Recording financial data and reporting accounting information

In this area of study students record financial data and report accounting information for a single activity sole trader using the single entry accounting system.

Area Study 2 - ICT in Accounting

In this area of study students develop an understanding of the role of ICT in the accounting process. Students use a commercial accounting software package to record financial data and report accounting information for a single activity sole trader, and to demonstrate their understanding of the importance of ICT in the accounting process.

Area study 3- Evaluation of business performance

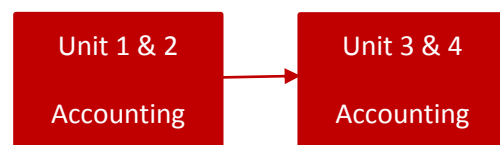
This area of study focuses on an evaluation of the performance of a business using particular criteria such as stock and debtors. Based on this information, students discuss strategies that may improve business performance.

Assessment

The student's performance will be assessed using one or more of the following:

- structured questions
- a folio of exercises (manual and/or ICT)

• Pathways



Year 12 Accounting

Length: 1 Year

Learning Area: Humanities

Description

Unit 3 focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises 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.

Unit 4 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. Students investigate the role and importance of budgeting for the business. They interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business

Areas of Study

Unit 3

Area of study 1 - Recording financial data

This area of study focuses on identifying and recording financial data for a single activity sole trader. Students record data using double entry accounting to provide the owner with accounting information, enabling the owner to make informed decisions about the operation of the business

Area of study 2 - Balance day adjustments and reporting accounting information

This area of study focuses on preparation of financial reports at the end of the reporting period that provides information for planning and decision making by the owner of a small business. Students complete the accounting processes required at balance day and apply the accrual method of accounting in the preparation of accounting reports and they identify the differences between cash and profit and explain the implications of these differences when using reports to make decisions.

Assessment

Student's level of achievement will be determined by School-assessed Coursework and a mid-year exams

Assessment tasks includes one or more of the following:

- A folio of exercise manual and ICT
- A case study (manual and/ or ICT)
- A test (manual and /or ICT)
- A report (written, oral or multimedia)

Areas of Study

Unit 4

Area of study 1- Extension of recording and reporting

Students to build on their knowledge of the accounting system developed in Unit 3 based on accrual-based reporting system. Students explore alternative depreciation methods in the recording and reporting process

Area of study 2- Financial planning and decision making

Students focus on preparing budgeted accounting reports and analysing financial and nonfinancial information for a single activity sole trader. Students evaluate this information and suggest strategies to the owner on how to improve the performance of the business

Assessment

Student's level of achievement will be determined by School-assessed Coursework and an end-year exams

The student's performance will be assessed using one or more of the following:

- structured questions
- a folio of exercises (manual and/or ICT)
- a case study (manual and/or ICT)
- a test (manual and/or ICT) • a report

Year 11 Australian & Global Politics

Length: 1 Year

Learning Area: Humanities

Description

VCE Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities.

Australian Politics increases awareness of the nature of power and its influence. It allows students to become informed observers of, and active participants in, their political system. As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice. Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world.

Areas of Study

Unit 1: The national citizen

Unit 2: The global citizen

Assessment

Assessment will be a mixture of research tasks and in class tests. All tasks will be based on the following areas:

Unit 1

Area of Study 1:

Analyse the nature and purpose of politics and power in a broad sense and in the context of contemporary Australian democracy.

Area of Study 2:

Explain why people seek political power, and the major political ideologies which influence political involvement and political movements.

Unit 2

Area of Study 1:

Identify the ways in which the lives of citizens in the twenty-first century are interconnected globally.

Area of Study 2:

Describe and analyse the extent to which the international community is cohesive.

Year 11 Business Management

Length: 1 Year

Learning Area: Humanities

Description

In contemporary Australian society, there is a wide variety of business organisations in terms of size, ownership, objectives, resources and location. These organisations are managed by people who establish systems and processes to achieve a range of objectives. This subject examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations. The study recognises that there is a range of management theories. Students examine some of these theories and, through exposure to real business scenarios and direct contact with business, compare them with actual practice. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

Areas of Study

- Unit One: Small Business Management
- 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 Two: Communication & Management
- Area of Study 1: Communication in Business
- Area of Study 2: Managing the Marketing Function
- Area of study 3: Managing the Public Relations Function

Assessment

Assessment will be a mixture of research tasks and in class tests. All tasks will be based on the following areas:

Unit 1

Area of Study 1:

Explain a set of generic business characteristics and apply them to a range of businesses.

Area of Study 2:

Develop a Business Plan for a small business

Area of Study 3:

Discuss the day-to-day operations associated with an ethical and a socially responsible small business,

Unit 2

Area of Study 1:

Explain, apply and justify a range of effective communication methods used in business-related situations.

Area of Study 2:

Develop an effective marketing campaign for a given product

Area of Study 3:

Apply public relations strategies to business related situations

Year 12 Business Management

Length: 1 Year

Learning Area: Humanities

Description

In Unit 3, students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business' internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

In Unit 4, students examine corporate management. They will focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Areas of Study

- Unit Three: Corporate Management
- Area of Study 1: Large Scale Corporations in Context
- Area of Study 2: Internal Environment of Large-Scale Organisations
- Area of Study 3: The Operations Management Function
- Unit Four: Communication & Management
- Area of Study 1: The Human Resource Management Function
- Area of Study 2: The Management of Change

Assessment

Assessment will be a mixture of research tasks and in class tests. All tasks will be based on the following areas:

Year 11 Economics

Length: 1 Year

Learning Area: Humanities

Description

Economics is the study of how individuals and societies use resources to satisfy needs. There are virtually no decisions people make every day which are not governed by Economics. Economics provides a blend of theory and application to a range of social issues. Every day we are affected by economic events from simple price rises to the impact of the global financial crisis.

VCE Economics equips students with a unique set of concepts, ideas and tools to apply to individual and social circumstances, and helps them make decisions about important questions. Such as:

- Why did Ford and Toyota decide to shut their factories in Victoria?
- Is the government right to have spent over \$1billion helping Ford in just 10 years and they shut anyway?
- Should Australia try to reduce carbon emissions to slow global warming?
- Is a GP Co-payment a good idea?

Skills, play an important part in the VCE study of Economics. Students develop an ability to identify, collect and process data from a range of sources. They use the inquiry process to plan economics investigations, analyse data and form conclusions supported by evidence. They also use economic theory, including cost-benefit analysis, to solve economic problems, which assists them in understanding the economy, society and environment, and to draw conclusions about how the Australian economy does and should work.

Areas of Study

Unit 1 Choices and consequences – How markets work

The study of economics involves a close examination of how a society organises itself to meet the needs and wants of its citizens. This Unit includes:

- How markets work
- How resources are allocated through the use of prices

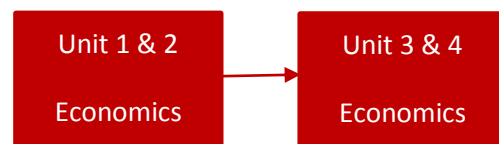
- How competition and market power may affect the allocation of resources and the welfare and living standards of the general population.
- The importance of maintaining sustainable rates of economic growth for current and future living standards.
- The importance of natural resources and the environmental impact of economic growth, students develop knowledge about the potential trade-offs between economic growth and sustainable development.
- The importance of international efforts to maintain the long-term economic security of the world economy.

Unit 2 Economic change – Issues and challenges

In this unit various issues affecting Australia are examined. These include:

- The changing nature of Australia's population will have an impact upon future rates of economic growth and living standards.
- The causes and consequences of Unemployment.
- Government budgeting and future living standards.
- Australia's trading relationships, students come to appreciate the factors that influence Australia's balance of payments and exchange rate.

• Pathways



Year 11 Geography

Length: 1 Year

Learning Area: Humanities

Description

Do you want a course that helps you make sense of the world around you? Geography uses the skills and tools that will enable you to gain a greater understanding of our spatial existence and how the processes of the Earth work. This relationship with our environment is enhanced by two fieldwork activities.

Unit 1: Hazards and Disasters

In Unit 1 you learn about geological, hydro-meteorological, biological and technological hazards, before choosing two to study in detail. A study at different scales including FIELDWORK investigates the nature of hazards, their impact on people and the environment and how the risk to hazards may be managed and reduced.

This is the study of what happens before, during and after a natural hazards and the impact this places on the environment and its people.

Unit 2: Tourism

In Unit 2 you study contrasting examples of tourism from within Australia and elsewhere in the world. You investigate 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 through FIELDWORK.

Assessment

Unit 1:

Fieldwork Report: Analyse, describe and explain the nature of hazards and the impacts of hazard events at a range of scales.

Case Study Portfolio: Analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Unit 2:

Data Analysis and Interpretation Test: Analyse, describe and explain the nature of tourism at a range of scales.

Fieldwork Report: Analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

Year 11 Legal Studies

Length: 1 Year

Learning Area: Humanities

Description

The law influences all aspects of society – at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature. Following an overview of the law in general, this unit focuses on criminal law. Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria. Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the justice system.

Areas of Study

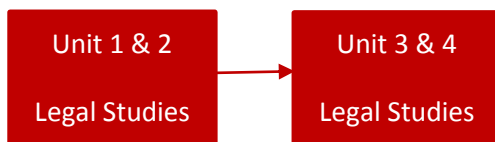
Area of Study 1: Law in society

Area of Study 2 - Criminal law

Area of Study 3 - The criminal courtroom

Assessment

Pathways



Year 12 Legal Studies

Length: 1 Year

Learning Area: Humanities

Description

In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society.

Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament, and influences on law-making, with a focus on the role of the individual.

Students investigate the nature and importance of courts as law-makers and undertake an evaluation of their effectiveness as law-making bodies. They also investigate the relationships that exist between parliaments and courts.

Throughout this unit, students examine relevant cases to support their learning and apply legal principles to these cases.

Areas of Study

Area of Study 1 - Parliament and the Citizen

Area of Study 2 - The Constitution and the Protection of Rights

Area of Study 3 - Role of the Courts in Law-Making

Areas of Study

Area of Study 1 – Dispute Resolution

Area of Study 2 - Court processes and procedures, and engaging in justice

Assessment

- Case studies
- Structured questions
- Tests
- Essay
- Report in written format
- Report in multimedia format

History: 20th Century

Length: 1 Year

Learning Area: Humanities

Description

History is the practice of understanding and making sense of the past. It studies the problems of establishing and representing what had happened, why it happened and the context in which those involved made their decisions. It draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures. The study of history enables students to develop the skills necessary to analyse visual, oral and written source records.

Areas of Study

Unit 1 1919 to 1939

World War One is regarded by many as marking the beginning of the modern world because it represented such a break with the past. The post-war treaties set the stage for the rest of the century including sowing the seeds of World War Two. The period saw both political upheaval and significant social and cultural change. These are the two themes explored in Unit 1.

Ideology and conflict

- The post-World War One treaties and their impact.
- The ideologies of the interwar period; communism, facism, militarism and liberal democracy.
- The League of Nations, the Great Depression and the rise of facism.

Social and cultural change

- Changes to the way people lived their lives due to technology, how society was organised and the improvement in workers rights.
- The changing role and rights of women
- How events and regimes impacted on cultural expression.

Unit 2 1945 to 2000

Following World War Two there was a great desire to not to repeat the mistakes of the Peace treaties of 1919. Despite this the period was dominated by the Cold War which impacted on the lives of almost everyone on the planet. This eventually ended in 1990 with the collapse of the Communist bloc. As the period progressed there were numerous significant movements which changed societies were organised. The obvious examples are the Civil Rights movement in the USA and the decolonisation of Africa and Asia.

Unit 2

Competing ideologies

- What caused the Cold War? Why don't historians agree?
- The course of the Cold War.
- How the Cold War came to an end.

Challenge and change

- Why there was pressure for change.
- The Civil Rights movement in the USA
- The decolonisation experience in Asia
- An assessment of the results and consequences of change during the period

Assessment

- Document analysis
- Essays
- Film study
- Structured questions

Year 12 Revolutions

Length: 1 Year

Learning Area: Humanities

Description

Revolutions are the great disjuncture of modern times with their causes and effects debated by historians. Students will explore the nature of modern revolutions in Russia (1896 to 1927) and France (1774 to 1795). A key emphasis across the whole Study is the differing historical interpretations of revolutionary events and the motives of the particular individuals involved.

Areas of Study: Units 3 and 4

AOS 1:

Investigates the long-term and short-term triggers of revolution, how the actions of popular movements and particular individuals contribute to the revolution and the extent to which social tensions and ideological conflicts contributed to the outbreak of revolution.

AOS 2:

Examines the consequences of revolution and how they shaped the new order. In particular, how the new regime consolidated its power, how revolution affected the experiences of those who lived through it and to what extent society was changed and revolutionary ideas achieved.

Assessment: Units 3 and 4

Each of the following four assessment tasks must be completed over Units 3 and 4:

- A historical inquiry (similar to a research essay)
- An analysis of primary sources (including extended responses)
- An evaluation of historical interpretations
- An essay

Year 11 Biology

Length: 1 Year

Learning Area: Science

Description

VCE Biology enables student to explore the dynamic relationships between organisms and their interactions with the non-living environment. The study also explores the processes that maintain life and ensures its continuity, from the molecular world of the cell to that of the whole organism. Students have the opportunity to engage in a range of inquiry tasks which may use some or all of the following methodologies: laboratory experimentation and fieldwork. Investigations may involve the use of technologies and sampling techniques, microscopy, local and remote data logging, simulations, animations, use of global databases and bioinformatics tools.

Areas of Study

Unit 1: How do living things stay alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Assessment

Units 1 and 2 tasks for Outcomes 1 and 2 may be selected from:

- a report of a fieldwork activity
- annotations of a practical work folio of activities or investigations
- a bioinformatics exercise
- media response
- data analysis

- problem solving involving biological concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response.

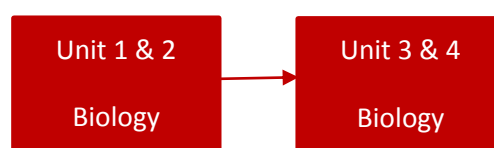
Unit 1 task for Outcome 3:

- a report of a student-designed or adapted investigation related to the survival of an organism or a species using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

Unit 2 task for Outcome 3:

- a report of an investigation into genetics and/or reproductive science using an appropriate format, for example, digital presentation, oral communication or written report.

Pathways



Year 12 Biology

Length: 1 Year

Learning Area: Science

Description

Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. It is a study of the dynamic relationships between living things, their interdependence, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity. Modern biology draws on increasingly specialised fields of bioscience such as biochemistry, neuroscience, genetics, evolutionary biology, behavioural science, and cell and molecular biology including studies of genomics and proteomics.

Areas of Study

Unit 3: Signatures of Life

In this unit students consider the molecules and biochemical processes that are indicators of life. They investigate the synthesis of biomacromolecules and biochemical processes that are common to autotrophic and heterotrophic life forms. Students investigate the significant role of proteins in cell functioning; how technological advances have enabled scientists to determine differences in the molecular structure of proteins, and how the structure of a protein relates to its function in an organism's tissues. Students investigate how cells communicate with each other at molecular level in regulating cellular activities; how they recognise 'self' and 'non-self' in detecting possible agents of attack; and how physical barriers and immune responses can protect the organism against pathogens.

Unit 4: Continuity and Change

Students study how genes are transmitted from generation to generation by examining meiosis and patterns of inheritance including pedigree analysis. Students consider the relationship between heritable variations and the environment in accounting for changes to species over time. Students examine the interrelationships between biological, cultural and technological evolution.

Assessment

Unit 3

Tasks for Outcome 1:

Reports of 3 practical activities:

- An investigation of cellular respiration or photosynthesis
- An investigation into enzyme action
- An investigation of the movement of substances across membranes

Tasks for Outcome 2:

A report of an investigation or simulation of an organism's response to a specific chemical or physical stimulus

AND

A response to an issue or an aspect related to the immune response using any one of the following evaluation of research

- data analysis
- essay
- annotated
- media response
- folio of practical activities
- oral presentation using two or more data types
- report of a student investigation
- test
- visual presentation

Unit 4

Tasks for Outcome 1

Reports of 3 practical activities:

- An investigation related to a genetic cross
- An investigation using a DNA tool or manipulation technique
- An investigation or simulation related to mitosis/meiosis

Tasks for Outcome 2:

An oral or written report that demonstrates evolutionary relationships and A response to an issue related to human intervention in the evolutionary process using any one or combination of the following:

- evaluation of research
- data analysis
- essay
- annotated poster
- media response
- report of a student investigation
- test
- visual presentation

End of Year Examination

Year 11 Chemistry

Length: 1 Year

Learning Area: Science

Description

Chemistry investigates and explains the material world around us. The study of the discipline of chemistry explains observed behaviours and predicts future behaviours of our material world. With the use of chemical models and theories, chemical reactions and processes are explained. Students will focus on scientific skills throughout both units. Scientific skills will be developed, used, demonstrated and assessed throughout both units.

Areas of Study

Unit 1 – How can the diversity of materials be explained?

Unit 2 – What makes water such a unique chemical?

Assessment

Units 1 & 2 tasks for Outcome 1 & 2 may be selected from:

- Annotation of a practical work folio or activities or investigation
- A report of a practical activity
- A modelling activity
- Media response
- Problem-solving involving chemical concepts, skills and/or activity
- A reflective journal/blog related to selected activities or in response to issue
- Data analysis
- A test comprising multiple choice and/or short answers and/or extended responses.

Unit 1: task for Outcome 3

- A report of an independent investigation of a topic selected from Area of Study 1 and/or 2, using an appropriate format.

Unit 2: task for Outcome 3

- A report of a student-designed independent laboratory investigation using an appropriate format for example digital presentation, oral presentation, scientific poster or written report.

Year 12 Chemistry

Length: 1 Year

Learning Area: Science

Description

This study is designed to enable students to develop their understanding of the language, processes and major ideas of chemistry. It assists students to understand the role of experimental evidence in developing and generating new ideas and knowledge. Students will understand the ways chemical knowledge is organised, challenged, revised and extended and develop the skills and knowledge required to complete experimental processes and procedures and undertake research investigations. Students develop skills in the effective communication of chemical ideas to a range of audiences and become aware of the ethics of scientific research that apply to investigations in chemistry.

Areas of Study

Unit 3: Chemical pathways

In this unit students investigate the scope of techniques available to the analytical chemist. Students investigate organic reaction pathways and the chemistry of particular organic molecules. A detailed knowledge of the structure and bonding of organic chemicals is important to the work of the synthetic organic chemist.

Area of Study 1 – Chemical analysis

Area of Study 2 – Organic chemical pathways

Unit 4: Chemistry at work

In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. They investigate how energy is produced from available resources and consider the efficiencies, advantages and disadvantages of each energy resource. Students will continue to investigate the application of principles of green chemistry to chemical processes.

Area of Study 1 – Industrial chemistry

Area of Study 2 – Supplying and using energy

Assessment

Unit 3 Coursework

- An extended experimental investigation matching analytical technique/s to a task.
- A written report of a practical investigation and analysis of aspirin or paracetamol

AND one task selected from:

- a response to stimulus material in written, oral or visual format
- an analysis of first or second-hand data using structured questions
- a report in written, oral, multimedia or visual format related to chemical pathways.

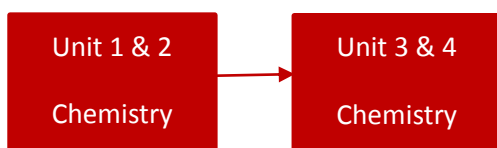
Unit 4 Coursework

- A written report of one practical activity.

AND one task from the following formats:

- a response to stimulus material in written, oral or visual format
- an analysis of first or second-hand data using structured questions
- a report in written, oral, multimedia or visual format related to chemical pathways.
- A summary report including annotations of three practical activities relating to energy transformations occurring in chemical reactions

Pathways



Year 11 Physics

Length: 1 Year

Learning Area: Science

Description

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

Areas of Study

Unit 1: What ideas explain the physical world?

In Unit 1 students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

Unit 2: What do experiments reveal about the physical world?

In Unit 2 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.

Assessment

Unit 1 tasks for Outcomes 1 - 3 and Unit 2 tasks for Outcomes 1 and 2 may be selected from:

- an annotated folio of practical activities
- data analysis
- design, building, testing and evaluation of a device
- an explanation of the operation of a device
- a proposed solution to a scientific or technological problem
- a report of a selected physics phenomenon
- a modelling activity
- a media response

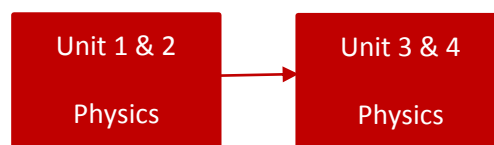


- a summary report of selected practical investigations
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response questions

Unit 2: task for Outcome 3

- a report of a practical investigation (student-designed or adapted) using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

Pathways



Year 12 Physics

Length: 1 Year

Learning Area: Science

Description

Unit 3

Unit 3 looks at motion in one and two dimensions in terms of the Newtonian model, along with motion of the Solar System and the effects of gravity. Circular and projectile motions are also analysed.

The ideas of DC circuits are expanded to include electronic devices, and the area of photonics is introduced. Students will consider the application of photonics to communication devices and other domestic and industrial applications.

One detailed study is to be chosen from six detailed studies in Unit 3:

- Einstein's special relativity
- Materials and their use in structures
- Further electronics
- Synchrotron and its applications
- Photonics
- Sound

Areas of Study

Area of Study 1 - Motion in one and two directions

- Investigate motion and related energy transformations experimentally, and use the Newtonian model in one and two dimensions to analyse motion in the context of transport and related aspects of safety, and motion in space.

Area of Study 2 - Electronics and photonics

- Investigate, describe, compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems.
- Investigate and explain the operation of electric motors, generators and alternators, and the generation, transmission, distribution and use of electronic power.
- Use wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms.

Detailed studies

- Use Einstein's theory of relativity to describe and explain relativistic motion and effects, and
-

- make comparisons with classical descriptions of motion; or
- Analyse and explain the properties of construction materials, and evaluate the effects of forces and loads on structures and materials; or
- Design and investigate an AC to DC voltage regulated power supply system, and describe and explain the operation of the system and its components, and the effects of test equipment on the system; or
- Describe the basic design and operation of The Australian Synchrotron and the production, characteristics and interactions with targets of synchrotron radiation; or
- Apply the photon and wave models of light to describe and explain the operation of different light sources and fibre optic wave-guides and analyse their domestic, scientific and industrial uses; or
- Apply a wave model of sound and a field model of electromagnetism to describe, analyse and evaluate the recording and reproduction of sound.

Unit 4

Unit 4 will investigate the nature of light and matter and describe these in terms of wave or particle models, relating these models to experimental work. The generation, transmission, distribution and use of electric power will be investigated, as will motors, alternators and transformers.

Area of Study 1 - Electric power

Students investigate and explain the operation of electric motors, generators and alternators, and the generation, transmission, distribution and use of electric power.

Area of Study 2 – Interactions of light and matter

Students use wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms.

Assessment

- A summary report of practical work
- A student designed investigation
- Tests
- Data analysis
- A written report
- Media Presentation
- Examination

Year 11 Psychology

Length: 1 Year

Learning Area: Science

Description

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena.

Areas of Study

Unit 1: How are behaviour and mental processes shaped?

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Unit 2: How do external factors influence behaviour and mental processes?

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Assessment

Units 1 & 2 tasks for Outcomes 1 and 2 may be selected from:

- a report of a practical activity involving the collection of primary data
- a research investigation involving the collection of secondary data
- a brain structure modelling activity
- a logbook of practical activities
- analysis of data/results including generalisations/conclusions
- media analysis/response
- problem solving involving psychological concepts, skills and/or issues
- a test comprising multiple choice and/or short answer and/or extended response
- a reflective learning journal/blog related to selected activities or in response to an issue

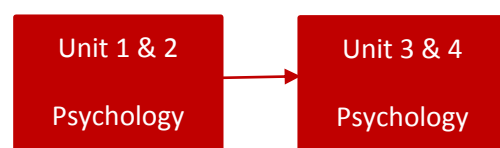
Unit 1: task for Outcome 3

- a report of an investigation into brain function and/or development that can be presented in various formats, for example digital presentation, oral presentation, or written report.

Unit 2: task for Outcome 3

- a report of an investigation into internal and/or external influences on behaviour that can be presented in various formats, for example digital presentation, oral presentation, scientific poster or written report.

▪ Pathways



Year 12 Psychology

Length: 1 Year

Learning Area: Science

Description

In the VCE study of Psychology, students explore complex human behaviours and thought processes. They develop empathetic understandings and an understanding of mental health issues in society. Students are given the opportunity to apply psychological principles to everyday situations such as workplace and social relations. Psychology provides students with a sophisticated framework for understanding the complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour.

Areas of Study

Unit 3: The conscious self

This area of study focuses on the role of the functioning brain and nervous system in relation to awareness of self, the environment and behaviour. Students explore the relationships between consciousness and thoughts, feelings and behaviour by comparing the characteristics of normal waking consciousness with altered states of consciousness including sleep. Students investigate the retention of experiences and learning as memory and the factors that affect retention and recall of information. They study the neural basis of memory and the connectivity between brain areas to explain the complexity of memory, factors that affect memory and its decline over time, and the cause of forgetfulness. Students examine models that explain processes and types of memory, consider how to measure retention of memory and investigate techniques for improving and manipulating memory.

Unit 4: Brain, behaviour and experience

This area of study explores the characteristics of learning as a process that plays a part in determining behaviour. Students study the neural basis of learning, and examine different types of learning: classical conditioning, operant conditioning, observational learning and trial-and-error learning. Behaviour not dependent on learning is also explored. Students use a biopsychosocial framework to investigate how biological, psychological and sociocultural factors interact to contribute to the development of an individual's mental functioning

and mental health. They identify the mechanisms underpinning the range of usual human emotions such as anxiety, stress, anger, sadness and happiness. Students learn to distinguish between normal or universal experiences such as stress, anxiety and moodiness, and chronic conditions such as addiction, depression, anxiety and phobias which fall into the category of mental illness or psychological disorder. The relationship between stress and mental health is investigated together with the strategies for coping with stress.

Assessment

Unit 3 Coursework

Report of a research investigation related to memory conducted by the student

AND at least two different tasks selected from:

- evaluation of research
- data analysis
- essay
- media response
- folio of practical activities
- oral presentation using two or more data types
- report of a student investigation
- test
- visual presentation

Unit 4 Coursework

Folio of at least five practical activities and annotations of at least three of these activities to illustrate selected aspects of learning

AND the use of a biopsychosocial framework to explain the causes and management of a selected mental disorder, presented in one of the following formats:

- report
- visual presentation
- oral presentation
- media response

AND at least one other task selected from:

- evaluation of research
- data analysis
- essay
- media response
- report of a student investigation
- oral presentation using two or more data types
- test

Year 11 PE

Length: 1 Year

Learning Area: Health and Physical

Education

Description

Unit 1

In this unit students explore how the body systems work together to produce movement and analyze this motion using biomechanical principles. Students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilized to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

Unit 2

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population.

Areas of Study

Unit 1

On completion of this unit the student should understand how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement. They can explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.

Unit 2

On completion of this unit the student should be able to demonstrate their knowledge of, and evaluate, the skills and behaviors of an exemplary coach, and explain the application of a range of skill learning principles used by a coach and should be able to collect and analyse data related to individual



and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to Australia's Physical Activity and Sedentary Behaviour Guidelines.

Assessment

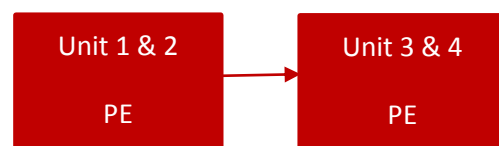
Unit 1

- Test on the musculoskeletal/energy systems
- Lab report on cardio/respiratory systems
- Case study analysis on biomechanical principles
- Examination

Unit 2

- Effective coaching case study
- Skill acquisition practical assessment
- Multimedia presentation on physical activity levels in the local community
- Examination

Pathways



Year 12 PE

Length: 1 Year

Learning Area: Health and Physical Education

Description

Unit 3

This unit introduces students to an understanding of physical activity and sedentary behavior from a participatory and physiological perspective. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity. Students investigate the contribution of energy systems to performance in physical activity. Students explore the multi-factorial causes of fatigue.

Unit 4

Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

Areas of Study

Unit 3

On completion of this unit the student should be able to analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to Australia's Physical Activity and Sedentary Behaviour Guidelines. Student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

Unit 4

On completion of this unit the student should be able to plan, implement and evaluate training programs to enhance specific fitness component. Students should be able to analyse and evaluate strategies designed to enhance performance or promote recovery

Assessment

Unit 3

- A practical laboratory report
- A case study analysis
- Data analysis

Unit 4

- Practical laboratory report
- A multimedia presentation
- Test: written response

Year 11 Health and Human Development

Length: 1 Year

Learning Area: Health and Physical Education

Description

Unit 1

In this unit students are introduced to the concepts of health and individual human development. Individual human development is a lifelong continuous process beginning at conception and ending with death and is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. This unit focuses on the health and individual human development of Australia's youth.

Unit 2

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

Areas of Study

Unit 1

On completion of this unit the student will understand factors that influence health and individual human development of youth, including the importance of nutrition. Students will identify issues that have an impact on the health and individual human development of Australia's youth and investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

Unit 2

On completion of this unit the student should be able to describe and explain factors that affect the health and individual human development during the prenatal stage while being able to describe and explain factors that affect the health and individual human development of Australia's children and adult populations.

Assessment

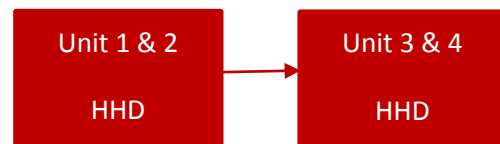
Unit 1

- A case study analysis
- A data analysis
- A visual presentation

Unit 2

- A multimedia presentation
- A test
- A written response, such as a research assignment or written report.

Pathways



Year 12 Health and Human Development

Length: 1 Year

Learning Area: Health and Physical Education

Description

Unit 3

In this unit students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia using key health measures to compare health in Australia and analyse how determinants of health, including the physical environment, biological, behavioural and social, contribute to variations in health status. Students investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives.

Unit 4

This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. It is about expanding people's choices and enhancing capabilities (the range of things people can be and do), having access to knowledge, health and a decent standard of living and participating in the life of their community and decisions affecting their lives.

Areas of Study

Unit 3

On completion of this unit the student should be able to compare the health status of Australia's population with that of other developed countries, compare and explain the variations in health status of population groups within Australia and discuss the role of the National Health Priority Areas in improving Australia's health status. Students should be able to discuss and analyse approaches to health and health promotion, and describe Australia's health system and the different roles of government and non-government organisations in promoting health.

Unit 4

On completion of this unit the student should be able to analyse factors contributing to variations in health status between Australia and developing countries, and evaluate progress towards the United Nations' Millennium Development Goals. Students should be able to describe and evaluate programs implemented by international and Australian government and non-government organisations, and analyse the interrelationships between health, human development and sustainability.

Assessment

Unit 3

- Written response
- A case study analysis
- Data analysis

Unit 4

- A multimedia presentation
- Test
- Written response

Year 11 Outdoor and Environmental Studies

Length: 1 Year

Learning Area: Health and Physical Education

Description

Unit 1

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Students develop practical skills and knowledge to help them live sustainably in outdoor environments and through practical experiences and theoretical investigations gain insight into a variety of responses to, and relationships with, nature.

Unit 2

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Areas of Study

Unit 1

On completion of this unit the student should be able to describe motivations for participation in and personal responses to outdoor environments, with reference to specific outdoor experiences. The student should be able to describe ways of knowing and experiencing outdoor environments and evaluate factors that influence outdoor experiences, with reference to specific outdoor experiences.

Unit 2

On completion of this unit the student should be able to describe the characteristics of different

outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences. The student should be able to evaluate human impacts on outdoor environments and analyse procedures for promoting positive impacts, with reference to specific outdoor experiences.

Assessment

Unit 1

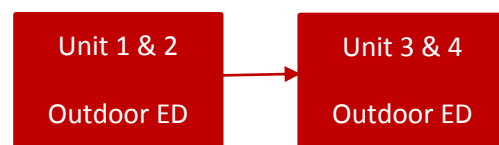
- A case study analysis
- A data analysis
- A visual presentation

Unit 2

- A multimedia presentation
- A test
- A written response, such as a research assignment or written report.

Please note that there is an additional \$600 fee for each student who studies this course.

Pathways



Year 12 Outdoor and Environmental Studies

Length: 1 Year

Learning Area: Health and Physical Education

Description

Unit 3

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Unit 4

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Areas of Study

Unit 3

On completion of this unit the student should be able to explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences. The student should be able to analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments, with reference to specific outdoor experiences.

Unit 4

On completion of this unit the student should be able to evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences. The student should be able to analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

Assessment

Unit 3

- Written response
- A case study analysis
- Data analysis

Unit 4

- A multimedia presentation
- Test
- Written response

Please note that there is an additional \$600 fee for each student who studies this course.

Year 11 Italian

Length: 1 Year

Learning Area: LOTE

Description

The study of Italian develops students' ability to understand and use a language which is one of the official languages of the European Union and the second most widely spoken language in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication.

Areas of Study

Unit 1

There are 3 outcomes that include:

Establishing and maintaining a spoken or written exchange related to personal areas of experience, listening, reading and obtaining information from spoken and written texts and producing a personal response to a text.

Unit 2

There are 3 outcomes which include:

Participating in a spoken or written exchange relating to making arrangements and completing transactions, listening, reading and extracting and using information and ideas from spoken and written texts and giving expression to real or imaginary experience in spoken or written form.

Assessment

Unit 1

Response to a personal letter in Italian

Listen to an Italian text in Italian and responding in English

Students read to obtain information from a written text and respond in Italian.

Students participate in an Italian oral exchange in an imaginary or real situation.

Unit 2

Writing a formal letter.

Listen to an Italian text and reorganize information and ideas in a different text type.

Read an Italian written text and reorganize information and ideas in a different text type.

Read an Italian short story and write a journal entry in Italian based on an imaginary experience.

Year 12 Italian

Length: 1 Year

Learning Area - LOTE

Description

The study of Italian develops students' ability to understand and use a language which is one of the official languages of the European Union and the second most widely spoken language in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication.

Areas of Study

Unit 3

There are 3 outcomes during this unit for students to focus on. They include students:

being able to express ideas through production of original texts, analysing and using information from spoken texts and exchanging information, opinions and experiences.

Unit 4

There are 2 outcomes during this unit for students to focus on. They include students:

being able to analyse and use information from different texts and being able to respond critically to spoken and written texts which reflect aspects of the language and culture of Italian speaking communities.

Assessment

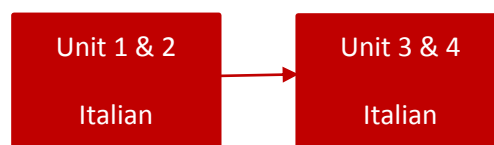
Unit 3

A selection of Oral / Written / Listening and responding / Reading and responding tasks

Unit 4

A selection of Oral / Written / Listening and responding / Reading and responding tasks

Pathways



Year 11 Japanese

Length: 1 Year

Learning Area: LOTE

Description:

This study is designed to enable student to use Japanese to communicate with others and understand and appreciate the cultural contexts in which Japanese is used. Topics studied encourage the practical application of Japanese skills including giving directions, food and travelling in Japan.

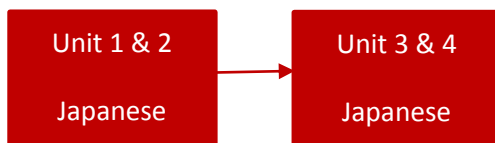
Areas of Study

- The Individual (personal world, daily life, past and future)
- The Japanese Speaking Communities (visiting Japan, life in Japan, getting to know people in Japan)
- The Changing World (the world of work, changes in daily life, home and neighbourhood)

Assessment

- Speaking (eg. role plays and interviews)
- Listening/Reading texts and responding in English and/or Japanese
- Writing in Japanese (in various forms eg. report, speech, letter, diary entry)
- Exam

Pathways



Year 12 Japanese

Length: 1 Year

Learning Area: LOTE

Description:

This study is designed to enable students to further extend their ability to communicate in Japanese with others, and understand and appreciate the cultural contexts in which Japanese is used. Topics studied include leisure activities, seasons and festivals, travel and living in Japan. Upon completion of VCE Japanese students could look to apply their study of Japanese to work, further study, training or leisure. Japanese is becoming an increasingly relevant language as Australia's engagement with Asia expands.

Areas of Study

- The Individual (personal world, daily life, past and future)
- The Japanese Speaking Communities (visiting Japan, life in Japan, getting to know people in Japan)
- The Changing World (the world of work, changes in daily life, home and neighbourhood)

Assessment

- Speaking (eg. role plays and interviews)
- Listening/Reading texts and responding in English and/or Japanese
- Writing in Japanese (in various forms eg. report, speech, letter, diary entry)
- End of Year Exam (Oral and Written)

Year 11 Indonesian

Length: 1 Year

Learning Area: LOTE

Description

This study is designed to enable students to use Indonesian to communicate with others, develop an understanding of the diversity of cultures and an appreciation for the various lifestyles across Indonesia. Students can also expect to come to understand their own culture(s) through the study of another culture and make connections between Indonesian and English, and/or other languages.

Area of Study

Area of Study 1:

The individual

- Personal world
- Daily Life
- Past and Future

Area of Study 2:

The Indonesian speaking communities.

- Visiting Indonesia
- Life in Indonesia
- History of Indonesia

Area of Study 3:

The changing world

- The world of work
- Environmental Issues
- Australian and Indonesian Relations

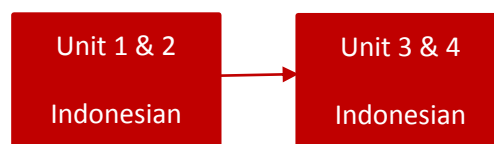
Assessment

Achievement will be based on a range of tasks across the four main skills of communication speaking, listening, reading and writing and intercultural tasks for example:

- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Indonesian or English and reorganise information and ideas in a different text type

- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Indonesian or English and reorganise information and ideas in a different text type.
- create written and spoken texts (e.g. review, article, formal letter, or fax, or email, journal entry, personal account, short story) to demonstrate knowledge of grammar, vocabulary and intercultural knowledge
- create and engage with spoken texts (e.g. interview, information conversation, role-play) to demonstrate ability to converse in Indonesia in a variety of forms

Pathways



Year 11 Drama

Length: 1 Year

Learning Area: Performing Arts

Description

Unit 1 & 2 Drama focuses on the creation and performance of characters and stories in naturalistic and non-naturalistic ways. Students draw on a range of stimulus material and play-making techniques to develop and present devised work. Students also explore a range of performance styles and conventions, dramatic elements and stagecraft. They use performance and expressive skills to explore and develop role and character. They analyse the development of their own work and performances by other drama practitioners. Students will create, perform and evaluate solo and ensemble performances.

Areas of Study

Unit 1: Dramatic Storytelling

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing drama performances presented by other practitioners

Unit 2: Non-naturalistic Australian Drama

- Using Australian as inspiration
- Presenting a devised performance
- Analysing a devised performance
- Analysing Australian drama performance

Assessment

Unit 1: Dramatic Storytelling

- Devise, rehearse and document an ensemble drama work based on stories and/or characters
- Present a performance of the ensemble devised drama work
- A written analysis of the drama work created and performed
- A written analysis of a performance selected from the VCAA playlist

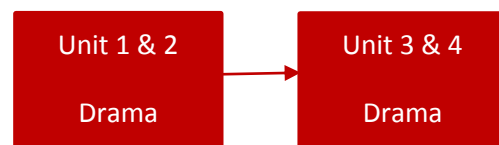
Unit 2: Non-naturalistic Australian Drama

- Devise, rehearse and document a solo drama work in response to a structure based on Australia stimuli/context



- A performance of the devised solo drama work
- A written analysis of the solo drama work created and performed
- A written analysis of a professional Australian drama performance

Pathways



Year 12 Drama

Length: 1 Year

Learning Area: Performing Arts

Description

Unit 3 & 4 Drama focuses on the creation and performance of characters and stories in non-naturalistic ways. Students draw on a range of stimulus material and play-making techniques to develop and present devised work. Students also explore a range of performance styles and conventions, dramatic elements and stagecraft. They use performance and expressive skills to explore and develop role and character. They analyse the development of their own work and performances by other drama practitioners. Students will create, perform and evaluate solo and ensemble performances.

Areas of Study

Unit 3: Devised non-naturalistic ensemble performance

- Creating and presenting ensemble performance
- Responding to ensemble performances
- Analysing non-naturalistic performance

Unit 4: Non-naturalistic solo performance

- Working with stimulus material
- Devising a non-naturalistic solo performance
- Analysing a devised non-naturalistic solo performance

Assessment

Unit 3: Devised non-naturalistic ensemble performance

- Presentation of characters within an ensemble performance
- A written analysis of the drama work created and performed
- A written analysis of a performance selected from the VCAA playlist

Unit 4: Non-naturalistic solo performance

- Presentation of a short solo performance based on stimulus material and a short
-

- written report analysing its non-naturalistic quality
- Create, develop and perform characters within a solo performance in response to a prescribed structure
- A written analysis of the solo drama work created and performed



Year 11 Music Performance

Length: 1 Year

Learning Area: Performing Arts

Description

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following. Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language.

Areas of Study

Unit 1

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these 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.

Unit 2

In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related

technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

Assessment

UNIT 1

Outcome 1:

A varied performance of three contrasting solo/group works

Outcome 2:

A demonstration of instrumental and performance techniques A description of how these exercises affect the Performance Program

A performance of an unprepared piece of music, sight-reading or Improvisation

Outcome 3:

A Practical Aural Test. An examination on theoretical and aural components

UNIT 2

Outcome 1:

A varied performance of three contrasting solo/group works

Outcome 2:

A demonstration of instrumental and performance techniques A description of how these exercises affect the Performance Program A performance of an unprepared piece of music, sight-reading or Improvisation

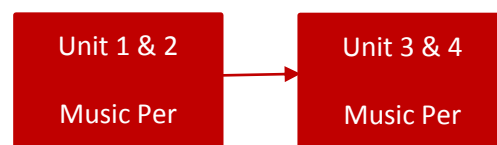
Outcome 3:

A Practical Aural Test. An examination on theoretical and aural components

Outcome 4:

A Music Composition

Pathways



Year 12 Music Performance

Length: 1 Year

Learning Area: Performing Arts

Description

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following. Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language.

Areas of Study

Unit 3

This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis.

Unit 4

In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

Assessment

UNIT 3

Outcome 1:

A varied performance of three contrasting solo or group works

Outcome 2:

A demonstration of instrumental and performance techniques A description of how these exercises affect the Performance Program. A performance of an unprepared piece of music, sight-reading or Improvisation

Outcome 3:

A Practical Aural Test An examination on theoretical and aural components

UNIT 4

Outcome 1:

A program of works that represents a range of music styles and diversity of character, including a work/s composed since 1910 and an accompanied/unaccompanied works as appropriate to the instrument/group

Outcome 2:

A demonstration of instrumental and performance techniques A description of how these exercises affect the Performance Program. A performance of an unprepared piece of music, sight-reading or Improvisation

Outcome 3:

A Practical Aural Test. An external examination on theoretical and aural components (20%)



Year 11 Studio Arts

Length: 1 Year

Learning Area: The Arts

Description

In Unit 1 and 2 students will express themselves creatively through art-making. They will be encouraged to develop an individual design process to support the development of several personal artworks. Students will be encouraged to develop, practise and refine specialised skills and to gain confidence using a variety of materials, media and processes. Drawing inspiration from researching the work of other artists, students will develop an awareness of aesthetic qualities and new skills. Visual analysis will be one of the skills where students use appropriate terminology in relation to their own artwork and artists studied.

Areas of Study

Unit 1:

Artistic inspiration and techniques

Student will learn how to generate ideas and identify sources of inspiration based on a given theme. They will use a variety of methods to translate ideas, observations and experiences as they learn to develop a visual language or art form; for example, representational and descriptive, interpretative, expressive, responsive and analytical.

Unit 2:

Design exploration and concepts

In this Unit, students select, create, organise and use visual reference material to support art-making. They will reinforce and refine their understanding of the design process – the cycle of research, concept development, potential directions, aesthetic choice of media, materials and processes as they move towards the realisation of final artworks. In both Units, students will be required to reflect on ideas and work produced through oral and written forms using art language and terminology.

Assessment

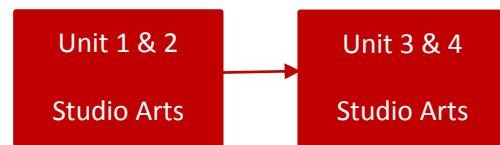
The assessment task for Outcomes 1 and 2 is:

- a selection of exploratory work showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques.

Assessment tasks for Outcome 3 are:

- an extended response;
- short-answer responses.
- include visual material.

Pathways



Year 12 Studio Arts

Length: 1 Year

Learning Area: The Arts

Description

In Unit 3 and 4 students will express themselves creatively through art-making. Students will use an individual design process to support the development of their artworks and will be encouraged to develop, practise and refine specialised skills and to gain confidence using a variety of materials, media and processes. Drawing inspiration from researching the work of other artists, students will develop an aesthetic response that suits their chosen focus theme. A student's perception and understanding of the formal art elements and principles and the impact that they can bring to an artwork, will be demonstrated through the use of highly pertinent annotations and reflective writing. Students must use appropriate terminology in the visual analysis of their own artwork and of artists studied.

Throughout Units 3 and 4, students acquire an understanding of how artists develop styles and interpret subject matter. The exhibition of artworks is integral to Studio Arts and students are encouraged to visit a variety of exhibition spaces throughout their course and to examine how artworks are presented to an audience. Students will also review current industry practices and examine the different environments and contexts in which artists make their work.

Areas of Study

Unit 3:

Studio production and professional practices. Students will set up an exploration proposal from which they will explore a variety of potential directions for the production of two final artworks

Unit 4

Studio production and art industry contexts. Students will realise two discrete artworks that are directly linked to the student's focus theme and draw on the student's development of a range of potential directions.

Assessment

- Exploration Proposal and a portfolio of Potential Directions
- Presentation of two final artworks, support portfolio and evaluation statement
- School Assessed Tasks in preparation for the final exam

Year 11

Visual Communication Design

Length: 1 Year

Learning Area: The Arts

Description

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 shape the everyday quality of life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking.

Areas of Study

Unit 1

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 make messages, ideas and concepts visible and tangible. Students practice 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. They work with these using a range of digital and manual methods to produce a folio of work. The focus of past design movements is thoroughly explored and the importance of these movements on today's visual communications is heavily discussed to ensure students are gathering inspiration from a variety of sources.

Unit 2

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use the Technical Drawing Standards to create work which adheres to specific specifications using both manual and digital

methods. This is carried through to the exploration of type and imagery together and the way they draw in a target audience. Using the course content from the year, a design brief is created by students and they complete a short folio task which focuses on a design field.

Assessment

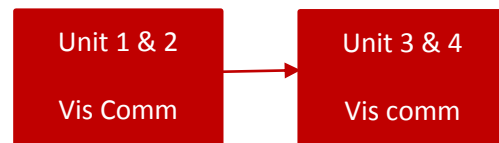
Unit 1

Students will create a folio of work which is based on the use of the design elements and principles and the way they use digital media to manipulate these.

Unit 2

Students use a range of media, methods and materials to create a folio which uses type and imagery to create a visual communications. The design process is applied and students use this to create final presentations by using a range of manual and digital methods.

Pathways



Year 12 Visual Communication

Design

Length: 1 Year

Learning Area: The Arts

Description

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 shape the everyday quality of life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking.

Areas of Study

Unit 3

In this unit, students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials and the application of design elements and design principles can create effective visual communications from specific audiences and purposes. Students create a design brief and start to research from the specifics given to them. They begin to generate ideas to fulfil the needs to the client, specified in the design brief.

Unit 4

Students build on their ideas to develop design concepts and two final presentations of visual communications to meet the requirements of the design brief. This involves applying the design process twice to meet each of the stated needs, including the exploration of design elements, principles, media methods and materials. The students present their concepts using pitch techniques and refer back to the design process to justify their design thinking.

Assessment

Unit 3

Students will be assessed on their application of the design process and their approach to creating visual communications which meet a specific purpose, context and audience. They are to evaluate and discuss the process a designer takes to ensure they fulfil the design brief and the client's needs. Using this information, students create a design brief, research and generate ideas to meet the needs of the client.

Unit 4

Continuing on from Unit 3, students move through the folio process to develop two distinctly different presentations. They refine these designs and are assessed on their ability to fulfil the brief using the design process. Students present their ideas by pitching their concepts to an audience and are assessed on their ability to justify their design thinking throughout the design process.

Year 11 Media

Length: 1 Year

Learning Area: The Arts

Description

In Unit 1, students investigate how the media presents news and products in an attempt to influence the public and how the media can choose footage to get a message across to an audience or consumer. Students also research new media issues, such as internet piracy and mass surveillance, and assess their impact on society. In Unit 2, students will learn about the operation of a media organisation such as a television studio. Students also study and assume the role of media producers as they examine the use of media equipment, research roles in film and TV and investigate issues in the Australian media industry.

Areas of Study

Unit 1

Area of Study 1:

Representation

This area of study focuses on an analysis of media representations and how such representations depict, for example, events, people, places, organisations and ideas.

Area of Study 2:

Technologies of representation

In this area of study students produce representations in two or more media forms.

Area of Study 3:

New media

In this area of study students explore the emergence of new media technologies.

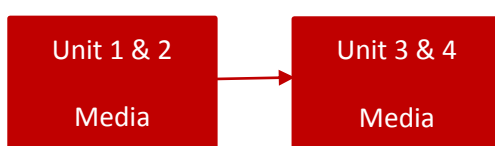
Unit 2

Area of Study 1:

Media production

This area of study focuses on media production undertaken by students within a collaborative context and the student's explanation of the process.

Pathways



Area of Study 2:

Media industry production

In this area of study students focus on national, international and global media industry issues, and the developments in the media industry and their impact on media production stages, and specialist roles within these stages.

Area of Study 3:

Australian media organisations

In this area of study students analyse Australian media organisations within a social, industrial and global framework.

Assessment

Unit 1

- Written Analytical Response
- Photograph or Video Sequence and Print Layouts
- Documentary

Unit 2

- News Production (Class Project) and Production Journal
- Written Test
- Research Project and Multimedia Presentation



Year 12 Media

Length: 1 Year

Learning Area: The Arts

Description

In Unit 3, students analyse and write about how films are constructed. They recognise the importance of production and story elements, such as lighting and character, and how audiences become immersed in the world of film. Students also develop practical skills by using cameras and associated software. In addition, students design an extensive media planning document as a guide to their practical work in Unit 4. In Unit 4, students use their Unit 3 planning document to produce their practical work in the form of a short film, print product or series of photographs. Students also examine the ways media texts, such as films and television shows, are shaped by the values society holds.

Areas of Study

Unit 3

Area of Study 1:

Narrative

In this area of study students analyse the narrative organisation of two fictional film texts.

Area of Study 2:

Media production skills

This area of study focuses on the development of specific media production skills and technical competencies using media technologies and processes in one or more media forms.

Area of Study 3:

Media production design

In this area of study students focus on the preparation of a production design plan for a media product designed for a specific audience in a selected media form.

Unit 4

Area of Study 1:

Media process

In this area of study students complete a media product based on a media production design plan completed in Unit 3.

Area of Study 2:

Media texts and society's values

In this area of study students focus on the relationship between society's values and media texts.

Area of Study 3:

Media influence

This area of study focuses on the relationship between the media, its audiences and the wider community in terms of the nature and extent of the media's influence.

Assessment

Unit 3

- Extended Response Questions
- School Assessed task
- Component 1 of SAT: Production Exercises
- Component 2 of SAT: Production Design Plan

Unit 4

- Component 3 of SAT: Media Product
- Extended Response Questions
- VCAA Examination

Year 11 Food and Technology

Length: 1 Year

Learning Area: Technology

Description:

This study enables students to understand the relationship between food and technology as they develop skills in food preparation. The course provides students with opportunities to acquire knowledge and skills in all facets of the food industry – including production, storing, purchasing, preparing and consuming of food.

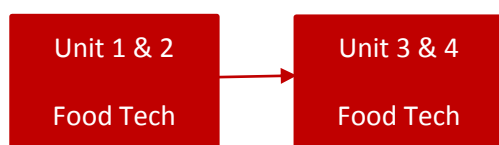
Areas of Study

- Keeping Food Safe- safe and hygienic food handling practices.
- Food Properties and Preparation – classification of foods and their properties.
- Tools, Equipment, Preparation and processing – development of tools used in the industry, new and innovative technologies
- Planning and Preparing Meals – nutritional considerations, social and cultural influences and resources availability.

Assessment

- Production work and records of production
- Designing and developing a solution in response to a design brief – mini design folio.
- Short written reports eg. Media analysis, comparison of a particular food item.
- Exam

Pathways



Year 12 Food and Technology

Length: 1 Year

Learning Area: Technology

Description:

This unit of work enables students to further develop their knowledge, understanding and skills in Food and Technology. A combination of practical and theory based activities ensures students gain knowledge and skills in safety and hygiene, preparation, cooking techniques, tools, equipment and food properties. Each student devises a design brief and produces a professional portfolio including all research, development of ideas and final production food items. The unit also allows for students to research and analyse new and emerging technologies in both food production and preparation.

Areas of Study

- Maintaining food safety in Australia
- Food preparation and processing
- Developing a Design plan
- Implementing a design plan
- Food product development

Assessment

- Short and extended answer test
- A production portfolio and written test
- A design folio including – a design brief, evaluation criteria, design plan, research, and ideas generation, processes, equipment, tools, photographic evidence and evaluation of sensory properties of the food items produced.
- End of Year Exam

Year 11

Product Design and Technology

Length: 1 Year

Learning Area: Technology

Description

**Please note Students are only able to do one Product design and Technology subject at VCE level and therefore students must choose to complete the study in either Wood or Textiles, not both.*

Product Design and Technology focuses on developing an understanding of the social, economic and environmental consequences of design choices and decision making. Students develop skills to critically analyse the purpose, processes and products associated with design and technological innovation and activity. They develop the ability to understand, communicate and develop creative solutions while using tools, resources and human capabilities to complete a task for a given context.

Areas of Study

Unit 1:

Product Re- design and sustainability

This unit focuses on the tools, processes, techniques, knowledge and skills the designer has used to develop a solution to a problem. Students investigate methods and processes used by the designer to examine the need and define the problem by generating an appropriate design brief. They consider methods and information the designer uses to generate and communicate ideas and determine the suitability of appropriate materials and processes. Students learn about the production techniques used to make the product and how it is evaluated against the needs and requirements outlined in the design brief.

Unit 2:

Collaborative Design

In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product. This mirrors professional design practise where designers often work within a



multidisciplinary team to develop solutions to design problems. Team members contribute their expertise, share research findings and develop viable solutions that conform to the needs and requirements outlined in a design brief.

Assessment

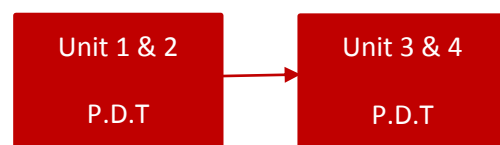
Unit 1:

Research folio of an existing product that will be re designed and changed. Design options created in a folio to improve an existing product and the construction of the improved product.

Unit 2:

Preparation of a group design brief for a product range including defining a problem, need or opportunity that requires a product. Designing a product range based on a theme, or component of a group product. Producing a product as part of a collaborative design team.

Pathways



Year 12

Product Design and Technology

Length: 1 Year

Learning Area: Technology

Description

**Please note Students are only able to do one Product design and Technology subject at VCE level and therefore students must choose to complete the study in either Wood or Textiles, not both.*

Product Design and Technology focuses on developing an understanding of the social, economic and environmental consequences of design choices and decision making. Students develop skills to critically analyse the purpose, processes and products associated with design and technological innovation and activity. They develop the ability to understand, communicate and develop creative solutions while using tools, resources and human capabilities to complete a task for a given context.

Areas of Study

Unit 3:

Applying the product design process

In this unit, students investigate a client or end-user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4. This unit also examines how a range of factors influence the design and development of products within industrial/commercial settings.

Unit 4:

Product development and Evaluation

Students continue to develop and manufacture the product designed in Unit 3, Outcome 3, and record the production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria. Students make judgments about possible improvements. They promote their work by highlighting the product's features to the client and/or end-user.



Assessment

Unit 3:

- Annotated design brief
- Product, design, development and manufacturing
- Folio (Assessed in Unit four)

Unit 4:

- Comparing, analysing and evaluating similar commercial products.
- Folio
- Examination

Year 11 Computing

Length: 1 Year

Learning Area: Technology

Description

Units 1 and 2 Computing focuses on how data, information and networked digital systems can be used to meet a range of users' current and future needs. Students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. Focus is on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students develop their computational thinking skills and engage in the design and development stages of the problem-solving methodology.

Unit 1

Area of Study 1

Data and graphic solutions

In this area of study students conduct an investigation into an issue, practice or event and through the systematic collection, interpretation and manipulation of primary data they create a graphic solution, such as an infographic, that represents their findings.

Area of Study 2

Networks

In this area of study students investigate how networks with wireless capability allow data and information to be exchanged locally and within the global environment. Students examine the hardware and software components and procedures required to connect and maintain a wireless network.

Area of Study 3

Collaboration and communication

In this area of study students examine how the use of particular information systems within specified contexts can cause tensions and conflicts between different stakeholders. Working in virtual (local, national, international) or face-to-face teams, students use web authoring software to create a website, designed for viewing on a mobile device.

Unit 2

Areas of Study 1

Programming

In this area of study students begin using a programming or scripting language that can support object-oriented programming to create working software modules. These languages provide users with greater flexibility than application software, as specific sets of instructions can be implemented to create solutions that are purpose-designed.

Areas of Study 2

Data analysis and visualisation

In this area of study students learn to use software tools to access, select, and where appropriate, manipulate authentic data from large data repositories, and to present the key aspects of the data in an appropriate visual form. Once the data has been isolated and checked for its integrity, students create data visualisations.

Areas of Study 3

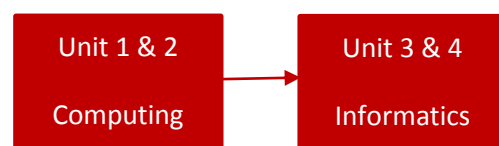
Data management

In this area of study students are introduced to the structure of databases and their applicability in a range of settings. Students develop an understanding of the purposes of databases by exploring the data and information they supply to and receive from systems such as banking, membership, online purchasing and voting systems.

Assessment

- Design and develop a graphic solution
- Create a data visualisation
- Use database management software to create solution
- Design a network with wireless capability
- Design and develop a website collaboratively
- Use a programming or scripting language to develop modules

- Pathways



Year 12 Informatics

Length: 1 Year

Learning Area: Technology

Description

In Informatics Unit 3 students focus on data, information and information systems. Students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. Students investigate the way organisations acquire data using interactive online solutions, such as websites and applications and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems store and manipulate data acquired this way.

In Informatics Unit 4 students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. Students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings.

Unit 3

Area of Study 1

Organisations and data management

In this area of study students investigate why organisations acquire data online for transaction processing and how they structure their data-gathering processes to support these transactions. Students also develop and apply skills in using a relational database management system (RDBMS) to manipulate data typically sourced through interactive online solutions, such as websites and applications. Students examine how value can be added to this data through the careful structuring of data and the application of functions, such as queries, searches and reports that identify patterns and relationships between data sets.

Area of Study 2

Data analytics: drawing conclusions

In this area of study students focus on data analytics, in particular selecting, referencing, organising, manipulating and interpreting relevant data to draw valid conclusions about a hypothesis. Students initially frame a hypothesis within a chosen field and undertake an analysis to determine the multiple data sets needed to support their claim, the scope of the



hypothesis and any constraints. Students complete this as the first part of a project; the other part is undertaken in Unit 4, Outcome 1.

Unit 4

Areas of Study 1

Data analytics: presenting the findings

In this area of study students draw on the conclusion they formed to their hypothesis in Unit 3, Outcome 2, and design and develop a multimodal online solution that communicates and substantiates this conclusion. Students evaluate the effectiveness of the solution in communicating the conclusion.

Areas of Study 2

Information management

This area of study focuses on information management and its importance to organisations. Students develop knowledge about the components of an information system and the role of these components in managing information. They investigate how different organisations store and dispose of their data and information. Students examine the threats to this data and information, whether accidental, deliberate or technical, and consider the potential consequences to organisations of ineffective information management strategies.

Assessment

- School-assessed Coursework
- School-assessed Task
- Examination

VET – Vocational Education and Training

Vocational Education & Training (VET) programs qualify as Units towards successful completion of the VCE and VCAL as well as providing a qualification in nationally accredited training certificates. VET subjects can provide pathways both to tertiary education as a part of the VCE load as well as pathways into TAFE programs as credit is given for any of the training modules which have been completed.

The VET courses aim to train students to meet the standards and skills required in industry. They replicate the work environment as far as possible, giving students access to the most modern equipment. All teachers are highly qualified with relevant industry assessment qualifications.

Students wishing to undertake the VCE VET stream need to be aware of the following:

Students undertaking the VET stream will need to pay the costs of any uniform, texts and materials (less College subsidy). The amount of the College Subsidy will be determined when the number of students involved in VET studies and the level of fees for each of the courses is known.

ATAR Contribution

VCE VET programs are fully recognised within the Units 1 to 4 structure of the VCE and can contribute towards satisfactory completion of the VCE. VCE VET units have equal status to other VCE studies assuming that all relevant assessment by coursework and examination is completed.

VCE VET Subjects available

Certificate 3 in Sport and Recreation
Certificate 3 in Media
Certificate II in Engineering Studies
Certificate II Building and Construction (Carpentry)
Certificate II Furniture Making

Northern Melbourne VET Cluster

These certificates are offered through a cluster arrangement so students undertaking any of the courses will study off-campus at a number of nearby schools. All VET programs offered through the NMVC attract fees and program costs will vary according to the materials required by students to complete the program, including uniforms, trade materials, transport, books and equipment. Most programs are conducted over a two year period but some specific programs are offered as a one year course. It is important to note that the programs can contribute to VCAL and VCE studies and further information about the contribution levels are listed in the NMVC handbook. Programs may vary from year to year and all programs are dependent on student interest. The programs involve Structured Workplace Learning and all students are expected to complete a minimum of 10 day work placement in a related industry. Structured Workplace Learning can be conducted over holiday periods to meet the requirement.

Certificates Available

Certificate 2 in Allied Health Assistance
Certificate 2 in Aged Care
Certificate 2 in Applied Fashion and Design Technology
Certificate 2 in Automotive Studies (Pre-Vocational)
Certificate 2 in Building & Construction (Bricklaying)
Certificate 2 in Building & Construction (Carpentry)
Certificate 2 in Building & Construction (Wall & Floor Tiling)
Certificate 2 in Business
Certificate 3 in Children's Services
Certificate 2 in Community Services Work
Certificate 2 in Creative Industries (Media)
Certificate 2 in Dance
Certificate 3 in Dental Assisting
Certificate 2 in Electro-Technology (Career Start)
Certificate 2 in Engineering Studies
Certificate 2 in Equine Industry
Certificate 3 in Fitness
Certificate 11 in Furniture Making
Certificate 2 and 3 in Hairdressing
Certificate 3 in Horticulture
Certificate 2 and 3 in Hospitality
Certificate 2 in Information Technology
Certificate 2 in Integrated Technology
Certificate 2 in Joinery, Shop Fitting, Stair Building
Certificate 2 in Live Production, Theatre and Events
Certificate 4 in Screen and Media
Certificate 3 in Media
Certificate 2 and 3 in Music
Certificate 3 in Technical Production
Certificate 3 in Musical Instrument Making and Repair
Certificate 4 in Photo Imaging
Certificate 2 in Plumbing (Pre-Apprenticeship)
Certificate 3 in Retail
Certificate 2 in Retail Make- Up and Skin Care
Certificate 2 and 3 in Sport and Recreation
Certificate 2 in Telecommunications Cabling
Certificate 2 in Visual Arts

VET Certificate 2 in Engineering Studies

Length: 2 Year Program

Learning Area: VET

Description

This program provides entry level training in the Engineering/Manufacturing Industries. It is a hands-on program for students interested in manufacturing, fabrication or automotive engineering.

Areas of Study

Units 1/2

- Organise and communicate information
- Apply principles of OHS in the work environment
- Interact with computing technology
- Use power tools/handheld operations
- Use hand tools
- Develop an individual career plan for engineering industry
- Perform basic machining processes
- Apply basic fabrication techniques

Units 3/4

- Perform computations
- Participate in environmentally sustainable work practices
- Produce basic engineering sketches and drawings
- Handle engineering materials
- Apply 5s procedures
- Produce basic engineering components and products using fabrication and machining

Assessment

- Theoretical and practical assessment
- Contribution to the ATAR score

Pathways

- Engineering Pre-Apprenticeship
- Engineering Traineeship
- Further TAFE Study

VET Certificate 2 Building and Construction (Carpentry) - (Partial Completion)

Length: 2 Year Program

Learning Area: VET

Description

In this course students will cover a range of basic skills and theoretical aspects of the construction industry as required by the Certificate II in Building Construction pre-apprenticeship. Students will be required to attend some block release during the school holidays. Upon completion of this program students wishing to complete the full Certificate will need to enrol in the remaining units of work via a bridging program.

Areas of Study

Units 1/2

- Work safely in the construction industry
- Workplace safety & site induction
- Carpentry hand tools
- Levelling
- Workplace documents and plans
- Basic setting out
- Sub-floor framing

Units 3/4

- Communication skills for the construction industry
- Wall framing
- Building Structures
- Quality principles for the construction industry
- Installation of windows and door frames
- Basic environmental sustainability in carpentry
- Introduction to demolition
- Roof framing
- Provide basic life support
- Safe handling/use of plant & select portable power tools

Assessment

- Practical and theoretical assessment
- Contribution to an ATAR score

VET Certificate 2 Furniture Making

Length: 2 Year Program

Learning Area: VET

Description

The aim of this program is to provide students the opportunity to gain comprehensive entry level training in the Furnishing industry. The program covers broad based and core skills in Cabinet Making. Students need to complete structured workplace learning.

Areas of Study

Units 1/2

- Communicate in the Workplace
- Work in a Team
- Work Safety
- Prepare Surfaces for Finishing
- Provide Basic Emergency Life Support
- Make Measurements
- Apply Quality Standards
- Join Solid Timber
- Construct a Basic Timber Furnishing Product
- Hand Made Timber Joints

Units 3/4

- Construct Furniture Using Leg and Rail Method
- Prepare Cutting List from Plans and Job Specifications
- Read and Interpret Work Documents
- Assemble Furnishing Components
- Use Furniture Making Hand and Power TOOLS
- Participate in Environmentally Sustainable Work Practices

Assessment

- Practical and theoretical assessments
- Scored assessment
- Can contribute to ATAR score

Pathways

- Apprenticeship
- Traineeship
- Own business
- Further study

Year 10 VET Certificate 3 in Interactive Digital Media

Length: 2 Year Program

Learning Area: VET

Description

This course is designed for students who are commencing their VET Interactive Digital Media studies. If successfully completed, over Year 10 and 11, students will be eligible to receive a Certificate III in Media at the conclusion of their studies in Year 11. Units 1 and 2 of the Certificate III in Media include participating in work health and safety processes, developing and applying creative arts industry knowledge, and following design briefs to produce photographic images and soundtracks. Units 3 and 4 offers scored assessment for VCE and incorporates units such as 2D digital animations, writing content for a range of media, authoring interactive sequences and creating visual design components.

Students cannot enter Unit 2 without first having completed Unit 1 as OHS and the development of practical skills are core elements of the course in that unit. The Units 3 and 4 sequence of VCE VET Interactive Digital Media is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

Units of Competency

Units 1 and 2

- **BSBCRT301A** Develop and extend critical and creative thinking skills
- **CUFIND301B** Work effectively in the screen and media industries
- **CUSOHS301A** Follow OHS procedures
- **CUFDIG303A** Produce and prepare photo images
- **CUFSOU301A** Prepare audio assets
- **CUFRES201A** Collect and organise content for broadcast or publication
- **BSBDES201A** Follow a design process

Units 3 and 4

- **CUFDIG301A** Prepare video assets
- **CUFDIG304A** Create visual design components
- **CUFWRT301A** Write content for a range of media
- **CUFDIG302A** Author interactive sequences
- **BSBDES302A** Explore and apply the creative design process to 2D forms
- **CUFANM301A** Create 2D digital animations

Assessment

Units 1 and 2

Throughout the year, students must demonstrate their growing competence in the required knowledge and skills for each unit. This is assessed through written work and a number of practical tasks, such as promotional videos, photography shoots, and print publications.

Units 3 and 4

Task 1: Students develop a folio presentation and digital video promoting an aspect of the Arts and Culture in Melbourne.

Task 2: Students develop a folio presentation and working website promoting an original television series.

Task 3: Students develop an animated television commercial for a marketable commodity.

VCE VET assessment consists of 3 coursework tasks, worth 66% of the overall study score and an end of year VCAA examination, worth 34% of the overall study score.

Pathways

- Camera/Lighting Assistant
- Radio Program Maker/Presenter
- Editing Assistant
- Interactive Media Author
- Production Assistant
- Web Designer
- Games Designer
- Animator or Special Effects Producer
- Further TAFE Study

Year 10 VET Certificate 3 in Sports and Recreation

Length: 2 Year Program

Learning Area: VET

Description

The aim of the program is to provide specific skills and knowledge to work in the areas of sport and recreation. Leadership, organizational and specialist activity skills will be developed through theory and practical sessions. This program is offered over two years, and all units must be studied so as to obtain the Certificate. This course can contribute toward an ATAR score as a 5th or 6th subject as part of a VCE student program.

Areas of Study

Units 1/2

Students need to complete a series of compulsory units, these include:

- Organise personal work priorities and development
- Develop and extend critical and creative thinking skills
- Provide first aid
- Use social media tools for collaboration and management
- Provide customer service
- Respond to emergency situations
- Follow work health and safety policies
- Elective choice

Units 3/4

Students need to complete a series of compulsory units, these include:

- Plan and conduct sport and recreation sessions
- Facilitate groups
- Manage conflict
- Conduct basic warm-up and cool-down programs
- Provide public education on the use of resources
- Undertake risk analysis of activities
- Elective choice

Assessment

- All assessment is competency based for each unit
- End of year examination Unit 4

9. VCAL at Marymede Catholic College

9.1 Introduction

The Victorian Certificate of Applied Learning (VCAL) course is an alternative to the VCE which provides an accredited pathway for the completion of secondary schooling. Students who complete this qualification may be keen to pursue careers commencing at the completion of Year 11 or 12. The VCAL provides practical work-related experience and a qualification recognised by TAFE institutes and employers. Together these create the transition from school into work, an apprenticeship or traineeship and/or further training at TAFE. It is also possible to access some University courses following further completion of studies.

The VCAL is made up of accredited courses/certificates. This qualification aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education. Personal development, the utilisation of a student's particular interests and new pathways for senior secondary students, in the context of applied learning, is an underpinning principle of the VCAL.

The VCAL qualification acknowledges these principles by:

- the development of knowledge and employability skills that help prepare the individual for employment and for participation in the broader context of family, community and lifelong learning
- the development of knowledge and skills that assist the individual to make informed vocational choices within specific industry sectors and/or to facilitate pathways to further learning.

VCAL offers students who prefer to learn in a more practical and applied manner to gain qualifications which are recognised across the country and which can provide access to employment, apprenticeships and further training such as TAFE courses. University entrance may be available following further studies in TAFE courses.

The total time commitment is similar to that for the VCE. However, VCAL students normally undertake:

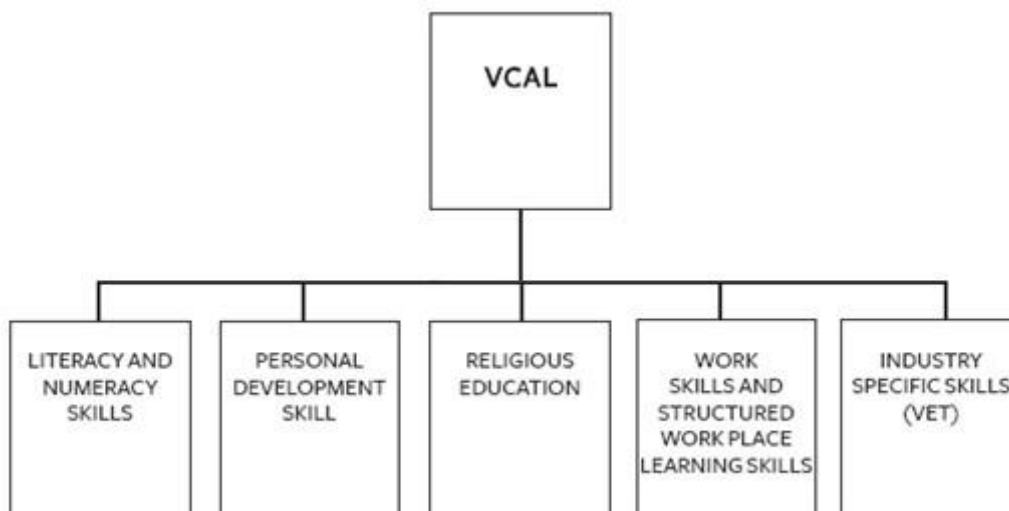
- Three days of school-based learning.
- One day of TAFE training.
- One day of structured work placement

9.2 VCAL Units

VET (Vocational Education and Training) is an integral component of the VCAL. At Marymede Catholic College all VCAL students will complete VET programs at an offsite location. Availability of these programs is dependent upon the availability of places at the external training organisation.

Each VCAL student pursues a specific VET program in their field of interest. This provides a vocational education and training credential that is recognised nationally.

The diagram (below) maps out the program of study available to VCAL students. The last option (ie bottom right) indicates the area of choice for the student.



9.3 Principles Underlying VCAL

The principles of Applied Learning are used foremost in VCAL. Applied learning is an approach, which emphasizes the relevance of what is being learnt to the 'real world', outside 'the classroom', and makes that connection as immediate and transparent as possible. This focus on a 'real life' application will often require a shift from a traditional focus on discrete curriculum areas, as students focus on learning and applying the skills and knowledge they need to solve a problem, implement a project or participate in the work force.

Secondly, and a result of this, applied learning will involve students and their teachers in partnerships and connections with organisations and individuals outside school. These partnerships provide the necessary out of school context for students to demonstrate the relevance of what they have learnt.

Thirdly, and of equal importance, applied learning is concerned with nurturing and working with a student in a holistic manner, which takes into account their personal strengths, interests, goals and previous experiences.

Working with the whole person involves valuing skills and knowledge that may not normally be the focus of more traditional school curricula. It also means taking into account differences in preferred learning styles, and ways of learning.

Finally, applied learning also acknowledges that part of the transition from school to work is being treated as an adult, and that moving students out of the classroom to learn also means helping them to make a shift to become more independent and responsible for their own learning.

9.4 Additional Information Relating To VCAL

As part of their VCAL course at Marymede, all students continue to participate in the College's Religious Education Program.

Some **additional costs** are involved in the VCAL course. These vary from student to student, depending on which course is undertaken. These costs include things such as:

- TAFE Course materials fee.
- Uniform/clothing.
- Specialist equipment. e.g. knives for Hospitality.

For further information on the nature of this certificate, access the VCAA website: www.vcaa.vic.edu.au and follow the links to VCAL.

10. Glossary of terms

Assessment task - A task set by the teacher to assess students' achievements of unit outcomes for School-assessed Coursework (see also Outcomes).

Australian Tertiary Admission Rank (ATAR) - The overall ranking on a scale of zero to 99.95 that a student received based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known as the ENTER.

Outcomes - What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design. The satisfactory completion of an Outcome will be measured by achievement in assessment tasks.

SAC – Form of assessment task referred to as School Assessed Coursework. SACs are internally marked by Marymede teachers to demonstrate completion of Outcomes as set by the VCAA Study Designs. SACs are generally completed in class-time under certain constraints but may contain elements of home-based research and/or preparation.

SAT – Form of assessment task referred to as a School Assessed Task. SATs are internally marked by Marymede teachers but are likely to receive some form of external moderation. SATs refer to an extended folio of work completed over a longer period of time involving the development and implementation of a concept. SATs only appear in certain subjects, generally in the Visual Design area.

Study (VCE) – Another term used for a subject. Study is the term generally used in the VCAA literature.

Study design (VCE) - A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs.

Study Score – A student's overall achievement for each study is calculated into a ranking score on a scale of 0 to 50. Study Scores are then used to calculate an ATAR. In order to qualify for a Study Score a student must complete the Unit 3/4 sequence in a single calendar year. The Study Score is calculated from two forms of assessment: (1) from internally marked assessment (SACs and SATs) which are reported to VCAA as grades from A+ - UG. VCAA then moderates the grades to ensure fairness; (2) from the VCAA set end of year examination. Each Study has its own assessment components which are weighted differently.

Units (VCE) - The components of a VCE study that are a semester in duration. There are usually four units in a VCE study, numbered 1, 2, 3 and 4.

Vocational Education and Training (VET) – Accredited programs that may be a part of either the VCE or VCAL providing specialised practical training.

Victorian Certificate of Applied Learning (VCAL) – An accredited senior secondary school qualification.

Victorian Certificate of Education (VCE) - An accredited senior secondary school qualification.

Victorian Tertiary Admissions Centre (VTAC) - VTAC acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the ATAR.

11. Acknowledgements and caveats

The material contained in this Handbook describes Marymede Catholic College's Senior Pathways as mandated by the VCAA and information provided by VCAA through the VCE Administrative Handbook 2015. Whilst every effort has been made to ensure the accuracy of the information presented, students and their parents should be aware that the VCAA issues periodic information through a variety of sources and errors inevitably occur.

If there are significant changes to information presented here, students will be made aware of these through written communication and the Marymede Newsletter.

