East Loddon P-12 College

VCE, VCAL & VET Courses 2017

NAME:
Welcome to Year 11 & 12 at East Loddon P-12 College

Our aim is to promote personal excellence and engender in our students a desire for continued learning. Year 11 & 12 is concerned not only with academic preparation for the VCE/VCAL/VET but also with maturing attitudes to work, organisation and approaching life in a balanced way.

We expect our senior students to establish challenging personal learning goals, which extend their abilities, to focus clearly on achieving them and to become increasingly independent. We encourage them to set a good example for younger students, to be student leaders, to participate fully in school activities and to understand the associated responsibilities.

We are able to offer a wide range of VCE, VCAL and VET studies, and to provide close, individual attention for our students through our small class sizes and extensive student support network. VCAL has become an integral part of the options that we are able to offer students. We are fortunate in having well qualified staff experienced in providing academic and career guidance.

We would particularly like to encourage parents/guardians to maintain contact with the school throughout the year. We regard the education of our students as not the sole responsibility of the school but rather a partnership between parents, teachers and students. We wish every student success in their senior years. Do not hesitate to contact us if we can help in any way.

This Course Selection Handbook is produced for the guidance of students and their parents in selecting VCE, VCAL, VET subjects for Years 11 and 12 at East Loddon P-12 College. Before the final subject selection forms are completed students should consult widely, seeking advice about future courses and careers. Sources of advice include subject teachers, Senior Sub-School Leader and Managed Individual Pathways co-ordinator. Many publications produced by the Victorian Curriculum Assessment Authority (VCAA), Universities, TAFEs, other higher education providers and employment agencies are very useful and are available in the Careers Room.

Selecting the best course for you may not be an easy decision. Many students at this level have not finalised their ideas about what career to pursue. Make sure you spend time finding out what careers you are interested in and suited to by following up with our MIPS co-ordinator.

The choice of course for a particular career depends upon many factors, some of which are:-

(a) Pre-requisites required by a tertiary institution and/or employing authority.
(b) Ability to achieve success in selected subjects.
(c) Past performances in the subject, together with personal likes and dislikes of the subject.
(d) Interest in and enjoyment of the subject.

So, when students are selecting a course of study they should ask themselves the following questions:-

1. Am I choosing units in which I have a good chance of success?
2. Do the studies I have chosen give me as much freedom as possible to change career direction?
3. Will these units assist me in gaining the tertiary study or employment I want?
4. Am I genuinely interested in these units?
5. Am I prepared to commit myself to the necessary work?

Important Note: For detailed information about tertiary requirements consult the relevant VTAC or VCAA websites. www.vcaa.vic.edu.au or www.vtac.edu.au
When selecting your subjects, this should be based on your interests, abilities, career, employment or higher education course focus. If you intend to study at a higher education institution (University, TAFE College, private provider etc.) you must investigate the subject prerequisites you will need, to be able to enter the courses offered by these institutions. Please note: It is the responsibility of the student to ensure that chosen programs meet tertiary entrance requirements. Consult the Tertiary Entrance Requirements or current VTAC information.

Each VCE Unit has a number 1, 2, 3, or 4. Students will normally undertake Units 1 and 2 in the first year of their VCE program (Year 11) and Units 3 and 4 in the second year (Year 12). However, student programs may include a mix of Units 1 and 2 in the second year and/or a Unit 3 and 4 in the first year. For some students it may be appropriate to plan a VCE/VET program over three years. Medical evidence will need to be provided in such cases. Parents/guardians/students will be required to work closely with the Senior Sub-School Leader to seek such approval from VCAA.

Units 1 and 2 can be done separately or as a sequence. It is expected that Unit 1 will usually be offered in the first semester and Unit 2 will be offered in the second semester. Units 3 and 4 of all studies must be done as a sequence. Unit 3 will only be offered in the first semester and Unit 4 will only be offered in the second semester.

Students may enter studies at Units 1, 2 or 3. Some study designs include advice that students should complete either or both Units 1 and 2 before attempting Unit 3, or have equivalent experience, or be willing to undertake some preparation. This is advice only.

**GRADUATION AND COURSE SELECTION REQUIREMENTS**

To meet the graduation requirements of the VCE, each continuing student must satisfactorily complete a total of no fewer than sixteen units.

These units must include:-

- Three units of the common study of English or Literature (Units 1, 2, 3 and 4)
- Four sequences of Units 3 & 4 studies including English

When selecting the units to be studied for next year, try to keep the two years of your program in mind. There are some units you have to do and others you need to do to satisfy pre-requisites for post school pathways. Some Units 3 and 4 may not specify Units 1 and 2 as a pre-requisite but it may be highly desirable, and ultimately to your advantage, to do them.

All changes of course are subject to the approval of the Senior Sub-School Leader and subject teachers. Changes are to be recorded on the appropriate proforma and given to the Senior Sub-School Leader, who needs this information to change enrolments with VCAA. **Students will need to attend a meeting with the relevant staff. Parents/guardians are also invited to this meeting.**

**NOTE:** It is school policy that unless there are exceptional circumstances, as authorised by the Principal, all Year 11 students are expected to undertake six subjects each semester and all Year 12 students are expected to undertake five subjects each semester. These subjects may include VET courses and/or approved structured work placement (SWP).

**Exceptional circumstances:** may include mental health and wellbeing issues, illness, depression and anxiety.

Year 11 students will only be permitted to undertake one subject at the level of Units 3 and 4, unless exceptional circumstances are authorised by the Principal.
INFORMATION CONCERNING YEAR 11 COURSES

VCE Studies
Each student is required to select six units each semester and the selection must include English (1 and 2). Each student will therefore take twelve units for the whole year.

It will also be possible for some students to take a pair of units at levels 3 and 4 rather than 1 and 2. The purposes of this arrangement are to extend students’ skills and to allow more students to have six pairs of units at level 3 and 4 from which a tertiary entrance ranking can be calculated. This would allow them to gain an “additional” bonus as part of their Year 12 ATAR (previously known as the ENTER). Units 3 and 4 taken at Year 11 cannot be repeated in the following year without incurring a ten per cent penalty. Approval to take Units 3 and 4 levels in 2017 will be given by the Senior Sub School Leader after consultation with subject teachers and the Principal. Only one pair of units at 3 and 4 level can be undertaken in Year 11.

1. English

At Year 11 students will study English Units 1 and 2 and at Year 12 English Units 3 and 4. Depending on student interest other study options could include VCE Literature or VCE Foundation English.

2. Mathematics

Mathematics is not compulsory but the requirements are complex and require careful study before students make a selection. It is recommended that students select Mathematical Methods 1 and 2 plus General Mathematics if they intend to take Mathematical Methods or Specialist Mathematics in Year 12. This gives them the wider range of options. However, a student who is definitely planning to take only Further Mathematics will be adequately prepared by only selecting General Maths.

There are new Study Designs for various Mathematics subjects. See the VCAA Study Designs available online or speak directly to Maths staff.
WHAT VCE MATHS DO I NEED?

General Mathematics Units 1/2:
- Leads directly into Further Mathematics 3 and 4.
- Covers content similar to Year 10 Mathematics, without the algebra focus.
- A student wishing to do General Mathematics would typically enjoy arithmetic, money maths, statistics and trigonometry.

Mathematical Methods Units 1/2:
- Leads directly to Mathematical Methods 3 and 4.
- For students wishing to study mathematics at a more advanced level.
- Covers content focused on algebra and graphing. Students should be competent in these areas if selecting Mathematical Methods.
- Maths Pathway recommends students who reach an achievement level of 9 by the end of Year 10 are prepared to complete Mathematical Methods.

Further Mathematics 3/4:
- Intended for a wide range of students and provides general preparation for employment and further study.
- Prior to this subject, students are expected to have completed any of the 1 and 2 Units offered.
- Further Mathematics 3 and 4 may be taken in conjunction with Mathematical Methods 3 and 4.

Mathematical Methods 3/4:
- Provides a foundation, and is often a prerequisite, for completion of tertiary study in Science, Engineering, Economics and Medicine.
- Students must have previously studied Mathematical Methods 1 and 2.

Specialist Mathematics 3/4:
- A course intended for those students who plan to undertake specialist tertiary courses in Mathematics or related disciplines e.g. Science and Engineering.
- This course would normally be undertaken in conjunction with Mathematical Methods 3 and 4.

ASSESSMENT

For each unit, students will be awarded an ‘S’ (Satisfactory), if all outcomes have been achieved, and an ‘N’ (Not Satisfactory) if not. The Victorian Curriculum and Assessment Authority (VCAA) ‘Statement of Results’ issued on the completion of the VCE will contain this information. For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for the unit that are specified in the study design. This decision will be based on the teacher’s judgement of the student’s performance on assessment tasks designated for the unit.

Achievement of an outcome means:

- The work meets the required standard as described in the outcomes.
- The work was submitted on time.
- There has been no substantive breach of rules.

A student may not be granted satisfactory completion if:

- The student has failed to meet a school deadline for an assessment task, including where an extension of time has been granted.
- The work cannot be authenticated.
- There has been a substantive breach of rules including school attendance rules.

Exam periods will be held in June (GAT 3 hours) & Oct / Nov only. Exams will be one and a half hours to two hours in length. They are to be held under formal conditions and are assessment tasks which are recorded on the report. Absence from an exam means that an NA (Not Assessed) is recorded.
INFORMATION CONCERNING YEAR 12 COURSES

In Year 12, a number of Unit 3 and 4 studies will be offered, subject to a sufficient number of students selecting them. Units 3 and 4 of all studies are designed as a sequence and students must take both units of study. Each student is required to select five of these two unit sequences. The selection must include English (3 and 4).

Students may be able to take Units 1 and 2 in their Year 12 year where it is necessary to meet the minimum VCAA requirements and where this is possible on the timetable.

Most Year 12 students will take ten units, including VET courses.

Where illness and other factors affect performance, students may seek consideration for disadvantage through the appropriate channels.

GENERAL ACHIEVEMENT TEST

In June, all students undertaking Units 3 and 4 studies are required to complete an externally set and marked test of generalised achievements. Schools’ assessments will continue to be monitored using the General Achievement Test (GAT). For purposes of statistical moderation the GAT will only be used in studies where it will improve the reliability of the process.

TERTIARY AND TAFE SELECTION

If students are to be offered a tertiary or TAFE placement, they must first have achieved “S” for THREE Unit 3 and 4 sequences and THREE units of English, regardless of the grades awarded. Students will then be offered entrance to courses based upon their ATAR. When applications have a similar ATAR and there are limited places available, the institution will use student interview or folio or ask for a VTAC supplementary form to be completed.

ASSESSMENT

School Assessed Coursework (SACs)
Each sequence of Units 3 and 4 include a set of school assessed coursework which are used to assess a student’s level of performance on key aspects of the units. School assessed coursework is set by the Victorian Curriculum and Assessment Authority. The requirements for school assessed coursework are set out in the VCE study designs published and distributed by VCAA. The study designs set out the details of the tasks to be completed. Assessment of students’ levels of achievement on school assessed coursework will be on the basis of teacher ratings. Each study design specifies the marks to be allocated to each piece of coursework. The assessments are recorded as scores corresponding to the outcomes as specified in the study design.

VCAA will combine the marks for school assessed coursework and examination marks to produce a Study Score for each study on a scale of 0-50. In each study, students are ranked according to their scores and then these ranks are converted to a study score from 0-50 with a mean of 30. A study score of 30 is an average performance and 45 and above an exceptional performance. It is the Study Score (Relative Position) which is used by VTAC to calculate a student's ATAR. The ATAR is then used by University and TAFE Colleges to allocate places to applicants for further study. If you lie in the middle band of applicants for a course, other factors are considered for final selection such as the types of subjects undertaken. A separate statement of results will be provided by VCAA for Units 3 and 4 of each VCE study attempted. It will describe the units and give the result (‘S’ - satisfactory or ‘N’ - unsatisfactory) for each unit.
Satisfactory Completion of a Unit

You will receive ‘S’ (‘Satisfactorily Completed’) or ‘N’ (for ‘Not Satisfactorily Completed’) for each unit depending on whether or not you achieve each of the outcomes in each study. This applies to Units 1, 2, 3 and 4. When you have satisfactorily completed at least sixteen units, that is, achieved an ‘S’ for at least sixteen units, including 3 units of English and 3 sequences of Units 3 and 4, as outlined previously, you will be awarded your VCE.

ATAR (Previously known as ENTER)

The following is a guide to terms and procedures associated with Tertiary Entrance.

How is the ATAR developed?

Each student undertaking a VCE study will receive from VCAA a VCE study score (relative position) out of 50 for that study. An applicant’s ATAR is the percentile ranking of that applicant. It gives the comparative placement of that applicant in the age group in that year on the basis of their VCE studies (including at least one VCE study taken in that year). Put simply, a rank of 75.00 would mean that an overall result is equal to or better than at least 75.00% of the age group of VCE students for that year.

The ATAR is based on an aggregate obtained by adding:

- The student’s scaled study score in English (or ESL),
- The student’s best three other scaled study scores,
- 10% of the student’s next two best study scores,

Candidates will not be able to calculate the ATAR by simply using their study scores or grades.

Studies used in the creation of the ATAR may be drawn from any number of years without penalty. Time taken to complete VCE studies may be taken into account by institutions in considering applicants in the ‘middle band’. There will be a 10% penalty to the score of any repeat attempt of any particular study that is included in the aggregate or ‘best six’ calculation of the ATAR.

An ‘approved’ university (enhancement study) can be counted in lieu of a sixth VCE study. A ‘VET in Schools’ program (VCE/TAFE) can be counted as a fifth and/or sixth study. It is require to be a VET scored assessment. The number of VET scored subjects is increasing. In such subjects, students are often required to sit an external exam.
VET STUDIES

VET in the Victorian Certificate of Education, (VCE) or Victorian Certificate of Applied Learning (VCAL) allows students to include vocational studies within their secondary schools certificate. Students undertaking VET receive nationally recognised training from either a national training package or accredited state curriculum which may contribute to their VCE or VCAL Certificates.

Benefits of VET

Students may receive an enhanced Australian Tertiary Admission Rank (ATAR) score which can improve access to further education, pathways to employment or further VET education. Workplace experience is enhanced by access to Structured Workplace Learning (SWL) and possible access to School Based Apprenticeships and Traineeships (SBAT’s).

Students Value VET

- Provides a practical focus in a wide range of industry areas
- Provides direct experience in industry areas
- Provides an academic advantage in enhancing the ATAR
- Offers employment opportunities for students who may pursue part time work while undertaking further study at university or other providers

Employers value VET

- Builds entry level skills in different industry areas
- Provides a practical introduction into workplace requirements
- Enhances employability skills
- Enables industry to contribute to programs within schools and community networks

East Loddon P-12 College VET opportunities

VET Building & Construction
VET Engineering

Alternatively, students from East Loddon P-12 College also have access to the Trade Training Centre in Charlton where a wide variety of VET subjects are on offer. Students would need to provide their own transport to and from Charlton on a weekly basis.

Subjects offered at Charlton Trade Training Centre include;

VET Hairdressing
VET Animal Studies
VET Automotive
VET Agriculture
VET Health
VET Hospitality
VET Community Services
VET Sport & Recreation
VET Beauty (Cosmetics)
VET Music

For specific information and handouts regarding the VET subjects at the Trade Training Centre in Charlton please speak to the Managed Individual Pathways MIPS co-ordinator or Senior Sub-School Leader.
The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for students in Year 11 and beyond. VCAL has been particularly effective in encouraging students to return to school and offering a range of pathways that are currently not being catered for within VCE.

The VCAL program is aimed not only to provide students with an alternative to VCE studies, but also offers them practical and relevant work and life experiences. East Loddon P-12 College has been running a very successful VCAL program for over 10 years.

The VCAL is an exciting program which helps bridge the gap between the workplace and the school. We have had a great deal of positive feedback from employers about our VCAL students. There are significant skill shortages in Victoria and VCAL is one way of introducing strong industry links which will tailor VCAL Learning Programs to meet both student and employer needs. Students not only gain training in industry specific skills, but also through structured work placement (SWP). This builds in real work exposure and can lead to employment through apprenticeships and traineeships. VCAL is a legitimate pathway to tackling learning and should be seriously considered for students whom a practical pathway is suited.

VCAL has three levels, Foundation, Intermediate and Senior. As part of the VCAL course it is compulsory that either a VET subject or a School Based part-time Apprenticeship or Traineeship is part of the Learning Program. Students need to take responsibility for working with the VCAL teachers and Senior Sub-School Leader in ensuring this requirement is met. Otherwise, students will risk their VCAL certificate.

There are four compulsory strands: literacy and numeracy, work-related skills, industry specific skills and personal development skills. Students also have the option of transferring to the VCE course provided an enrolment eligibility test is completed by the student, Senior Sub-School Leader and the VASS Co-ordinator. In some instances VCE units can count towards any VCAL units completed as part of their VCAL. VCAL students are also encouraged to complete a work placement each week. Students are required to undertake VET subjects as part of their VCAL Learning Program. These can lead to further training at TAFE. VCAL students can also begin a School Based part-time Apprenticeship or Traineeship through negotiation with their work placement employers. Students need to ensure they provide all information of such arrangements to the Senior Sub-School Leader and their specific subject teachers.

If students and parents are considering VCAL as their preferred option, planning can begin with the Senior Sub-School Leader. Possible work placements need to be explored and the Learning Program for each prospective VCAL student carefully designed.

The VCAL Handbook from the Victorian Qualifications Authority is an excellent resource and explains in detail all aspects of this course.

At East Loddon P-12 College students who wish to complete a VCAL course are required to participate in an interview with the Senior Sub-School Leader, VCAL staff and Managed Individual Pathways co-ordinator once they have submitted their subject selection.

It will be at the discretion of the above panel whether the student has demonstrated a strong link to the VCAL pathway. Students will be required to display an interest within this area and a strong desire to complete the VCAL course including the required VET subject and structure work placement (SWP). Parents/guardians will also be invited to attend this interview. The interviews will take place at the beginning of Term Four.
Students at East Loddon can also undertake an Australian School Based Apprenticeship (ASBA’s). If a student has an employer who is willing to sign them on as an Australian School Based Apprenticeship then the Senior Sub-School Leader can facilitate the arrangements. In many cases, these ASBA’s become full time apprenticeships when the student chooses to leave school.

What is an Australian School Based Apprenticeship?

Australian School Based Apprenticeships provide a nationally recognised qualification, which you can achieve while you are still at school completing your education.

School Based Apprenticeships are available in almost every industry imaginable!

School Based Apprenticeships are a legitimate part of both the VCE and VCAL. Students undertaking a School Based Apprenticeship gain credit for Year 11 and often Year 12 subjects on their VCE/VCAL statement of attainment.

Australian School Based Apprenticeships can be completed over two years and are made up of 200 days structured training and paid work. Working hours can be undertaken during the week or in some cases after school, at weekends and during holidays. The student will also be required to attend TAFE.

Training for School Based Apprenticeships is provided by a Registered Training Organisation. Every Australian School Based Apprentice completes a recognised training package either in the workplace or at the Registered Training Organisation depending on the industry undertaken. Instead of learning in a classroom situation, apprentices learn in a ‘hands on’, practical environment ‘on the job’ and are able to ‘earn while they learn’, in the workplace.

Who benefits?

Students who have a clear desire to work in a particular industry can gain credit towards their apprenticeships or pre-training for tertiary education whilst remaining at school. By the time the VCE/VCAL is complete, students will also have a qualification, which makes them a prize recruit for employers.

Students who prefer a practical type of education will benefit from the active ‘hands on’ learning an Australian School Based Apprenticeship provides.

Australian School Based Apprenticeships are an ideal way to get used to the workforce gradually and to ‘get a foot through the door’ with prospective full time employers.
East Loddon P-12 College ‘typical’ VCE & VET UNIT OFFERINGS

Please note these are subjects that have typically been selected by students at the College recently. We encourage students to select the VCE subjects they are passionate about and interested in studying. Subject availability is based on student choice (career interest), teacher availability and timetabling logistics. While the school is prepared to offer each of the studies listed above, whether or not they are taught will depend on the demand for them. Every effort will be made to accommodate the particular grouping of studies that a student wants. However, it may be that not all combinations are possible. Decisions in both these areas can only be made once students have made their selections.

**Subject & Identified subject teacher who may be of assistance**

Accounting (Mr Rudkins)
Agriculture & Horticulture Studies (Mr Judd)
Biology (Mr Phelan)
Business Management (Mr Rudkins)
Chemistry (Mrs Johns)
Computing (Mr Judd)
English (Mrs Clare, Mrs Lethlean & Mrs Phelan)
Food Studies (Mrs Tracey)
Health & Human Development (Miss Byrne)
History (Mrs Clare & Mrs Phelan)
German (Ms McNamara & Ms Burgstett)
Legal Studies (Mr Rudkins)
Maths (Further, General, Methods & Specialist) Mr Wilkinson, Mr Cameron, Miss Pilkington
Physical Education (Mr Clyne & Mrs Maxted)
Physics (Mr Cameron & Mr Judd)
Psychology (Miss Harrington & Mrs Lethlean)
Studio Arts (Mr Aurisch & Miss Westwood)
Visual Communication & Design (Mr Aurisch & Miss Westwood)
VET Building & Construction (Mr Poyser & Mr Bunton)
VET Engineering (Mr Bunton)
VCAL Foundation (Mr Phelan & Mrs Clare)
VCAL Intermediate (Mr Phelan & Mrs Clare)
VCAL Senior (Mr Phelan & Mrs Clare)

Available through the Trade Training Centre Charlton (speak to the Senior Sub-School Leader to receive a handbook regarding the VET studies below).

VET Animal Studies
VET Automotive
VET Agriculture
VET Beauty
VET Hairdressing
VET Health
VET Community Services
VET Hospitality
VET Music
VET Sport & Recreation

If you have a different VCE, VCAL or VET subject to the ones listed above that you are interested in studying please speak to your Senior Sub-School Leader and indicate this on your subject preference sheet.

A full list and explanation of all VCE, VCAL and VET subjects is available from

Accounting
VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods.

VCE Accounting focuses on small business. Unit 1 begins with a small service business, allowing students to develop knowledge and skills in accounting without the complexities of accounting for trading businesses or large organisations. Units 2, 3 and 4 then focus on a single activity trading business where students build on and extend their accounting skills.

Many students who study VCE Accounting will go on to further studies and careers in business and finance.

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

Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Where appropriate, the accounting procedures developed in each area of study should incorporated the application of accounting principles and the qualitative characteristics of accounting information (see pages 12–14 of the study design).

Unit 2: Accounting for a trading business
This unit 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. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

Where appropriate, the accounting procedures developed in each area of study should incorporated the application of accounting principles and the qualitative characteristics of accounting information (see pages 12–14 of the study design).

Unit 3: Recording and reporting for a trading business
This unit 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. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

Where appropriate, the accounting procedures developed in each area of study should incorporated the application of accounting principles and the qualitative characteristics of accounting information (see pages 12–14 of the study design).
Unit 4: Control and analysis of business performance

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system.

Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students 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.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information (see pages 12–14 of the study design).

Assessment

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Accounting students' level of achievement will be determined in Unit 3 by School-assessed Coursework and an end-of-year examination; and in Unit 4 by School-assessed Coursework and an end-of-year examination.

In both Unit 3 and Unit 4, at least 30 marks out of the 100 available for School-assessed Coursework must be allocated to ICT-based assessment.

Percentage contributions to the study score in VCE Accounting are as follows:

• Unit 3 School-assessed Coursework: 25 per cent
• Unit 4 School-assessed Coursework: 25 per cent
• End-of-year examination: 50 per cent.

For further information please see Mr Rudkins
Agriculture & Horticulture

VCE Agricultural and Horticultural Studies is designed to develop students' understanding of the operations and practices involved with sustainable agricultural and horticultural systems within an economic, social and environmental context. The study provides a contextual overview of the scientific, management and operational skills and knowledge required to run a small agricultural and/or horticultural business. The study considers current and future practices within the Australian and international agribusiness sector. Students are expected to research change and innovation with regard to agricultural and/or horticultural businesses, responding to a range of drivers and demands.

Unit 3: Technology, innovation and business practices

In this unit technology refers to the equipment, management techniques and processes that can be used to maintain and/or enhance efficiency and effectiveness of agricultural and horticultural systems in order to achieve socially, economically and environmentally sustainable agricultural and horticultural systems. Students develop an understanding of the range of available equipment and processes that may be used in agricultural and horticultural businesses, including the current commonly used technologies and innovative technologies. They learn how the capabilities of equipment and application of processes assists decision making and management practices in agricultural and horticultural enterprises.

Management of soil/growing media, water, pests and diseases of plants and/or animals and weeds are considered through an integrated management approach. This unit also focuses on a range of technology that is currently used by commercial agricultural and/or horticultural businesses; students review the areas where change and innovation are occurring. Students consider and analyse the likely impacts of new and emerging developments in technology.

Students individually design a small agricultural or horticultural business that involves the management of plants and/or animals. Using a range of production techniques and equipment they commence their business and report on its progress. Students will continue to manage this business in Unit 4.

In undertaking this unit students concentrate on any one or two commercial agricultural and/or horticultural business/es.

Unit 4: Sustainable management

This unit focuses on the management of agricultural and horticultural systems within the context of economic, social and environmental sustainability. The unit takes a holistic ecological approach to issues associated with land, plant and animal management. Students apply the principles and concepts of such an approach across a range of agricultural and horticultural situations.

Students consider the effects of climate change and how business responds to these effects. They develop an understanding of the importance of identification, rectification and prevention of environmental degradation for the sustainability of agribusinesses. Students consider strategies for economic, social and environmentally sustainable resource management within agriculture and horticulture. The scientific approach is used as an aid in monitoring environmental change.

Students continue to operate their small business project commenced in Unit 3 Outcome 3. They monitor and report on the operations of the business, including analysing productivity, profitability and sustainability, and make recommendations for improving business outcomes.

Assessment

Percentage contributions to the study score in VCE Agricultural and Horticultural Studies are as follows:
• Unit 3 School-assessed Coursework: 33 per cent
• Unit 4 School-assessed Coursework: 33 per cent
• End-of-year examination: 34 per cent.

See Mr Judd for further details.
**Biology**

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes.

They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

**Year 11**

**Unit 1: How Do Living Things Stay Alive?** Do Organisms Function? and How Do Living Systems Sustain Life?

**Unit 2: How is continuity of Life Maintained?** How Does Reproduction Maintain the Continuity of Life? and How is Inheritance Explained?

Assessment of levels of achievement for these units are reported using test and exam performance and descriptive statements. A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is to be undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

**Year 12**

**Unit 3: How Do Cells Maintain Life?** How Do Cellular Processes Work? and How Do Cells Communicate?

**Unit 4: How Does Life Change and Respond To Challenges Over Time?** How Are Species Related? and How Do Humans Impact on Biological Processes?

A student practical investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In Biology the student’s level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

See Mr Phelan for further details.
BUSINESS MANAGEMENT
Scope of study
VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Rationale
In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success.

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, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Aims
This study enables students to:
• understand and apply business concepts, principles and terminology
• understand the complex and changing environments within which businesses operate
• understand the relationships that exist between a business and its stakeholders
• recognise the contribution and significance of business within local, national and global markets
• analyse and evaluate the effectiveness of management strategies in different contexts
• propose strategies to solve business problems and take advantage of business opportunities.

Structure
The study is made up of four units.
Unit 1: Planning a business
Unit 2: Establishing a business
Unit 3: Managing a business
Unit 4: Transforming a business

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Unit 1: Planning a business
Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation’s wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.
Unit 2: Establishing a business
This unit focuses on the establishment phase of a business’s life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

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

Unit 4: Transforming a business
Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Assessment and reporting
Satisfactory completion
The award of satisfactory completion for a unit is based on the teacher’s decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.
Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.
The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement.
Schools will report a student’s result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

Levels of achievement
Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4
The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Percentage contributions to the study score in VCE Business Management are as follows:
• Unit 3 School-assessed Coursework: 25 per cent
• Unit 4 School-assessed Coursework: 25 per cent
• End-of-year examination: 50 per cent.

See Mr Rudkins for further information and advice.
Chemistry

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond, and underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

Chemistry is applied in many fields including agriculture, dentistry, dietetics, engineering, forensic science, horticulture, pharmacy, sports science, and veterinary science.

In VCE Chemistry, students will apply chemical principles to explain and quantify the behaviour of matter and undertake practical activities that involve the analysis and synthesis of a variety of materials, as well as conduct investigations into selected research topics and communicate their findings.

The study is made up of four units:

**Unit 1** focuses on explaining the diversity of materials, as students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. A research investigation into a selected question related to materials is undertaken in this unit.

**Unit 2** details the unique nature of water, as students explore the physical and chemical properties of water, the reactions that occur in water and various methods of measuring and analysing substances in water. A practical investigation into an aspect of water quality is undertaken in this unit.

**Unit 3** explores the different options for energy production and the factors used to optimise the efficiency of chemical processes. A practical investigation related to energy and/or food is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, with the findings presented in a scientific poster format.

**Unit 4** examines how organic compounds are categorised, analysed and used, as students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

All units involve the performance of experiments. There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

**Assessment**

**Satisfactory Completion**

Demonstrated achievement of the set of outcomes specified for the unit.

**Levels of Achievement**

**Units 1 and 2**

The school determines levels of achievement.

**Units 3 and 4**

School assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework: 16 percent
- Unit 4 school-assessed coursework: 24 percent
- End-of-year examination: 60 percent
Computing (formally Information Technology)

This study focuses on the processing of data and the management of information and information systems to meet a range of individual and societal purposes.

The rapid pace of development in information and communications technology (ICT) is having a major influence on virtually all aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken, but it also creates new opportunities in work, study, recreation, and in relationships. Social relations and cultural values influence the way ICT is used.

While it is important that students extend their use of ICT as a tool to assist with work, study, recreation and in relationships (which builds on their compulsory education experiences), the study of Information Technology focuses on the capacities, scope and limitations of hardware and software, and their interactions to carry out specialised applications.

With appropriate knowledge and skills, students will be equipped to make use of ICT and make informed personal and workplace choices about future developments and directions in this exciting and challenging field. Innovative approaches to the potential uses of ICT are developed, and students are encouraged to orient themselves towards the future, with an awareness of the implications of these uses.

The study of Information Technology may provide pathways to further studies in IT and to careers in ICT-based areas. It may also prepare students for programs that require either an IT-related subject or for a vast range of careers that require efficient and effective use of ICT.

The study is made up of six units:
Unit 1: Computing
Unit 2: Computing
Units 3 and 4: Infomatics
Units 3 and 4: Software development

Unit 1 focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied. Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information.

Unit 2 focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal and clients' needs. They also examine how networked information systems are used within organisations.

Unit 3 (IT applications) focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace. Students acquire and apply knowledge and skills in solving information problems to assist in decision-making and in managing tasks and timelines. The solutions and information products should meet the specific needs of organisations such as sporting clubs, newsagencies, charities, or the needs of individuals. Students also explore how the capabilities of networked information systems support teams of workers or learners to solve problems and share knowledge.

Unit 4 (IT applications) focuses on how ICT is used by organisations to solve ongoing information problems and in the strategies to protect the integrity of data and security of information. Students develop and acquire knowledge and skills in creating solutions and information products using spreadsheet software that can be re-used in the future with new sets of data. When solving information problems, students apply all of the problem-solving stages: analysis, design, development, testing, documentation, implementation and evaluation. Students apply their ICT knowledge and skills to record their decision-making strategies when solving information problems and to reflect on the effectiveness of these strategies.
Unit 3 (Software development) focuses on the techniques and procedures for determining the ability of networked information systems to meet organisational needs and on how the development of purpose-designed software, using a programming language, helps fulfill these needs. Students explore the roles and functions of networked information systems, and the types of networks. They apply three phases of the waterfall model of the systems development life cycle (SDLC): analysis, design and development. They use this concept as the methodology for making changes to networked information systems.

Unit 4 (Software development) focuses on techniques, procedures and strategies to develop, implement and evaluate proposed networked information systems. Students explore the technical, human, procedural, economic and management factors that need to be considered when undertaking these phases of the systems development life cycle (SDLC). The development phase is realised through the creation of software solutions using the programming language studied in Unit 3.

No pre-requisites for entry to Units 1 and 2. Due to the increase in the theory components of Units 3 and 4 it is strongly recommended that students do Units 1 and 2 before units 3 and 4. Students must undertake Unit 3 prior to undertaking Unit 4. Each unit has at least 50% theory component.

Assessment

Satisfactory Completion
Achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
The individual school will determine the level of achievement.

Units 3 and 4 both IT applications and Software development
School-assessed work and end-of-year examination

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- Unit 3 & 4 examinations: 50 percent

See Mr Judd or Mr Cameron for further details.
The English language is central to the way in which students understand critique and appreciate their world and to the ways in which they participate socially, economically and culturally in Australian society.

The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of the key knowledge and skills underpins effective functioning in the contexts of study and work as well as productive participation in a democratic society in the twenty-first century.

Unit 1
The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts. The term ‘set text’ refers to texts chosen by the school for the achievement of Outcomes 1 and 2.

Unit 2
The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts. The term ‘set text’ refers to texts chosen by the school for the achievement of Outcomes 1 and 2.

Unit 3
The focus of this unit is on reading and responding to texts analytically and creatively. Students analyse arguments and the use of persuasive language in texts. Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses. Students also present sustained creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning.

Unit 4
The focus of this unit is on reading and comparing texts. Students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. Students also build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Unit 1 and 2
The individual school will determine levels of achievement.

Units 3 and 4
School-assessed coursework and examinations.
- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- End-of-Year Examination: 50 percent
FOOD STUDIES  New Study Design for 2017

Unit 1: Food Origins
This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. They explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today’s urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Unit 2: Food Makers
In this unit students investigate food systems in contemporary Australia, focusing on commercial food production industries, and food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Unit 3: Food in daily life
This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements. Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4: Food issues, challenges and futures
In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.
The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

**Assessment**
All assessment at Units 1 and 2 are school based. Students are required to demonstrate two outcomes per unit.
Unit 3 School-assessed Coursework contributes to 30% of the study score
Unit 4 School-assessed Coursework contributes to 30% of the study score
End-of-year examination contributes to 40% of the study score

*HEALTHY EATING PYRAMID*

*Enjoy a variety of food and be active every day!*

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Health and Human Development

Unit 1: The health and development of Australia’s youth

In this unit students are introduced to the concepts of health and individual human development. The WHO’s definition is still widely used today, despite the identification of a number of limitations. 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.

In this unit students identify issues that have an impact on the health and individual human development of Australia’s youth. Students 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: Individual human development and health issues

This unit focuses on the health and individual human development for the lifespan stages of prenatal, childhood and adulthood. The prenatal stage is characterised as the most rapid time of growth and physical development during the human lifespan. During this stage the health and development of the embryo/foetus is shaped by a range of determinants, which in turn can have an impact on future health and development. The health and individual human development of this group can vary considerably and is influenced by a range of determinants, which include physical environment, biological, behavioural and social.

Unit 3: Australia’s health

Despite Australia’s good health status, there is still potential for improvements. The National Health Priority Areas (NHPAs) initiative provides a national approach that aims to improve health status in the areas that contribute most of the burden of disease in Australia. Regardless of how health is measured, health is not shared equally by all Australians. Different levels of health are experienced by different groups, which can be attributed to the determinants of health, including the physical environment, biological, behavioural and social.

Funding for the Australian health system involves a combination of both government and nongovernment sources. The Australian Government makes a significant contribution to the health system through the funding of Medicare. Both government and non-government organisations play an important role in the implementation of a range of initiatives designed to promote health in Australia.

Unit 4: Global health and human development

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. Sustainability ‘implies meeting the needs of the present without compromising the ability of future generations to meet their own needs’ (96th plenary meeting of the UN, December 1987).

The United Nations (UN) human development work is encapsulated in the Millennium Development Goals, where the world’s countries have agreed to a set of measurable goals and targets for combatting poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women.

Assessment

Units 3 and 4

Percentage contributions to the study score in VCE Health and Human Development are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

See Miss Byrne for further information.
History

History in VCE offers a number of units. Ancient History is offered as a sequence from Unit 1-4 while the others are offered only as Unit 1+2 or Unit 3+4. Below are the units available.

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Each unit has two areas of study.

**Global Empires**

**Unit 1: The Making of Empires 1400 –1775**

This unit examines how the Portuguese, Spanish, French, British and Dutch empires harnessed new ideas and technologies to seize the power of the established empires of Venice, China and the Ottoman Empire, thus entrenching their ideas and influence across the globe. It explores how the feudal era gave way to the early stages of capitalism, European powers began to gain imperial control through monopolies, subsidies and East India companies, which extracted profit from new colonial possessions.

**Unit 2: Empires at Work 1400 –1775**

In this unit students explore the operation of European colonies and the challenges they faced from within and without. It focuses on how the empires and colonies emerged and began to trade on a global scale. These empires included Britain, France, the Netherlands, Spain, Portugal, Russia and the Ottoman Empire. The Mughals in India and the Ming and Qing dynasties in China are also a minor focus.

This unit follows the ‘Columbian exchange’ that followed Christopher Columbus’ arrival in the New World and the technologies, plants, animals, culture and diseases which began to travel between continents. The emerging slave trade is explored, along with the long term effects of the practice.

**Twentieth Century History**

**Unit 1: Twentieth Century History 1900-1945**

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.
The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Unit 2: Twentieth Century History 1945-2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights.

Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

Ancient History

Unit 1: Ancient Mesopotamia

In this unit, students explore Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the ‘cradle of civilisation’. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history.

Unit 2: Ancient Egypt

Ancient Egypt gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river.

Unit 2: Early China

The foundations of civilisation in China have traditionally been located in the Yellow River Valley, but archaeological evidence now suggests that early settlement was not confined to this area. Life in small agricultural communities, with distinct regional identities, marks the beginnings of civilisation in China. Interactions between these small and diverse settlements led to the formation of rival states, and then to the growth of an enduring civilisation. The development of a series of empires was central to Chinese civilisation.

Early China refers to what is known as the pre-imperial and early imperial periods. Historians and archaeologists refer to the pre-imperial period (up to 221 BC) as Ancient China. This unit begins with Ancient China and concludes with the end of the Han Empire in AD 220.
Unit 3 + 4: Ancient History

Egypt, Greece and Rome were major civilisations of the ancient Mediterranean. They have bestowed a powerful legacy on the contemporary world. In each of Units 3 and 4, students explore the structures of one of these societies and a period of crisis in its history. Life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, all three societies experienced dramatic crises which caused massive disruption. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society.

In developing a course, teachers select two societies to be studied from Egypt, Greece and Rome, one for Unit 3 and one for Unit 4.

Australian History

Unit 3: Transformations: Colonial Society to Nation

In this unit students explore the transformation of the Port Phillip District (later Victoria) from the 1830s through to the end of the tumultuous gold rush decade in 1860. They consider the dramatic changes introduced as the British colonisers swiftly established themselves, taking possession of the land and then its newly discovered mineral riches.

Students examine transformations in the way of life of the Aboriginal peoples and to the environment as the European society consolidated itself. They also consider how new visions for the future created by the gold rush and the Eureka rebellion further transformed the new colony.

Students explore the type of society Australians attempted to create in the early years of the newly federated nation. Much of the legislation debated and passed by the Commonwealth Parliament was relatively advanced and Australia was seen as a social laboratory exploring new forms of rights and benefits for its citizens. Students evaluate the effect that Australian involvement in World War One had on the country’s egalitarian and socially progressive aspirations.

Unit 4: Transformations: Old Certainties and New Visions

In this unit students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. After World War One the process of nation building was renewed. However, world events soon intruded again into the lives of all Australians. The economic crisis of the 1930s followed by another world war redirected the nation’s priorities for a time as it struggled to regain economic stability and defeat its military enemies. The experience of both the Depression and World War Two gave rise to renewed thinking by Australians about how to achieve the type of society envisaged at the time of Federation. In Area of Study 1 students focus on one of the crises faced by the nation: The Great Depression 1929 –1939 or World War Two 1939 –1945.

In Area of Study 2 students explore social, economic and political changes in the latter part of the twentieth century that collectively challenged and/or overturned much of Australia’s earlier carefully constructed social and economic fabric. Students examine two changes drawn from: Australia’s involvement in the Vietnam War, Aboriginal land rights, equality for women, new patterns of immigration and/or a global economy.

Revolutions

Unit 3 + 4: Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse of an existing political order resulting in a significant change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology.

Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In developing a course, teachers select two revolutions to be studied from the following, one for Unit 3 and one for Unit 4:
• The American Revolution of 1776.
• The French Revolution of 1789.
• The Russian Revolution of October 1917.
• The Chinese Revolution of 1949.

Assessment
Assessment tasks over Units 1-2 should include the following:
• an historical inquiry
• an analysis of primary sources
• an analysis of historical interpretations
• an essay.
Each of these four assessment tasks must be completed over Units 3 and 4.

For Unit 3+4
Percentage contributions to the study score in VCE History are as follows:
• Unit 3 School-assessed Coursework: 25 per cent
• Unit 4 School-assessed Coursework: 25 per cent
• End-of-year examination: 50 per cent.

See Mr Rudkins, Ms Phelan or Mrs Clare for further information
German

The language to be studied and assessed is *Hochdeutsch*. This includes the use of colloquialisms where they are appropriate. The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of German develops students' ability to understand and use a language which has long been recognised as a world language of culture, music, theology and philosophy, as well as a key language in the fields of science, medicine, economics and technology. As well as being extensively used within communities in Europe, Latin America, the Far East, and Africa there is a significant German heritage within Australia. Knowledge of the German language provides direct access to the culture, traditions, beliefs, attitudes and values of these communities. German-speaking countries have emerged as strong international leaders in trade, commerce and politics, and the ability to communicate in German, in conjunction with other skills, enhances students' opportunities in a wide range of vocational areas.

Unit 1

Outcome 1
On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Outcome 2
On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

Outcome 3
On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

Unit 2

Outcome 1
On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Outcome 2
On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Outcome 3
On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

This course is likely to be studied through the Victorian School of Languages (VSL) via distance education with support provided by our LOTE teachers here at EL. VSL also charge an additional $80 per semester.

For further information please speak to Ms McNamara and Ms Burgstett.
Legal Studies

Unit 1: Criminal law in action

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 criminal justice system in achieving justice.

Unit 2: Issues in civil law

The civil law regulates the rights and responsibilities that exist between individuals, groups and organisations. If legal rights have been infringed, the aggrieved party may pursue legal action through the court system, through a tribunal, or by using one of the methods of dispute resolution.

Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals.

The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness.

Individuals can influence a change in the law by taking a case to court. Students focus on cases that have had a broader impact on the legal system and on the rights of individuals. Students develop an appreciation of the role played by such cases and undertake an analysis of relevant legal issues.

Unit 3: Law-making

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.

Central to the investigation of law-making is the role played by the Commonwealth Constitution. Students develop an understanding of the importance of the Constitution in their lives and on society as a whole, and undertake a comparative analysis with another country. They learn of the importance of the role played by the High Court of Australia in interpreting and enforcing the Constitution, and ensuring that parliaments do not act outside their areas of power nor infringe protected rights.

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.
Unit 4: Resolution and justice

The legal system provides mechanisms by which legal disputes of both a criminal and a civil nature can be resolved in a fair and just manner. Dispute resolution bodies such as courts and tribunals employ a range of means and processes that enables the resolution of legal disputes.

Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation.

Throughout this unit, students examine current or recent cases to support their learning, and apply legal principles to these illustrative cases.

Assessment

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

Levels of Achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Legal Studies students’ level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

See Mr Rudkins for further details.
Mathematics

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, conjecturing, abstracting, proving, applying, investigating, modelling, problem posing and solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

All students in all the mathematical units offered will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

The study is made up of the following units:
Foundation Mathematics Units 1 and 2
General Mathematics Units 1 and 2
Specialist Mathematics Units 1 and 2
Mathematical Methods (CAS*) Units 1 and 2
Further Mathematics Units 3 and 4
Mathematical Methods (CAS) Units 3 and 4
Specialist Mathematics Units 3 and 4

Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

**Foundation Mathematics Units 1 and 2** provide continuing mathematical development of students entering VCE who need mathematical skills to support their other VCE subjects, including VET studies, and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. Foundation Mathematics Units 1 and 2 do not provide a basis for undertaking Unit 3 and 4 studies in Mathematics.

**General Mathematics Units 1 and 2** provide courses of study for a broad range of students and may be implemented in a number of ways. They usually lead on to Further Maths Units 3&4. Students intending to study Specialist Mathematics Units 3 & 4 should be provided with access to a rigorous implementation of General Mathematics Units 1and 2, which emphasises mathematical structure and the justification of results through general case arguments.

**Specialist Mathematics Units 1 and 2** provides students intending to take Specialist Mathematics Units 3 and 4 with a subject to be taken in conjunction with Mathematical Methods Units 1 and 2 which provides further foundation in some skills used in Specialist Mathematics Units 3 and 4 that are not focused on in other mathematics subjects.

**Mathematical Methods (CAS) Units 1 and 2** are the most difficult units and are a prerequisite for Mathematical Methods (CAS) Units 3 and 4 and Specialist Mathematics at Year 12.

**Mathematical Methods (CAS) Units 3 and 4** may be taken alone or in conjunction with either Specialist Mathematics Units 3 and 4 or Further Mathematics Units 3 and 4, and provide an appropriate background for further study in, for example, science, humanities, economics or medicine.
Further Mathematics Units 3 and 4 are intended to be widely accessible. They provide general preparation for employment or further study, in particular, where data analysis is important. The assumed and skills for Further Mathematics Units 3 and 4 are drawn from General Mathematics Units 1 and 2. Students who have done only Mathematical Methods (CAS) Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics.

Specialist Mathematics Units 3 and 4 are normally taken in conjunction with Mathematical Methods (CAS) Units 3 and 4, and the areas of study extend and develop material from Mathematical Methods (CAS) Units 3 and 4. Specialist Mathematics Units 3 and 4 are intended for those with strong interests in mathematics and those who wish to undertake further study in mathematics and related disciplines.

*Computer Algebra System – use of graphics calculator

Use of Technology across Units 1 to 4
The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout each unit and course. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, dynamic geometry systems, statistical analysis systems, and computer algebra systems. In particular, students are encouraged to use graphics calculators, spreadsheets or statistical software for probability and statistics related areas of study, and graphics calculators, dynamic geometry systems, graphing packages or computer algebra systems in the remaining areas of study systems both in the learning of new material and the application of this material in a variety of different contexts.

Entry
There are no prerequisites for entry to VCAL Numeracy Foundation, VCAL Numeracy Intermediate, Foundation Mathematics Units 1 and 2, General Mathematics Units 1 and 2, Mathematical Methods Units 1 and 2 or Mathematical Methods (CAS) Units 1 and 2.

However, students attempting Mathematical Methods, in particular, are expected to have a sound background in algebra, function and probability. Some additional preparatory work will be advisable for any student who is undertaking Unit 2 without completing Mathematical Methods Unit 1.

Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study. Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Unit 3 and 4.

Assessment

Satisfactory Completion
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
The assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Satisfactory assessment is based on a range of tasks including tests, assignments, exams and practical activities.

Units 3 and 4
VCAA will supervise the assessment of all students undertaking Units 3 and 4. The student’s level of achievement will be assessed through school-assessed coursework and examination as follows:
1. Further Mathematics
   - Unit 3 school-assessed coursework: 20 percent
   - Unit 4 school-assessed coursework: 14 percent
   - Unit 3 and 4 end-of-year exam (facts, skills and applications): 33 percent
     (one bound reference textbook or lecture pad + calculator allowed)
   - Units 3 and 4 end-of-year examination (analysis task): 33 percent
     (One bound reference textbook or lecture pad + calculator allowed)

2. Mathematical Methods (CAS)
   - Unit 3 school-assessed coursework: 17 percent
   - Unit 4 school-assessed coursework: 17 percent
   - Unit 3 & 4 end-of-year examination (facts, skills & applications): 22 percent
     **(No calculator or notes allowed in this examination)**
   - Unit 3 and 4 end-of-year examination (analysis task): 44 percent
     **(One bound reference textbook or lecture pad allowed)**

3. Specialist Mathematics
   - Unit 3 school-assessed coursework: 17 percent
   - Unit 4 school-assessed coursework: 17 percent
   - Unit 3 and 4 examination (facts, skills and applications): 22 percent
     **(No calculator or notes allowed in this examination. A sheet of formulae will be provided)**
   - Unit 3 and 4 examination (analysis task): 44 percent
     **(One bound reference textbook or lecture pad allowed)**

Calculators

**Mathematical Methods (CAS)**
It will be assumed that you have access to a **CAS calculator**. Any VCAA approved CAS calculator can be used but the textbook we use is written primarily for a **TI-Inspire CX CAS calculator**. A range of discontinued TI CAS calculators such as the **TI-89, TI-92** and **TI-92+** could also be used. If you need further information on VCAA approved calculators, visit the VCAA website at: **http://www.vcaa.vic.edu.au/vce/studies/mathematics/approvedcalculators.html#H2N1006A**.

For further information please speak to Miss Pilkington, Ms Johns, Mr Cameron or Mr Wilkinson.
Physical Education

Physical Education examines the anatomical, physiological, biomechanical, social and cultural influences on performance and participation in physical activities. Theory and practice are integrated in this study area.

Unit 1: The Human Body in Motion
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. Students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems.

Unit 2: Physical Activity, Sport and Society.
Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups.
Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual and settings based strategies that are effective in promoting participation in some form of regular physical activity.

Unit 3: Physical activity participation and physiological performance
This unit maintains a focus on promotion of physical activity using current and up to date research and data. Within this topic students will examine the socio-ecological model to critique strategies that promote physical activity (factors that influence and affect physical activity and participation). Additionally, students also investigate the physiological requirements for physical activity, including the identification of preferred terminology to be used in relation to the energy systems.

Unit 4: Enhancing performance
This unit focuses heavily on training and enhancing sporting performance. The unit also investigates strategies used to enhance performance and improve recovery such as carbohydrate gels as a nutritional supplement and hyperbaric chambers to assist recovery. Furthermore, the final component of the course is investigating the rationale behind anti-doping codes used to govern sport including World Anti Doping Agency (WADA) and the Australian Sports Anti-Doping Authority (ASADA).

There are no prerequisites for entry into Units 1, 2, or 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory Completion
The student must demonstrate achievement of the set outcomes specified for each unit.

Levels of Achievement

Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
School-assessed coursework and an end-of-year examination
- Unit 3 school assessed coursework: 25 Percent
- Unit 4 school assessed coursework: 25 Percent
- Unit 3 and 4 examination: 50 Percent
Physics

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the universe.

The knowledge gained through physics will enhance students’ ability to innovative and contribute to the intelligent and careful use of resources. This knowledge can be used, for example, in industrial, medical and technical applications.

The study is made up of four units, with each unit covering three topics. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills. Throughout Units 1-4 students build on their experimentation and reporting skills to be able to conduct an in-depth practical investigation at the end of Unit 4.

Unit 1 covers heat and thermodynamics, electric circuits, particles and matter.

Unit 2 covers motion, one detailed study of choice (eg. Astronomy) and a practical investigation.

Unit 3 covers motion in two dimensions, electrical power and non-contact forces.

Unit 4 covers light, the interaction of light and matter and a practical investigation.

There are no prerequisites for entry to Units 1, 2 and 3, although students are advised that Unit 3 is designed on the basis that students understand the key knowledge and skills within Unit 2. Students who enter at Unit 3 should be willing to undertake some preparation as specified by their teacher. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes as specified for the unit.

Level of Achievement

Units 1 and 2

Individual school assessment on levels of achievement

Units 3 and 4

Unit 3 School Based Assessment – 21%
Unit 4 School Based Assessment – 19%
End of year examination on Unit 3 and 4 – 60%

See Mr Cameron or Mr Judd for further details.
Psychology

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

Students explore the connections between the brain and behaviour by focussing on the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries.

In VCE Psychology inquiry research includes observational studies, self-reports, questionnaires, interviews, rating scales, and examination of case studies. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate research hypotheses, and collect, analyse and critically interpret data. Students investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer-term consequences for the individual, environment and society.

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

Unit 1 - How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. 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?

A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. 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.
Unit 3: How does experience affect behaviour and mental processes?

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4: How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum to analyse mental health and disorders. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual’s mental functioning and wellbeing.

There are no prerequisites for entry in Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at Unit 3 may need to undertake preparatory work.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified in the unit.

Levels of Achievement

Units 1 and 2

School-assessed coursework

Units 3 and 4

School-assessed coursework and examination

For further information please see Miss Harrington or Ms Lethlean
**Studio Arts**

VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists’ perceptions, beliefs and actions and their relationship with the viewer. Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their cultural identity in their artwork.

**Students use this knowledge to inform their own studio practice and to support art making.** Visiting a variety of art exhibition spaces is integral to the student’s artistic and creative development. Students also consider the ways in which artists work to develop and resolve artworks, including their use of inspiration and their creative process. The role of artists in society includes their relationships with others in the art industry and the presentation and exhibition of artworks in art galleries and exhibition spaces. Students research aspects of the art industry including the presentation, conservation and marketing of artworks.

**Unit 1: Studio Inspiration and Techniques** - Researching and recording ideas, Studio practice, Interpreting Art ideas and use of materials and techniques.

**Unit 2: Studio Exploration and Concepts** - Exploration of studio practices and development of artworks, Ideas and styles in artworks.

**Unit 3: Studio practices and processes.** Exploration proposal, Studio process, Artists and studio practices.

**Unit 4: Studio practice and art industry context.** Develop, refine and present artworks and investigation of art industry.

**Unit 1:** In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks. The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

**Unit 2:** In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists’ work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists’ ideas and how they have created aesthetic qualities and subject matter. Comparisons of contemporary art with historical art styles and movements should be encouraged. The exhibition of artworks is integral to Unit 2 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

**Unit 3:** In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4. For this study, the
exploration proposal supports the student to identify a direction for their studio process. The student determines the studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students’ own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms. The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience. Students are expected to visit at least two different exhibitions and study specific artworks displayed in these exhibitions during their current year of study.

Unit 4: In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists’ involvement in the art industry, focusing on at least two different exhibitions that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation, conservation and promotion of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

Assessment

The percentage contributions to the study score in Unit 3 & 4 VCE Studio Arts are as follows:

**Unit 3 School-assessed Coursework:**

‘Examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.’

: 5 per cent

**Unit 4 School-assessed Coursework:**

‘Compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.’

: 5 per cent

**Units 3 and 4 School-assessed Task:**

‘An exploration proposal and a visual diary that presents an individual studio process, which explores and develops the concepts and ideas set out in the exploration proposal, and produces a range of visual explorations and potential directions that will form the basis of at least two finished artworks in Unit 4.’

‘The presentation of at least two finished artworks with an evaluation of studio processes: 60 per cent

**End-of-year examination:**

: 30 per cent.

For further information, please see Mr Aurisch and Miss Westwood
**Visual Communications**

**Unit 1: Introduction to visual communication design**
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 practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Through experimentation and through exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. In this unit students are introduced to three stages of the design process: researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts.

**Unit 2: Applications of visual communication design**
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 presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

**Unit 3: Design thinking and practice**
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, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students use their research and analysis of visual communication designers to support the development of their own work. They establish a brief and apply design thinking skills through the design process detailed on pages 12 and 13. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and investigation work underpin the developmental and refinement work undertaken in Unit 4.

**Unit 4: Design development and presentation**
The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused. Students refine and
present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas.

They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

Assessment
Satisfactory Completion
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

Levels of Achievement

Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Visual Communication Design Visual students’ level of achievement will be determined by School–assessed Coursework, a school–assessed Task and an end–of–year examination.

Percentage contributions to the study score in Visual Communication Design are as follows:

School–assessed Coursework:
Unit 3 20%

School–assessed Task:
Unit 4 5%

School assessed task 40%

End-of-year examination:
Units 3 and 4 35%

See Mr Aurisch and Miss Westwood for further details.

Art work sample from Lisa Mitchell
**VET Building & Construction**

**Pathways for Building and Construction**
Students who successfully complete this program will gain:
- Basic entry level skills in the building and construction industry
- Certificate II in Building & Construction (partial completion)
- Four Units towards their VCE or industry specific skills strand of their VCAL
- Contribution towards their ATAR (if study score and sit exam)

**Where Next:** On completion students may receive approximately two thirds credit towards the Certificate III in Building & Construction.
Further training and assessment pathways include:
- Enhanced entry into a Building & Construction apprenticeship
- Certificate II in Carpentry

**Possible Future Career Paths**
- Building Site Administration
- Building Services
- Foremanship
- Building Inspection
- Contract Administration
- Program Management (Building)
- Building Surveyor
- Registered Builder

Booklist requirement – X 3 red carpenter pencils & X 1 PR Leather Work boots (must have). The cost is anticipated at $145 per student plus an additional cost for the White Card / CIC and First Aid certificates.

**VET Engineering**

**Pathways in Engineering**
Students who successfully complete this program will gain:
- The necessary skills and knowledge associated with a broad range of careers related to engineering
- A Certificate II in Engineering
- Four Units towards their VCE or industry specific skills strand of their VCAL
- Contribution towards their ATAR (if sit exam)

**Where Next:** This industrial pathway will allow students to work and study at the same time to achieve an engineering qualification to a Degree level.
- A Certificate II in Engineering leads to:
- Certificate III in Engineering (Trade Level)
- Certificate IV in Engineering
- Diploma in Engineering
- Degree in Engineering

**Possible Future Career Paths**
Working as a tradesperson or engineer in one or more of the following fields:
- Mining
- Defence
- Medical Engineering
- Transportation
- Production Engineering
- Heavy Vehicles
- Sustainable Energy Generation
- Automotive
- Design and Development

The cost is anticipated at $145 per student. See Mr Poyser or Mr Bunton for further details.
Students challenge

Please read through the handbook, focusing on the subject outlines you are interested in. Whilst reading look out for the following details & return your response sheet below to Miss Byrne by Wednesday 17th of August.

The students with correct and prompt responses will receive a prize (an example of mutual exchange).

1. On the front cover what are the two events at Charlton that students are attending?
2. What is the VTAC website address?
3. What is the VCAA website address?
4. Who is pictured with the Deakin Uni rep?
5. Which East Loddon P-12 College Old Scholar is pictured receiving a prestigious Monash Uni scholarship?
6. Which two Year 9 students have been caught cuddling rabbits?
7. How many subjects is Mr Phelan identified as a teacher of assistance?
8. How many Year 12’s have pigtails?
9. What do all the students pictured below the Accounting information have in common?
10. What does 96.3 mean to East Loddon P-12 College?
11. Which students attended the IT careers day and are pictured at the event?
12. Which foods should you limit your intake of according to the Healthy Eating Pyramid?
13. Who is pictured on the Pyap paddle steamer in Swan Hill?
14. Name an old East Loddon P-12 College Scholar who visited La Trobe Unversity?
15. Whose art work is on display?
16. How smart does the Class of 2015 look? What is the occasion they pictured celebrating?
17. What are the extra costs associated with VET Building & Construction?
18. List 2 things you have learnt by reading this booklet?
19. What date is the VCE, VCAL and VET subject expo?
20. Did you discuss the subject expo with your parents/guardian? Are they attending?

THANK YOU