Year 11 & 12

East Loddon P-12 College

VCE, VCAL & VET Courses 2016

Art work courtesy of Lisa Mitchell & Brittany Henderson

NAME:
WELCOME to Year 11 & Year 12

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, Sarah Byrne and Barb Bear 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 Barb Bear.

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 Guides or the VCAA website, www.vcaa.vic.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 (VICTER) booklets or current VTAC guides for this 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, distance education subjects and/or approved structured work placement (SWP).

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 2016 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.

In 2016 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 1 and 2 is designed for students likely to need Mathematics for tertiary entrance and leads directly into Further Mathematics 3 and 4. The level of Mathematics covered in this subject is not as advanced as that covered in Mathematical Methods 1 and 2, particularly in relation to algebra skills. A student wishing to do General Mathematics would typically enjoy arithmetic, money maths, statistics and trigonometry.

Mathematical Methods 1 and 2 is designed for students likely to need Mathematics for tertiary entrance and also for those wishing to continue their study of the subject at a more advanced level. Mathematical Methods 1 and 2 leads directly into Mathematical Methods 3 and 4 which is likely to be a pre-requisite subject for many tertiary courses. Students wishing to do Mathematical Methods 1 and 2 would typically enjoy and be good at algebra.

Further Mathematics 3 and 4 is intended for a wide range of students and provides general preparation for employment and further study. Students would be expected to have studied any of the 1 and 2 units prior to undertaking this unit. Further Mathematics 3 and 4 may be taken in conjunction with Mathematical Methods 3 and 4. Further Mathematics 3 and 4 may not be taken in conjunction with Specialist Mathematics 3 and 4.

Mathematical Methods 3 and 4 can be taken on its own or in conjunction with either Further Mathematics 3 and 4 or Specialist Mathematics 3 and 4 units and is intended to provide an appropriate foundation for further study in tertiary areas e.g. Science, Economics and Medicine. Students should have previously studied Mathematical Methods 1 and 2.

Specialist Mathematics 3 and 4 is a course intended for those students who plan to undertake specialist tertiary courses in Mathematics or related disciplines e.g. 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.
**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

*We are also looking at expanding our VET subject range within our school program. This will be dependent on student interest demonstrated and student demand. Students are being encouraged to consider one of the following;*

- VET Business
- VET Community Services
- VET Outdoor Recreation
- VET Sport & Recreation

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 Building & Construction
- VET Engineering
- VET Hairdressing
- VET Health
- VET Beauty (Cosmetics)
- VET Music

For specific information and handouts regarding the VET subjects at the Trade Training Centre in Charlton please speak to Barb Bear (Managed Individual Pathways MIPS co-ordinator) directly.

*All VET subjects incur a cost to the student. It will vary depending on subject materials and delivery.*
The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for students in Year 10 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. VCE units can count towards any VCAL units completed as part of their VCAL. VCAL students also complete up to two days of work placement each week. Students are strongly encouraged to undertake VET subjects as part of their VCAL Learning Program as 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 now 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.

In the past two years Nathan P and Nathan T have been completing at School Based Apprenticeship in Agriculture with Murray Mallee Training as the training provider. I would recommend speaking to either of these two students and their families about the benefits of such a pathway.
Subject

Accounting
Agriculture & Horticulture Studies
Biology
Business Management
Chemistry
Computing (formally Information Technology)
Economics
English
Food & Technology
Health & Human Development
History
Legal Studies
Mathematics (Further, General, Methods & Specialist)
Physical Education
Physics
Psychology
Studio Arts
Visual Communication & Design
VET Building & Construction
VET Engineering
VCAL Foundation
VCAL Intermediate
VCAL Senior

We are also looking at expanding our VET subject range within our school program. This will be dependent on student interest demonstrated and student demand. Students are being encouraged to consider one of the following:

VET Business
VET Community Services
VET Outdoor Recreation
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


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.
VCE UNIT DESCRIPTIONS
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 incorporate 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 incorporate 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 incorporate 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

Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. It is a study of the dynamic relationships between living things, their interdependence, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity. Modern biology draws on increasingly specialised fields of bioscience such as biochemistry, neuroscience, genetics, evolutionary biology, behavioural science, and cell and molecular biology. It makes connections between the disciplines of physics, chemistry, earth science and space sciences in exploring the nature of past and present life. Students build an understanding of the interconnectedness of all living things and their environment. The study of biology prepares students for continuing studies in bioscience and entry into the workforce in a wide range of careers, including those not normally thought of as depending on bioscience. Students develop knowledge of bioscience and skills of science inquiry and the values and attributes that will help them to consider issues and implications associated with the application of biological techniques and technologies.

Year 11
Unit 1: Unity and Diversity: Cells in Action and Functioning Organisms.
Unit 2: Organisms and Their Environment: Adaptation of Organisms and Dynamic Ecosystems.

Assessment of levels of achievement for these units are reported using assessed student assignment work, test and exam performance and descriptive statements.

Year 12
Unit 3: Signatures of Life: Molecules of Life and Detecting and Responding.
Unit 4: Continuity and Change: Heredity and Change Over time.

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

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. The study recognises that there is a range of management theories. Each unit examines some of these theories and, through exposure to real business scenarios and direct contact with business, compares them with management in practice.

Unit 1: Small business management
Unit 2: Communication and management
Unit 3: Corporate management
Unit 4: Managing people and change

Unit 1 provides an opportunity for students to explore the operations of a small business and its likelihood of success. Small businesses are tangible to students as they are visible and accessible in daily life.

Unit 2 focuses on the importance of effective communication in achieving business objectives. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

Unit 3 investigates how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business’ internal environment and how the operations of the business are managed.

Unit 4 continues the examination of corporate management. It commences with a focus on the human resource management function. The unit concludes with analysis of the management of change.

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
Individual school decision on levels of achievement.

Units 3 and 4
School-assessed coursework and 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

See Mr Rudkins for further information.
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 2016, a new study design for Units 1 and 2 will be implemented, while the current study design will run for Units 3 and 4, with implementation of the new study design for Units 3 and 4 commencing in 2017.

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 methods used to ensure the quality of consumer products. This involves studying volumetric, gravimetric and instrumental analysis. Organic chemistry is also covered, with an emphasis on its application to forensic analysis and the development of medicines.

Unit 4 examines the industrial production of chemicals with a focus on factors that affect the rate and extent of chemical reactions. The range of energy sources available and the various ways energy is produced for use by society is explored.

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 (2016)

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

- Unit 3 school-assessed coursework: 20 percent
- Unit 4 school-assessed coursework: 20 percent
- End-of-year examination: 60 percent

See Mrs Johns for further details.
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
**Economics**

**Unit 1: Economics: choices and consequences**

The study of economics involves a close examination of how a society organises itself to meet the needs and wants of its citizens. In Australia scarce resources are allocated primarily by the market mechanism. Students come to understand how the decisions made by individuals, firms, governments and other relevant groups affect what is produced, how it is produced and who receives the goods and services that are produced. By focusing on one or more markets, a closer examination can be made of the factors that influence the prices and allocation of resources and how economic decisions are made to solve economic problems as they evolve. Through an examination of market structure, students gain an appreciation of the importance of competition and how market power may affect the allocation of resources and the welfare and living standards of the general population.

A number of contemporary economic issues have an influence on current and future living standards in Australia. Students examine the importance of maintaining sustainable rates of economic growth for current and future living standards. To increase economic growth, more goods and services need to be produced each year. Through a consideration of the importance of natural resources and the environmental impact of economic growth, students develop knowledge about the potential trade-offs between economic growth and sustainable development. The role of key economic decision makers will also be examined and students will be given the opportunity to investigate the importance of international efforts to maintain the long-term economic security of the world economy. Students also examine other important economic issues that are currently affecting the Australian and world economies. Teachers may choose between a study of inflation, the distribution of wealth and income or another relevant economic issue that may be of interest. In each case it will be important for students to understand the factors that influence the issue and how changes in this area will affect living standards.

**Unit 2: Economic change: issues and challenges**

The changing nature of Australia’s population will have an impact upon future rates of economic growth and living standards. With a large group of citizens approaching retirement age, the government faces challenges associated with balancing its budget and funding the healthcare needs of its population. Through a detailed examination of the factors that affect demographic makeup and change, students gain an appreciation of the potential challenges facing businesses wishing to expand, government budgeting and future living standards.

A low unemployment rate is seen as a priority for the federal government and there is a range of policy initiatives that are directed to the achievement of this goal. Students analyse the impacts of high unemployment on both society and the individual. They evaluate the effectiveness of government policies aimed at reducing unemployment and potential skills shortages, and the impact that these may have on future living standards.

Australia’s wealth depends, in part, upon the decisions made and the levels of economic activity in other countries. Through a close examination of Australia’s trading relationships, students come to appreciate the factors that influence Australia’s balance of payments and exchange rate. Increased volume of world trade, movement of capital and migration of people will all be examined in the context of how they affect living standards in Australia.

**Unit 3: Economic activity**

The Australian economy is a contemporary market capitalist economy. In such an economy, the principal means of allocating scarce resources is the price mechanism. Students examine the factors that affect the price and quantity traded in individual markets. Students investigate the importance of competition and analyse the degree of market power in different industries and how this affects the efficiency of resource allocation. Students also come to appreciate that markets will not always lead to the most efficient
allocation of resources. Through an examination of market failure, students are able to explain situations where the market does not operate freely and discuss the role of government in the allocation of resources.

The federal government has a range of macroeconomic goals, which they monitor with appropriate statistical indicators. Some of these goals are explicitly stated while others are inherent in the actions that are taken. Students examine five key economic goals which may vary in importance from time to time and which are pushed for economic, political and social reasons. Through a detailed study of these goals and an examination of the trend in these goals over the last four years, students develop an understanding of the role that each goal plays in improving living standards.

Growth in Australia is dependent upon its international relationships. Students examine the role of trade with international households, businesses, governments and other groups, and the importance of international movement of capital for Australia’s living standards.

The benefits of economic growth are not always shared equally and the living standards of some may increase by more than others. Students examine the reasons for income inequality and the social costs and benefits, and the impact on living standards associated with inequity.

**Unit 4: Economic management**

The federal government attempts to influence the achievement of its economic goals using a range of policies. The government can influence the level of aggregate demand in the economy by relying upon its demand management policies. In recent years, the primary aggregate demand management tool has been monetary policy whereby the Reserve Bank of Australia alters the cost and availability of credit in the economy. Students learn how changes in interest rates will affect inflation, the rate of unemployment and the rate of economic growth. Students also develop an understanding of how the federal government alters the composition and magnitudes of its receipts and expenditure to influence directly and indirectly the components of aggregate demand. Budgetary policy may also be used to target or influence the achievement of external stability and equity in the distribution of income. The relationship between the two macroeconomic demand policies is analysed in terms of their impact upon domestic economic goals.

The government also aims to improve living standards through effective management of the supply side of the economy. The productive capacity of the economy needs to be expanded to meet growing demand. Students investigate how the government has utilised fiscal policy to influence aggregate supply directly in the economy. The role of microeconomic reform in promoting competition, efficiency and expanding the productive capacity is also evaluated in terms of its impact on domestic and international economic goals. Students apply the language, theories and tools of economics to develop a critical perspective about the role of aggregate demand and aggregate supply policies in the current government policy mix.

**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**

Percentage contributions to the study score in VCE Economics 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.
English

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.

VCE English Unit 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

VCE English Unit 2

In this unit, students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 3

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

Unit 4

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

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 and Technology

5 periods per week – 2 practical and 3 theory lessons.

Unit 1: Food safety and properties of food
In this unit students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation.

Students examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used. Students apply this knowledge when preparing food. They investigate quality and ethical considerations in food selection. Students use the design process to meet the requirements of design briefs to maximise the qualities of key foods.

Unit 2: Planning and preparation of food
In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food. Students work both independently and as members of a team to research and implement solutions to a design brief. They use the design process to respond to challenges of preparing food safely and hygienically for a range of contexts and consumers, taking into account nutritional considerations, social and cultural influences, and resource access and availability. Students also explore environmental considerations when planning and preparing meals.

Unit 3: Food preparation, processing and food controls
In this unit students develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations, including the Hazard Analysis and Critical Control Points (HACCP) system. They investigate the causes of food spoilage and food poisoning and apply safe work practices while preparing food.

Students demonstrate understanding of key foods, analyse the functions of the natural components of key foods and apply this information in the preparation of foods. They investigate cooking techniques and justify the use of the techniques they select when preparing key foods. Students develop an understanding of the primary and secondary processes that are applied to key foods, including food processing techniques to prevent spoilage. They also preserve food using these techniques.

Students devise a design brief from which they develop a detailed design plan. Evaluation criteria are developed from the design brief specifications. In preparing their design plan, students conduct research and incorporate their knowledge about key foods, properties of food, tools, equipment, safety and hygiene, preparation, cooking and preservation techniques. They make decisions related to the specifications of the brief. In developing the design plan, students establish an overall production timeline to complete the set of food items (the product) to meet the requirements of the brief for implementation in Unit 4.
Unit 4: Food product development and emerging trends

In this unit students develop individual production plans for the proposed four to six food items and implement the design plan they established in Unit 3. In completing this task, students apply safe and hygienic work practices using a range of preparation and production processes, including some which are complex. They use appropriate tools and equipment and evaluate their planning, processes and product.

Students examine food product development, and research and analyse driving forces that have contributed to product development. They investigate issues underpinning the emerging trends in product development, including social pressures, consumer demand, technological developments, and environmental considerations. Students also investigate food packaging, packaging systems and marketing.

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 Food and Technology 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 VCE Food and Technology are as follows:
- Unit 3 School-assessed Coursework: 18 per cent
- Unit 4 School-assessed Coursework: 12 per cent
- Units 3 and 4 School-assessed Task: 40 per cent
- End-of-year examination: 30 per cent.

For further details please speak to Mrs Drury
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**

The study is made up of twelve units:

**Units 1:**
- Applied history in the local community
- Conquest and resistance
- Twentieth century history 1900–1945

**Units 2:**
- Twentieth century history 1945–2000
- Koorie history
- People and power

**Units 3 and 4:**
- Australian history
- Renaissance history
- Revolutions

Each unit contains between two and four areas of study.

**Unit 1: Applied history in the local community**

Community history is the most widely published form of history in Australia. Many individuals and organisations work to conserve, record and promote the stories of local events, people, artefacts and places. The natural environment, the forces of history and the actions of individuals and communities all have a profound effect upon a region’s history and the rhythms of life experienced by the people who have inhabited a place over time. Traces of this history can be found in local landscapes, buildings, gardens and objects, archaeological sites, the written and pictorial historical record and people’s memories. There is barely a community in Victoria where some form of historic interpretation is not on offer in the form of plaques, memorials, keeping places, historic walks or museums. The heritage industry has become an important facet of the drive to attract tourism to both urban and rural communities.

There are many ways to approach the study of history and there are different ways in which we remember and record the past. This unit provides students with the opportunity to develop and apply the skills of the community historian and engage with the history of their local community through undertaking a range of investigative research, interpretation, display and performance activities.

This unit should be based on a selected local area.

**Unit 1: Conquest and resistance**

Colonisation has been a central feature of human history. Few parts of the world have been untouched by the effects of colonisation and imperial rivalry: around the turn of the twentieth century almost fifty per cent of the Earth’s surface and sixty per cent of its population were under the control of the major imperial powers of the time. As late as the 1940s, colonialism was seen, at least in the west, as a force for the benefit of humanity.

This unit explores the colonisation of one society by another, the interactions between the two societies, the growth of resistance and the establishment of a new nation. It also investigates the problematic nature of nationalism.

This unit should be based on one historical context chosen from China, India, Indonesia, Indochina or Korea.

**Unit 1: Twentieth century history 1900–1945**

The first half of the twentieth century was marked by significant change. From the late nineteenth century up to World War I there was still a sense of a certain and natural order of society. This order was challenged and overturned. Old certainties were replaced by new uncertainties as new movements and organisations emerged in response to economic, social and political crises and conflicts. Revolution, civil war and international conflict overshadowed the first fifty years of the twentieth century. Many of the recurring conflicts of the twentieth century had their origins in the post-World War I political treaties and agreements. These saw the creation of new states and new borders within Europe, Asia and Africa. This was particularly true for the Middle East.
Patterns of daily life in the twentieth century were to change as a result of political and social developments. Advances in science and technology also began to transform the world of work and the home. Traditional forms of cultural expression such as art, literature, music and dance, as well as the new mediums of film and radio, were to both reflect and explore these changes. This unit considers the way that societies responded to these changes and how they affected people’s lives.

This unit should be based on one or more historical contexts from within the specified time period 1900 to 1945; for example, Imperial Russia and the Soviet Union; Palestine and the break up of the Ottoman Empire; the collapse of the Hapsburg Empire; Japan, Germany, America, Europe and World War II; French Indochina; the Middle East and China.

Unit 2: Twentieth century history 1945–2000

In 1945 the forces of Japanese imperialism and German fascism were defeated. The United States of America and the USSR emerged from the destruction of World War II as the new world superpowers. The relationship between these allies soon dissolved into acrimony and suspicion and for the next forty years a Cold War was waged between these opposing ideologies. In 1945 the atomic bombs were dropped on the Japanese cities of Hiroshima and Nagasaki. The debate over the benefits and dangers of nuclear technology was to re-occur throughout the second half of the twentieth century. In 1945 the international community was loath to experience another devastating world war. This year was to see the first meetings of the newly formed United Nations (UN), which aimed, among other things, to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The member nations of the UN grew as the former colonies in Africa, the Middle East, the Pacific and Asia gained independence through both military and diplomatic means, and new countries such as Israel, Pakistan and Bangladesh were created.

Despite advances in medicine, technology and a commitment to the diplomatic process, and internationalist efforts to improve the quality of life for humankind, wars and civil unrest continued to take a huge toll on human life across the globe, as did illness, hunger and disease. Exploitation of the environment to unsustainable levels was identified as an additional threat to the long-term health of the planet. Movements for social, political, and economic change saw the traditional power structures in both Western, communist and developing countries challenged. The individual voice of dissent could now reach across the globe through advances in communication such as television, satellite, and multimedia technology. Increasingly, art, sport, entertainment and consumerism, as well as social action, have become a global experience.

This unit considers some of the major themes and principal events of post-World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings.

This unit should be based on one or more contexts from within the specified time period 1945 to 2000; for example, the Cold War, Middle East conflicts, peace and disarmament movements, Asian, African or Middle East nationalism, globalisation.

Unit 2: Koorie history

Koorie is a term most commonly used by Aboriginal people in South Eastern Australia to describe themselves. Koorie history provides an introduction to the experiences of Koorie people from a Koorie perspective. It examines Koorie views of the past and present, explores Koorie connections with the place now known as south-east Australia, and promotes understanding of Koorie culture and Koorie visions for the future of this land.

The following unit is intended to reflect a Koorie perspective on the experiences and events that are critical to the Koorie community. For example, although there may be debate in the broader community about use of the term ‘invasion’ to describe European settlement in Australia, it is the term most commonly accepted in the Koorie community and therefore is used in this unit.

Before 1788, Koorie communities managed their societies in accordance with their own economic and kinship systems, customs and law. However, after their lands were invaded and as a result of the impact of European policies, Koorie people were no longer able to occupy their land, practise their ceremonies or hunt and gather food as they had done for thousands of years, and they then struggled to make places for themselves in the new society being formed.
Despite restricted opportunities and racist attitudes in the broader community, strong individual Koorie leaders and groups emerged to work for better conditions and greater independence. In the nineteenth century most efforts were on a small and local scale, but by the early twentieth century, Koories came to see themselves as part of a national movement and to act nationally. Examples of this were the Day of Mourning that Aboriginal peoples staged in 1938 and the establishment of the Australian Aborigines League.

The upsurge of activism in the 1960s was influenced by political changes within Australia and by international movements such as the civil rights movement in the USA. Many Aboriginal community organisations helped achieve significant changes in the legal status of Aborigines and to assert control over issues affecting the lives of Aboriginal people in areas such as housing, employment, education and welfare. Activism in the 1970s and beyond emphasised land rights and stressed the centrality of land for all Aborigines and Torres Strait Islanders.

More recently, the Mabo and Wik judgments have been milestones in the struggle for land rights and there has been greater recognition of the damage done through many government policies and actions, especially the removal of Koorie children (the stolen generations). A significant national movement for reconciliation has grown up to acknowledge these issues and to offer hope for the future.

Koorie identity remains strongly connected to the concepts of land, kinship and culture. These are not separate values, but inextricably bound together in lived experience. Koorie people assert their identity by using the term Koorie or more particular names related to their clan or language group, flying the Aboriginal flag, and in many other forms of cultural expression such as song, dance, oral history, painting and film.

Each of the following areas of study concentrates on themes in Koorie history and connects to contemporary issues. The areas may be treated separately or integrated into a single chronological framework.

**Unit 2: People and power**

Challenge and change are fundamental processes in human history. Discontent and desire to change grow until an established idea or society is challenged by one person or by a group of formally organised people. A struggle ensues resulting in ‘old’ and ‘new’ battles for supremacy. Eventually a new balance emerges, but to what extent is there continuity and change between the ‘old’ and the ‘new’?

An established authority over time develops various mechanisms to reinforce and defend its beliefs. Ideas are codified, creeds and manifestoes written, even art and architecture are used to perpetuate the system. A hierarchy is established and often force is used to defend and extend the system. For example, by the twelfth century, the Christian church had spread across Europe as the established authority of the Middle Ages, while in the fourteenth century in central America.

Initially, Koories fought against the settlers and the impact of colonisation. With diminished numbers the Aztecs created a theological and military dominance over the area. The belief in the right to enslave other humans has flourished at various times in history, from Ancient Greece to nineteenth century United States, and each time a range of arguments and laws have been created to defend and maintain the system. In many places and civilizations, discrimination on the basis of gender has been justified and codified. Over time, both established and alternative systems have come under question. This course focuses on the process of challenge and change.

Various concepts such as ‘liberty’, ‘authority’, ‘freedom’, ‘equality’, ‘right’ and ‘truth’ are part of modern-day political language and are often used to justify ideas and actions. However, they need to be historically situated. What did they ‘really’ mean at this time? How were these challenges justified? Did it involve a struggle for different values and an introduction of change to a new order? Did the means adopted in the struggle for change ultimately influence, even pervert, the ends? Did the liberators, if victorious, introduce a freer society or did they, in their turn, create restrictive structures?

This unit explores one or more contexts in which challenge and change have occurred, and the people and groups which undertook this challenge. The context may be based on, for example, the fall of the Roman empire, late Medieval England, the Black Death and the Peasants’ revolt, the Lutheran Reformation, slavery in the 19th century, South Africa under apartheid, Northern Ireland, the Civil Rights Movement in the USA or women and patriarchy surveyed over time.
Units 3 and 4: Australian history

For the past 200 years of Australia’s history, a recurring preoccupation has been the nature of the new world that was developing in this country. From the decision to establish a penal colony on the shores of NSW in 1788, in ‘terra nullius’ a so-called ‘empty land’, to present-day dilemmas about national dependence and independence, Australian people and historians have continued to ask ‘what sort of society is this?’ and ‘what sort of society should this become?’

These units examine Australian history during times in which Australians engaged in debates about future directions of their society. These debates often focused on questions of inclusion and exclusion and dependence and independence as well as the place Australia should assume in the world. How and when was Australia imagined as a national community? Which Australians have been most influential in shaping ideas about the nation? How and why have the ideas changed?

Four periods of time have been chosen. Through an examination of events, people, movements and ideas during these four periods, students gain an understanding of the way in which the nation has developed and the manner in which the concept of nationhood has been debated and shaped.

Unit 3: Australian history – imagining Australia

This unit focuses on the European experience in Australia from the early years of the Port Phillip District (later Victoria) through the nineteenth century and up to the eve of World War I.

The study introduces students to the visions and ideas which underpinned colonial society and examines the ways in which they changed over the colonial period, especially under the impetus of significant events such as the discovery of gold and the Eureka rebellion. The underlying visions will also be explored in relation to their impact on those who lived in the Port Phillip District, including the Indigenous people.

The latter part of the unit focuses on the nature of Australian society around the turn of the twentieth century. Students continue their exploration of the ideas and visions which shaped the society – this time in the lead up to Federation and in the early years of the new commonwealth. They will examine popular ideas about the new society and consider some of the practical manifestations of these ideas. An important focus in this area is the question of who was to be included or excluded in this new society and why.

Unit 4: Australian history

This unit continues the exploration of the ideas and visions underpinning Australian society by offering students the opportunity to examine a time when these visions were under threat. They may choose to focus on World War I, The Depression or World War II. The emphasis is on the ways in which Australians responded to the particular threats and whether this led to a rethinking of old certainties. Students will also examine the impact of these experiences on change and social cohesion. The study concludes with an examination of changing Australian attitudes in relation to a number of issues that have been debated in the latter decades of the twentieth century, among them Indigenous rights, the environment, immigration and involvement in war.

Units 3 and 4: Renaissance Italy

The ‘Renaissance’ in Italy from the fourteenth to the sixteenth centuries has been viewed by historians as the beginning of the ‘modern world’. The changes in political and economic institutions, social attitudes and culture helped to shape urban communities which had a sense of their own uniqueness. The rebirth of classical ideas and the application of these ideas by the elitist groups to many facets of urban life led to what is considered to be the Renaissance. The study will investigate the impact of change on the city-states of the Italian peninsula.

Unit 3: Renaissance Italy

This unit focuses on the different types of city-states that existed on the Italian peninsula, their diverse physical, political and economic structures and the different ways in which city-states interacted.

The political stability and economic success achieved by some city-states contributed to the emergence of distinct Renaissance styles in art, the sharing of and competition for cultural, artistic and architectural ideas and the patronage of individual artists, architects and humanists.
The term ‘Renaissance’ is linked with the revival of classical learning. Students will investigate the concept of the Renaissance and its impact on the visual arts, learning and education.

This unit will also focus on Florence, the ‘cradle of the Renaissance’, providing students with the opportunity to study one urban society in depth, and to understand changes and continuities in its political system.

**Unit 4: Renaissance Italy**

This unit examines social life during the Renaissance with a focus on Florence and Venice. It also examines the development, function and validity of the ‘Myth of Venice’.

Networks of social relationships, both formal and informal and centering on neighbourhoods, were integral to the economic and political life of an Italian city-state.

In contrast to Florence’s volatile political history, Venice was praised as La Serenissima due to its apparent stability. This unit also examines the development of the Myth of Venice, its use to perpetuate the identity of the city and evidence which challenges the validity of the Myth.

**Units 3 and 4: Revolutions**

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions.

Because revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state. In defence of the revolution, under attack from within and without, revolutionary governments often deploy armed force and institute policies of terror and repression. The process of revolution concludes when a point of stability has been reached and a viable revolutionary settlement made.

**Unit 3 and 4: Revolutions**

Revolutions in history have been reconsidered and debated by historians. The study of a revolution should consider differing perspectives and the reasons why different groups have made different judgments of the history of the revolution.

In developing a course, teachers should select two of the following revolutions; one for Unit 3 and one for Unit 4:

- The American Revolution
- The French Revolution
- The Russian Revolution
- The Chinese Revolution

For the two selected revolutions, both areas of study must be explored. The periods for each revolution are indicated in the description of the areas of study.

**Assessment**

**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**

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 or other Humanities teachers for details.*
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
- 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.

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 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: Bodies in Motion
This unit investigates how the body systems work together to produce movement & analyses the use of biomechanical principles. The practical activities and excursions explore the relationship between the body systems and physical activity. In particular, the acute and chronic changes to the body as a result of exercise. Students will also study technological advancements from an injury prevention and rehabilitation perspective.

Unit 2: Sports coaching and physically active lifestyles
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Students explore a range of factors that influence participation in regular physical activity, and collect data to identify and discuss barriers to participation. Essentially this unit investigates the impact of physical activity on the individual, active living and the promotion of active living.

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

For further information see Mr Clyne
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. Each unit contains two prescribed areas of study and a third area of study to be selected from the list of detailed studies available in Units 1 to 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 key knowledge and skills.

**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, electronics and photonics and a detailed study on materials and structure.

**Unit 4** covers electric power, the interaction of light and matter and a detailed study on sound.

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**

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

See Mr Cameron or Mr Judd for further details.
**Psychology**

Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition.

In the VCE study of psychology, students explore human behaviours and thought processes. They develop an understanding of mental health issues in society. Students are given the opportunity to apply psychological principles to everyday situations such as workplace and social relations. Psychology provides students with a framework for understanding the complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence mental processes and behaviour. In addition, students develop a range of broader skills including those of problem solving, critical evaluation and the application of processes of scientific inquiry.

The study of psychology leads to opportunities in a range of careers that involve working with children, adults, families and communities in a variety of settings. These include academic and research institutions, management and human resources, and government, corporate and private enterprises.

**Unit 1 - Introduction to psychology**

In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application.

Students consider influences on human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They examine the contribution that classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan. Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

**Outcome 1**

On completion of this unit the student should be able to describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.

**Outcome 2**

On completion of this unit the student should be able to describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

**Unit 2 - Self and others**

A person’s attitudes and behaviours affect the way they view themselves and affect their relationship with others. Understanding what influences the formation of attitudes of individuals and behaviours of groups can contribute to explanations of the positive and negative power of peer pressure, and responses to group behaviour.

Differences between individuals can also be ascribed to differences in intelligence and personality. Differences between individuals, groups and cultures can be analysed in varied ways through different psychological perspectives. Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

**Outcome 1**

On completion of this unit the student should be able to explain how attitudes are formed and changed, and discuss the factors that affect the behaviour of individuals and groups.
Outcome 2
On completion of this unit the student should be able to compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.

Assessment - Units 1 & 2 Satisfactory Completion
For both Units assessment is via a range of ERA reports, essays, class papers and presentations which require the application of skills in thinking, Information/Communication Technology (ICT), research, reading, speaking and writing. Students must demonstrate achievement of the set of outcomes specified for the relevant unit.

Unit 3 focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations. Outcomes include ‘Mind, brain and body’ and ‘Memory’.

Unit 4 focuses on the interrelationship between learning, the brain, its response to experiences, and behaviour. Students consider the biopsychosocial approach to the analysis of mental health and illness. They consider different concepts of normality, and learn to differentiate between normal responses and mental disorders. They use a biopsychosocial framework to explore the nature of stress, simple phobia and a selected mental disorder. Research methodologies are covered again in this unit. Outcomes include ‘Learning’ and ‘Mental Health’.

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
Individual school decision

Units 3 and 4
School-assessed coursework and examination
**Studio Arts**

The creative nature of visual art provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. The exhibition of visual art offers an insight into the diverse interpretations of life and its experience by artists. Engagement with visual art facilitates creative thinking and the development of new ideas, it also supports connection and exchange within communities and beyond.

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of artmaking. The study establishes effective art practices through the application of an individual design process to assist the student's production of a folio of artworks.

The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their artmaking practices. Students' research focuses on the visual analysis of artworks and investigates how artists have interpreted sources of inspiration and influences in their artmaking. Students examine how artists have used materials, techniques and processes to create aesthetic qualities. They study how artists have developed styles and explored their cultural identity in their artwork. Students use this knowledge to inform their own processes to support their artmaking.

In Unit 1 and 2 the foundation for the individual design process is established where students develop an understanding of how to source artistic inspiration related to their individual interests. Through the study of artists from different cultures, students recognise the diversity of aesthetic qualities and examine a range of interpretations of ideas and themes. In practical application students identify elements of inspiration for the development of their own creative artworks and explore a wide variety of materials and techniques.

In Unit 3 the student uses an exploration proposal to define an area for the development of a visual design process that is based on their individual concepts and ideas. The exploration proposal underpins the student’s working process and is used as a reference for the development and reflection of the design process. This enables the student to establish an understanding about how to generate a range of potential directions for the production of possible future artworks.

In Unit 4 students develop a creative folio of finished artworks based on selected potential directions. Students evaluate the use of materials, techniques and aesthetics in relation to the successful communication of their ideas in their finished artworks.

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 outcomes specified for the unit.

**Levels of Achievement**

**Unit 1 and 2**

Individual school decision on levels of achievement.

**Unit 3 and 4**

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

- Unit 3 School-assessed Task: 33 per cent
- Unit 4 School-assessed Task: 33 per cent
- End-of-year examination: 34 per cent

See Ms Madden for more information.
Visual Communication & Design

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies.

Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking.

Students employ a design process to generate and develop visual communications. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, environmental and economic factors. Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Creative, critical and reflective thinking (design thinking) supports students to progress through and focus on the design process.

Throughout the study students explore manual and digital methods to develop and refine presentations. Students have the opportunity to investigate the work and practices of Australian and international designers from a variety of social, cultural, historical and contemporary contexts. Through their research they build an understanding of the important role of visual communication design within society. They are able to draw upon this knowledge as inspiration to support the development of their own visual communication design work. With practice, students gain confidence in using visual language and are supported to reflect on and critique their own and others’ visual communications.

Unit 1: Introduction to visual communication design

In this unit, 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. Students investigate design styles. This research introduces students to the broader context of the place and purpose of design. 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 using 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 **designers use** to 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. 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. Ongoing reflection and evaluation of design solutions assists students. **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.

**There are no prerequisites for entry to Unit 1,2, and 3. Students must undertake Unit 3 prior to undertaking Unit 4.**

**Assessment:** 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.

**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.

**School–assessed Coursework:**
- Unit 3 Outcomes 1 and 2 and Unit 4 Outcome 3  
  25 per cent

**School–assessed Task:**
- Unit 3 Outcome 3 and Unit 4 Outcomes 1 and 2  
  40 per cent

**End-of-year examination:**
- Units 3 and 4  
  35 per cent

**See Mr Aurisch for further details.**
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)

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.

The cost is anticipated at $145 per student.

See Mr McKinnon, Mr Poyser or Mr Bunton for further details.
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

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 McKinnon, Mr Poyser or Mr Bunton for further details.
We are also looking at expanding our VET subject range within our school program. This will be
dependent on student interest demonstrated and student demand. Students are being encouraged to
consider one of the following;
These are each priced at $124.95.

VET Business
VET Community Services
VET Outdoor Recreation
VET Sport & Recreation

PROGRAM 1: BSB20107 CERTIFICATE II IN BUSINESS
VCE VET Units 1 and 2

<table>
<thead>
<tr>
<th>Code Unit of competence Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
</tr>
<tr>
<td>BSBOHS201A Participate in OHS processes 20 hours</td>
</tr>
</tbody>
</table>

Electives: Select ELEVEN
BSBCUS201A Deliver a service to customers 40 hours
BSBIND201A Work effectively in a business environment 30 hours
BSBINM201A Process and maintain workplace information 30 hours
BSBINM202A Handle mail 15 hours
BSBINN201A Contribute to workplace innovation 35 hours
BSBCMM201A Communicate in the workplace 40 hours
BSBITU201A Produce simple word processed documents 60 hours
BSBITU202A Create and use spreadsheets 30 hours
BSBITU203A Communicate electronically 20 hours
BSBSMB201A Identify suitability for micro business 20 hours
BSBSUS201A Participate in environmentally sustainable work practices 20 hours
BSBWOR202A Organise and complete daily work activities 20 hours
BSBWOR203A Work effectively with others 15 hours
BSBWOR204A Use business technology 20 hours
FNSICGEN305A Maintain daily financial/business records 20 hours   TOTAL 260–365 hours

SIS20213 Certificate II in Outdoor Recreation
Certificate II in Outdoor Recreation provides students with the knowledge and skills to be competent in
performing core skills in outdoor recreation environments and assisting with the conduct of a range of
outdoor activities. Units in the program include assisting in conducting outdoor recreation sessions,
responding to emergency situations and working effectively in sport and recreation environments.
Electives can be chosen from a range of streams including Bushwalking, Cycling, Skiing and Surfing.

SIS20313 Certificate II in Sport and Recreation
Certificate II in Sport and Recreation provides students with the skills and knowledge that will enhance
their employment prospects in the sport and recreation industries. Students can choose from a range of
electives including teaching the fundamental skills of athletics, basketball, gymnastics or squash,
maintaining sport and recreation facilities and applying legal and ethical coaching practices.

SIS30513 Certificate III in Sport and Recreation
Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the
Sport and Recreation industry. In Units 1 and 2, students can choose from a range of electives to create
a program of their choice, including teaching the fundamental skills of athletics, basketball, gymnastics or
squash and implementing sports injury prevention. Units 3 and 4 offers scored assessment and includes
core units such as conduct basic warm-up and cool-down programs, plan and conduct sport and
recreation sessions and undertake a risk analysis of activities. Students also undertake electives drawn
from the Aquatics, Fitness, Sport and Outdoor Recreation streams.
<table>
<thead>
<tr>
<th>Unit of competency title</th>
<th>Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory: 6 units</strong></td>
<td></td>
</tr>
<tr>
<td>CHCCS211B Prepare for work in the community sector</td>
<td>55</td>
</tr>
<tr>
<td>CHCCOM201C Communicate with people accessing the services of the organisation</td>
<td>15</td>
</tr>
<tr>
<td>CHCORG201C Follow policies, procedures and programs of the organisation</td>
<td>15</td>
</tr>
<tr>
<td>CHCORG202C Work with others</td>
<td>15</td>
</tr>
<tr>
<td>HLTWHS200A Participate in WHS processes</td>
<td>20</td>
</tr>
<tr>
<td>CHCWHS312A OR Follow WHS safety procedures for direct care work</td>
<td>30</td>
</tr>
<tr>
<td>HLTAID003 Provide first aid</td>
<td>18</td>
</tr>
<tr>
<td>HLTFA311A OR Apply first aid</td>
<td>18</td>
</tr>
<tr>
<td><strong>Electives: a minimum of three units must be selected</strong></td>
<td></td>
</tr>
<tr>
<td>CHCAC316D Provide food services</td>
<td>20</td>
</tr>
<tr>
<td>CHCAC317A Support older people to maintain their independence</td>
<td>20</td>
</tr>
<tr>
<td>CHCAC318B Work effectively with older people</td>
<td>30</td>
</tr>
<tr>
<td>CHCADMIN201D Undertake basic administrative duties</td>
<td>15</td>
</tr>
<tr>
<td>CHCCN301C OR Ensure the health and safety of children</td>
<td>60</td>
</tr>
<tr>
<td>CHCECE002# Ensure the health and safety of children</td>
<td>63</td>
</tr>
<tr>
<td>CHCCOM302D Communicate appropriately with clients and colleagues</td>
<td>20</td>
</tr>
<tr>
<td>CHCCH225A Prepare to work in social housing</td>
<td>30</td>
</tr>
<tr>
<td>CHCCS200D Deliver service to clients</td>
<td>15</td>
</tr>
<tr>
<td>CHCCS308B Provide first point of contact</td>
<td>30</td>
</tr>
<tr>
<td>CHCCS401C Facilitate responsible behaviour</td>
<td>40</td>
</tr>
<tr>
<td>CHCCS405C Identify and address specific client needs</td>
<td>15</td>
</tr>
<tr>
<td>CHCCS411C Work effectively in the community sector</td>
<td>40</td>
</tr>
<tr>
<td>CHCDIS220B Prepare for disability work</td>
<td>30</td>
</tr>
<tr>
<td>CHCDIS301C Work effectively with people with a disability</td>
<td>50</td>
</tr>
<tr>
<td>CHCER301B Deliver emergency relief services</td>
<td>50</td>
</tr>
<tr>
<td>CHCFC301A Support the development of children</td>
<td>45</td>
</tr>
</tbody>
</table>
VCAL UNIT DESCRIPTIONS
VCAL Literacy

Purpose to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:
  family and social life
  workplace and institutional settings
  education and training contexts
  community and civic life.

Literacy (reading, writing, speaking and listening) occurs in all these contexts and different domains or areas of literacy practice correspond with these social contexts.

For people to participate effectively in the four social contexts they need to have competence in the four reading and writing domains: Literacy for self-expression, Literacy for practical purposes, Literacy for knowledge and Literacy for public debate. Neither the social contexts nor the domains are autonomous; they overlap and each social context and domain contains traces of the other domains.

Some genres, or types of texts, are more likely to be found in certain domains. For example, instructions and procedures are genres more likely to be found in literacy for practical purposes, and a narrative is more likely to be found in the domain of self-expression. But a domain does not equal specified genres. Genres cross domains. For example, narratives may be found in the domains of knowledge and public debate, although they are most likely to be found in the domain of self-expression.

In the reading and writing stream, the domains provide a framework by which learners can become aware of genres and the social context or areas of social practices in which they operate, and learn the skills to use the genres. In the teaching situation, emphasis should be given to ensuring language activities are placed in a social context and that learners are given the opportunity to gain a greater understanding of that context.

Learning outcomes
Each reading and writing unit has eight learning outcomes; four relate to reading and four to writing. The learning outcomes are based on the domains.

Although the learning outcomes address only one domain at a time, learners and teachers will find that most texts could be situated in more than one domain. Learners are expected to show competence in all eight learning outcomes in Reading and Writing Foundation and Intermediate, but only seven in Reading and Writing Senior. At the Senior level, students are likely to have clear learning goals with specific reading and writing needs. Focusing on seven learning outcomes enables the teacher to tailor the program to meet these needs.

For each learning outcome
In the reading and writing units, all the elements must be covered in one assessment task or activity, although activities or tasks may take place over a period of time. Completion of this task/activity will demonstrate achievement of the learning outcome.

Oral Communication

Foundation
The purpose of this unit is to enable students to develop skills and knowledge to read and write simple or short texts. Texts will deal with mainly personal and familiar topics but may include some unfamiliar aspects.
Intermediate
The purpose of this reading and writing unit is to enable learners to develop the skills and knowledge to read and write a range of texts on everyday subject matters that include some unfamiliar aspects or material. At this level, once they have identified the audience and purpose of the text, learners use the writing process to produce texts that link several ideas or pieces of information. In reading, learners identify how, and if, the writer has achieved their purpose and express an opinion on the text, taking into account its effectiveness.

At the end of the unit learners will be able to read, comprehend and write a range of texts within a variety of contexts.

Senior
This level focuses on developing skills for further study. The reading and writing unit aims to enable learners to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. Learners will produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text. In reading, the learner identifies the views shaping the text and the devices used to present those views. The learner will also express an opinion on the effectiveness and content of the text.

Learners who successfully complete this unit will be able to read, comprehend and write a range of complex texts across a broad range of contexts.

Assessment
Assessment of oral communication presents particular challenges for teachers associated with the validity, reliability and transferability of a particular performance. Characteristics of the task, situation and individuals involved may all have an impact on the outcome. It is important to remember that oral communication is messy compared to the final product of writing and is developed in real time with a reliance on the immediate context being meaningful. Despite these difficulties, teachers are encouraged to be innovative in their approach to assessment and to use a range of different types of interaction for assessment purposes.

Students should be observed to demonstrate competence on more than one occasion and in different contexts, to ensure that the assessment is as consistent, fair and equitable as possible. Documentation of how students have demonstrated competence may include teacher observation checklists, informal notes, students' self-assessment, peer/group assessment, and/or recordings of performances.

Assessment methods
The assessment methods used should be appropriate to the learner, his or her learning style and needs, the topic or field of study and the learning outcome. Teachers are encouraged to use a range of assessment methods, including:
- recording of student interaction on video or other electronic medium
- documenting individual interaction with teacher
- documenting individual interaction with peers
- self-evaluation of their performance
- feedback from peers/audience.
- observation and written documentation of oral communication episodes; this may be simplified by using checklists of key features observed
VCAL Personal Development Skills

Purpose
The purpose of the Personal Development Skills (PDS) strand is to develop knowledge, skills and attributes that lead towards:
- the development of self
- social responsibility
- building community
- civic and civil responsibility, e.g. through volunteering and working for the benefit of others
- improved self-confidence and self-esteem
- valuing civic participation in a democratic society.

Rationale
The PDS units have been developed to recognise learning that is valued within the community but is not recognised within other qualifications. The units enable students to develop personal development skills through participation in locally developed curriculum. The locally developed programs must be consistent with the purpose statement of the PDS strand and enable the achievement of the PDS unit learning outcomes.

Structure
The PDS strand is designed at three levels – Foundation, Intermediate and Senior. These levels reflect the progression in knowledge, skills and attributes relating to personal development. For further information on the three levels please refer to the VCAL Unit Assessment Planning Guide.

Gaining credits towards the award of the VCAL
A student's VCAL program must contain curriculum components to the value of 10 credits. Six of these must be at the award level or above, of which one must be for literacy and one must be for a VCAL Personal Development Skills unit.

Personal Development Skills units
Two PDS units exist in each level.
In Unit 1, for all levels, the content of learning programs should link to one of the following curriculum contexts:
- personal development (self)
- health and wellbeing
- education
- family.

In Unit 2, for all levels, the content of learning programs should link to one of the following curriculum contexts:
- community engagement
- social awareness
- civic and civil responsibility
- active citizenship.

Nominal duration: each PDS unit has a nominal duration of 100 hours – one credit.

Learning outcomes
There are five learning outcomes in each unit. Students must achieve all learning outcomes to be credited with the unit.

Elements
The elements give information on the requirements for satisfying learning outcomes. The learning outcome is achieved when the student demonstrates achievement in all the elements. All elements in each learning outcome must be met in the one assessment task. However, one task may be used to assess a number of learning outcomes.
**VCAL Work Related Skills**

**Purpose**
The purpose of the Work Related Skills (WRS) strand is to develop employability skills, knowledge and attributes valued within the community and work environments as a preparation for employment.

**Aims**
The Work Related Skills units are designed to:

- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work related organisational skills
- develop OHS awareness
- develop and apply transferable skills for work related contexts.

**Employability skills**
Employability skills contain key personal attributes and skills that are important for young people (entry-level employees) entering the workforce and for existing employees in a global and knowledge economy. The key employability skills include:

- communication
- team work
- problem solving
- initiative and enterprise
- planning and organising
- learning
- self-management
- technology.

**Credit towards WRS strand**
The following curriculum options can be used to meet the requirements for the WRS strand:

- VCAL WRS units
- VCE units aligned to the Work Related Skills strand, e.g.
- VCE VET units
- selected accredited Further Education
- modules or certificates
- nationally accredited VET modules/units of competency
- VCE Outdoor and Environmental Studies, VCE Industry and Enterprise (Unit 1 only) and any VCE Technology studies, e.g. Food and Technology

**Nominal duration**
Each WRS unit has a nominal duration of 100 hours – one credit.

**Learning outcomes**
There are 6 to 8 learning outcomes in each WRS unit. Students must achieve all learning outcomes to be credited with the unit.

There are no formal on-the-job training or structured workplace learning requirements within the accredited units of the VCAL. However, if a VET module/unit of competency is used to meet some of the requirements of the VCAL, this VET module/unit of competency may require a structured workplace learning placement. Structured workplace learning can be used to meet some or all of the learning outcomes of the WRS units.

Schools will need to refer to information on structured workplace learning requirements on the Department of Education and Early Childhood Development website. If students undertake structured workplace learning as part of their VCAL learning program, they must complete relevant accredited OHS training prior to commencement of the structured workplace learning placement.
**VCAL Numeracy**

**Purpose**
Underpinning the VCAL Numeracy Skills units is the concept that skills development occurs best when it takes place within social contexts and for social purpose. Like the Literacy Skills units, the purpose of the Numeracy Skills units is to develop skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:
- family and social life
- workplace and institutional settings
- education and training contexts
- community and civic life.

**Organising framework**
- The learning outcomes are organised into four different domains that focus on the social purposes of numeracy and mathematics:
  - Numeracy for personal organisation focuses on the numeracy requirements for personal organisational matters involving money, time and travel.
  - Numeracy for interpreting society relates to interpreting and reflecting on numerical, statistical and graphical information of relevance to self, work or community.
  - Numeracy for practical purposes addresses aspects of the physical world to do with designing, making and measuring. It incorporates mathematical skills related to the appreciation and application of shape and measurement.
  - Numeracy for knowledge is included at the Senior level. It deals with learning about formal mathematical skills and conventions needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions.
- The mathematics areas of number, space and shape, data, measurement and algebra are present within the above domains.

In the VCAL Numeracy Skills units numeracy and mathematics are interlinked. Numeracy gives meaning to mathematics and mathematics is the tool (the knowledge and skills) to be used efficiently and critically. Numeracy is not associated with a level of mathematics, but is the critical awareness that builds bridges between mathematics and the real world. The VCAL numeracy learning outcomes were developed with this view in mind, where mathematics is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts.

**The levels**

*Foundation*
The purpose of this unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives. The mathematics involved includes measurement, shape, numbers and graphs that are part of the students’ normal routines to do with shopping, travelling, cooking, interpreting public information, telling the time, etc. On successful completion of this unit students will be able to perform everyday mathematical tasks that involve a single mathematical step or process. Their communication about mathematical ideas would mainly be spoken rather than written responses.

*Intermediate*
The purpose of this numeracy unit is to enable learners to develop everyday numeracy to make sense of their daily, personal and public lives. It also introduces learners to the mathematics required outside their immediate personal environment. This may be related to work or the community.

At the completion of this unit, learners will be able to undertake a series of numerical tasks with some confidence, including straightforward calculations either manually and/or using a calculator. They will also be able to select the appropriate method or approach required, and to communicate their ideas both verbally and in writing.
The Senior level unit aims to enable learners to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers, workplace documents and procedures, and specific projects at home or in the community. The mathematics covered includes measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem-solving strategies. Learners who successfully complete the unit are expected to have the capacity to interpret and analyse how mathematics is represented and used, and to recognise and use some of the conventions and symbolism of formal mathematics.

**Integrating VCAL**

The Numeracy Skills units are based on the concept that the application of mathematical skills cannot be separated from social context and that skills and knowledge are best developed when applied to real-life contexts. In most real-life contexts we do not read, write, speak, listen to or complete mathematical tasks in isolation. We use a range of skills and knowledge to successfully complete a task.

Integrating learning outcomes across literacy and numeracy domains and across VCAL strands reflects the integration of skills and competencies in social and work activities. The Numeracy Skills units recognise the connection between the curriculum areas and provide a structure for an integrated approach.

**Assessment**

Assessment should be undertaken as an ongoing process that integrates knowledge and skills with their practical application over a period of time. It will require a combination of evidence collected mainly through teacher observations and some collection of written records of students’ attempts at tasks.

It is not expected that all assessment criteria for an outcome can be assessed within one single task, e.g. it would be unlikely that both the money and time aspects of the personal organisation learning outcome could be demonstrated within one task. Therefore it might require a number of observations or tasks to completely assess a learning outcome. On the other hand, it will often be possible to assess aspects of more than one learning outcome within one assessment task, e.g. a task that involves the practical application of measurement knowledge and skills (practical purposes – measurement) may also allow demonstration of ability to calculate with money (personal organisation).

A range of assessment options should be used according to the needs of the learner group and the learning situation, e.g. in the workplace, assessment could be by observation of students performing on-the-job tasks, whereas these may have to be simulated in a classroom environment.