



VCE COURSE SELECTION GUIDE

2020



HOLY TRINITY
LUTHERAN COLLEGE

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*** Subjects not offered may be available through Distance Education. These will be determined on an individual basis.*

Curriculum Overview: An Introduction

Curriculum Overview

Holy Trinity Lutheran College is a learning community which provides relational, relevant, rigorous and reflective experiences designed to help educate the whole person. Our passionate and experienced staff are committed to supporting all students through the provision of quality academic and co-curricular programs.

While there is a strong focus on helping our Senior School students move from interdependent to independent lifelong learners, partnerships between students, teachers and families are essential for success.

Active participation in the life of the College is strongly encouraged. We know that students who are involved in aspects of the community service, sporting and performing arts programs also tend to perform well in their academic studies.

This handbook contains general information about the VCE at Holy Trinity Lutheran College as well as an outline of the VCE courses being offered in 2020. We trust that this will be a helpful resource and provide an opportunity for families to discuss pathways for the future.

Head of Senior School

Sally Kuchel

VCE Curriculum

Welcome to the Victorian Certificate of Education (VCE) course guide for Holy Trinity Lutheran College. This handbook has been prepared to assist students and their families in the selection of an appropriate course of study and to provide information about the VCE and VET subjects being offered in 2020.

The VCE is awarded to students who satisfactorily complete a program of studies generally taken over four semesters in Years 11 and 12. The requirements for satisfactory completion are set out in this handbook, together with other features of the VCE program.

Vocational Education and Training (VET) courses are a part of the VCE and may be nationally credited, or credited against the VCE.

All families are strongly encouraged to study all sections of the course guide. Parents and students are asked to allocate sufficient time to jointly discuss its contents and the implications for each individual. Students are encouraged to choose subjects based on their interests, skills and abilities.

Parents and students should pay particular attention to understanding the prerequisites that may be required for future career or educational pathways. The selection of the appropriate course for each student is vital and students are encouraged to allocate time to do this properly. Students are also encouraged to:

- Discuss their options with the Careers Practitioner and/ or VET Coordinator;
- Attend university open days and Careers Expos;
- Attend the VCE Parent Information Evening

Students with clear career choices in mind need to ensure that they are familiar with the latest requirements for these careers and to note any changes that may have occurred in recent years.

We trust that the selection of a course for 2020 – 2021 will be a positive and rewarding process as you make your plans for the future.

Curriculum Overview: Contacts

SENIOR SCHOOL CONTACTS

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Curriculum Overview: VCE

Victorian Certificate of Education Curriculum

The VCE is a common credential for all students completing their secondary education. It is controlled by the Victorian Curriculum and Assessment Authority (VCAA). Subjects have been organised into "studies" of four semester units.

Units 1 and 2 are equivalent to Year 11 subjects. Units 3 and 4 are equivalent to Year 12 subjects. Units 3 and 4 must be studied as a sequential pair.

The VCE curriculum offered at Holy Trinity Lutheran College includes the following units of study:

	Year 10 2019	Year 11 2020
Accounting		Units 1 & 2
Art		Units 1 & 2
Biology		Units 1 & 2
Business Management		Units 1 & 2
Chemistry		Units 1 & 2
Computing		Units 1 & 2
English		Units 1 & 2
Food Studies		
General/Further Maths	Units 1 & 2	Units 1 & 2/ Units 3 & 4
Health and Human Development	Units 1 & 2	Units 1 & 2/ Units 3 & 4
History		Units 1 & 2
Legal Studies		Units 1 & 2
Maths Methods	Units 1 & 2	Units 1 & 2/ Units 3 & 4
Media Studies		Units 1 & 2
Outdoor Education and Environmental Studies		Units 1 & 2
Physical Education		Units 1 & 2
Physics		Units 1 & 2
Psychology		Units 1 & 2
Visual Communication and Design		Units 1 & 2

Some subjects may be offered by Distance Education. Students undertaking a subject by Distance Education will be supported and monitored in the school by a teacher qualified to teach that particular subject at VCE level.

These subjects will be identified according to the needs of the 2020 Year 11 cohort and may change depending on student demand.

Distance Education Subjects offered at Holy Trinity

These subjects will be negotiated according to student needs and staff resources. They will be tailored to the needs of the 2020 Year 11 cohort and may change depending on student demand.

Satisfactory Completion of the VCE

To qualify for the award of the VCE, students must satisfactorily complete at least 16 units of study, including:

- Three units of English
- A total of four sequences of 3 and 4 level units

Satisfactory completion of individual units of study: Satisfactory completion of each unit is based on achievement of learning outcomes defined in the official VCAA course document. These outcomes include both knowledge and skills.

An example of satisfactory completion of the VCE

VCE Sample Grid 1 showing acceleration in Year 10

This student meets the English requirement for the VCE and an ATAR and graduates with 24 VCE units (6 x Unit 3 & 4 sequences).

Subject Name and Subject Line Numbers	Year 10		Year 11		Year 12	
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
VCE English			Unit 1	Unit 2	Unit 3	Unit 4
VCE Maths Methods			Unit 1	Unit 2	Unit 3	Unit 4
VCE Health & Hum. Develop.	Unit 1	Unit 2	Unit 3	Unit 4		
VCE Legal Studies			Unit 1			
VCE History				Unit 2	Unit 3	Unit 4
VCE Biology			Unit 1	Unit 2	Unit 3	Unit 4
VCE Chemistry			Unit 1	Unit 2	Unit 3	Unit 4

VCE Sample Grid 2

This student meets the English requirement for the VCE and an ATAR and graduates with 22 VCE units (5 x Unit 3 / 4 sequences). The student has a single study line in Year 12.

Subject Name and Subject Line Numbers	7		Year 11		Year 12	
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
1 VCE English			Unit 1	Unit 2	Unit 3	Unit 4
2 VCE Maths Methods			Unit 1	Unit 2		
VCE Further Mathematics					Unit 3	Unit 4
1 VCE German			Unit 1	Unit 2	Unit 3	Unit 4
4 VCE Legal Studies			Unit 1			
VCE History				Unit 2	Unit 3	Unit 4
5 VCE Food and Technology			Unit 1	Unit 2		
6 VCE Business (Cert II)			Unit 1	Unit 2	Unit 3	Unit 4

Curriculum Overview: the ATAR

Counting results to calculate an ATAR

The ATAR is based on up to six VCE results. The results do not all have to be from the one year. The ATAR is calculated by using:

- The best score in any one of the English studies, plus
- The next best three study scores (together with the English score, these make up the 'Primary Four'), plus
- 10 percent of the scores for any fifth and sixth study which you may have completed (these are known as 'increments')

If you have the Primary Four you will be eligible for an ATAR. VTAC will use up to six results in calculating the ATAR. If you have more than six results, the six scores that give the highest ATAR are used. Studies used in the calculation of the ATAR may be taken over any number of years. However, the time taken to complete VCE studies may be taken into account by institutions.

Calculation of the ATAR

A student's ATAR is calculated using Study Scores from successfully completed level 3 and level 4 units as follows.

ATAR	=	Actual English Study Score	+	Total of 3 best Study Scores	+	10% of study score for the maximum of 2 other subjects
		Subject score student achieves for VCE English units.		Top 3 VCE study scores student achieves for subjects other than English		Part Study Score achieved by student in no more than 2 subjects after English and the top 3.
		This is known as the Primary Four				

Restrictions

There are restrictions on how certain combinations of studies may be counted for your ATAR. In each of the study areas of English, Mathematics, History, Information Technology, LOTE and Music:

- At most, two results can contribute to the Primary Four
- At most, three results can contribute to the ATAR, the third being counted as a 10% increment for a fifth or sixth study

There are other specific restrictions where two or more studies have similar content, or where studies have been combined. Students are advised to choose carefully when selecting their **VCE subjects**.

Access to Studies

In general, the school will offer studies as two-unit sequences. In Year 11 most students will take Units 1 and 2 as a sequence. Units 3 and 4 must be taken as a sequence due to the requirements of external assessment. There is an opportunity for Year 11 students to make minor modifications to their course before commencing Unit 2, subject to places being available.

Student Workload

For most Holy Trinity students, the normal student workload for the two year VCE program will be twenty two semester length units of study, twelve units in Year 11 (mainly Units 1 and 2) and ten units in Year 12 (mainly Units 3 and 4) ie: 5 subjects. Students who undertake VET studies in conjunction with the VCE will normally do ten VCE units in Year 11 and another eight units at Year 12. Variations to the normal workload will be negotiated individually with students and their families.

NB: Undertaking an accelerated study does not mean a reduced workload in the following year.

Curriculum Overview: Tertiary Selection

VCE Study Choice and Tertiary Selection

While the formal requirements for tertiary course selection should not be the only element of a student's choice of studies in Years 11 and 12, students should consider carefully the implications of their study choices for entry into possible tertiary courses.

Choice of VCE Studies for 2020

In choosing studies for 2020, current Years 10 and 11 students should consider the following:

Personal Interest/Ability

The most important factors for any student planning VCE studies are personal interest and ability. You should think about the subjects you have enjoyed (or believe that you will enjoy) and those in which you perform well. It is likely that these will be the VCE studies that will bring not only personal satisfaction and involvement, but also your best results.

Teacher Advice

Your subject teachers have a good idea of your ability and commitment in their subject and you should discuss your plans with them. Any recommendations they make should be carefully considered. You should also make sure that you consult your parents, coordinators and the Careers teacher. You need to be aware of all the implications of study choices.

Prerequisite Studies

These studies must be satisfactorily completed before students can be considered for a particular tertiary course. Usually these studies must be completed at Units 3 and 4 level, but sometimes they are required at Units 1 and 2 level. Prerequisites can be listed as specific studies or as a range of studies from which students can choose. Some courses require a particular level of performance to be achieved before that study can be counted as a prerequisite.

Students need to think of their VCE studies in terms of adequate preparation and presumed knowledge, for these are the important factors in the establishment of course prerequisites. This is evident in science based courses where some combination of studies in Chemistry, Physics, Biology and Mathematics is usually a prerequisite. Or in the case of art and design courses where a folio may need be required; this can be facilitated by completing a visual art subject, like Art, Studio Art or Visual Communication and Design.

You may find it necessary to consider adding a particular study to your program in order to allow you to access certain courses. Alternatively, you may need to revise your tertiary options in the light of what you know about your ability and/or interest in certain subjects which may be prerequisites.

Years 10 and 11 students are advised to speak with the Careers Practitioner to ensure that their study choices take into account all the above factors. Information concerning prerequisite studies is published by the Victorian Tertiary Admissions Committee (VTAC) and published in booklet form as VICTER 2021 and 2022. These booklets describe tertiary selection requirements two years in advance of the current year and summarise all institutional entrance requirements, course prerequisites and other matters such as scoring procedures and the two stage selection model which is used for tertiary selection. VICTER 2021 for students entering Year 12 in 2020 and VICTER 2022 for students entering Year 11 in 2018 are both available in the school. They can also be found on the VTAC website, www.vtac.edu.au/publications/

Tertiary Entrance Requirements

The minimum requirement for completing the VCE is not sufficient for tertiary selection. To be eligible for entry into a tertiary institution students must have:

- Satisfactorily completed the VCE
- Satisfactorily completed a Unit 3 and 4 English subject
- The correct prerequisites
- Completed enough assessment to be given an ATAR score
- Fulfilled any extra requirements such as attending interviews, preparing a pre selection kit, preparing a folio or attending pre selection tests

Throughout the process of selecting studies in the final two years of secondary schooling students should make use of the resources available to them.

Attendance at Open Days, "Experience" days and Careers Expos, provide a valuable insight into both university life and the content of courses of interest.

Tertiary study is only one option open to students when they leave school and it is important for students to explore and fully understand the range of possible future pathways available to them.

Curriculum Overview: Unit Selection

Student information

In the first few weeks of Semester 2, students will be provided with information about Senior Pathways structures and the courses that Holy Trinity will be offering in 2020.

Parent Information

Parents will be provided with information about Senior Pathways at the Year 11 Information Evening. Additional information to be provided on the evening:

- 'Senior Pathways 2020 Student Handbook'
- 'Where to Now?' booklet produced by the Victorian Curriculum Assessment Authority
- 'Choice: VCE studies and the ATAR in 2020' Publication produced by VTAC for Year 10 students
- VET information booklet and application form
- 'Subject nominations – preliminary information' and 'Year 11 – 2020: Senior Pathway Options' forms.

The Process – Expression of Interest

1. Students should peruse the following four documents:

i. Senior Pathways 2020 Student Handbook (provided);

ii. Job Guide 2020 This is a resource produced for a Year 10 audience with hundreds of occupational profiles and information on education and training required for these occupations.

iii. VICTER 2020 This is an online publication from VTAC (Victorian Tertiary Admission Centre) that provides information on University courses available. The pre-requisite subjects are listed for each course.

iv. Choice: VCE studies and the ATAR in 2020

<http://www.vtac.edu.au/pdf/publications/choice.pdf>

2. Read *The Subject Selection Process* handout.

3. Complete the *Subject Nomination – Preliminary Information* section of the abovementioned handout.

4. Complete a draft *Year 11 – 2020: Senior Pathway Selection* form in consultation with parents in the days following the information evening.

5. Attend a subject selection meeting.

6. Submit finalised *Year 11 – 2020: Senior Pathway Selection* form.

Students will then be provided with the final subject selection grid to formally select their subjects for 2020.

Unit Selection

When selecting a program of study, there are inevitably some timetable constraints.

The Year 11 and 12 timetable blocks are designed to reflect student choice. Subjects will be allocated to blocks so as to reflect the choices of the majority of students, within the limitations of facility and staff availability.

It is inevitable that some student subject combinations will not be able to be scheduled, so students are asked to list some alternative subject selections in case of clashes.

Please note: As a general rule, the minimum number of students required to 'run' a subject is 4, although subjects with smaller numbers may also be considered depending on the spread of subjects.

Curriculum Overview: VET in Schools Program

VET (Vocational Education and Training)

VET is a program that allows students to include vocational studies within their VCE. These vocational studies (VET) may be in the area of a student's interest or passion.

VET subjects have equal status in the VCE with all other VCE subjects. A VET subject may offer scored assessment, in the form of a written examination, and provide a study score (selected programs only).

Alternatively, a Block Credit Recognition of 10% increment towards the ATAR may be awarded.

It is important to note that the majority of VET courses are 2 years in total. Therefore, VET subjects cannot be 'picked up' after Year 11. Students must commence their chosen course at the beginning of Year 10 or Year 11 and complete both years successfully to obtain their VET certificate.

VET offers students the opportunity to:

- Combine academic and vocational studies
- Explore career options and pathways
- Undertake learning in the workplace
- Undertake practical learning in an adult learning environment
- Gain a nationally recognised qualification, which contributes to completion of VCE
- Develop skills which will equip them for the workforce

VET subjects require students to travel independently from their home school to the host school or venue for weekly classes. VET classes are held on a Wednesdays.

Holy Trinity has undertaken an arrangement with the VET in Schools programme as coordinated by the Wimmera Southern Mallee VET Cluster. The Cluster is comprised of 13 secondary colleges including:

Balmoral, Birchip, Dimboola, Edenhope, Goroke, Hopetoun, Horsham, Kaniva, Murtoa, Nhill, Rainbow, St Brigid's and Warracknabeal. These schools send students to Horsham on Wednesdays to complete VET course training.

Training is delivered by:

- Federation University (Horsham Campus)
- Longerenong College
- Skillinvest
- Wimmera HUB and
- Horsham College

Wimmera Southern Mallee VET Courses

Please note these courses may be subject to change for 2020, depending on demand.

For a more detailed description of each course please refer to the Wimmera Southern Mallee VET Cluster Handbook.

Course Code	Course Name	Registered Training Organisation
AHC20116	Certificate II in Agriculture	Skillinvest/Longerenong College
AUR20716	Certificate II in Automotive Vocational Preparation	Skillinvest
22338VIC	Certificate II in Building and Construction	Skillinvest
CHC22015	Certificate II in Community Services	The Centre for Participation
CUA20113	Certificate II in Dance	Horsham College/Ausdance
UEE22011	Certificate II in Electrotechnology	Federation University
22470VIC	Certificate II in Engineering	Skillinvest
MSF20516	Certificate II in Furniture Making	Horsham College/ SunitAFE
HLT23215	Certificate II in Health Support Services	Federation University
AHC20416	Certificate II in Horticulture	Federation University
SIT20416	Certificate II in Kitchen Operations	Horsham College/Inner Melbourne VET cluster Inc
CUA20615	Certificate II in Music Industry	Horsham College/College of Sound and Music Production
22304VIC	Certificate II in Plumbing (Pre-apprenticeship)	Federation University
SIT20416	Ready for Work Program	Federation University
SHB20116	Certificate II in Retail Cosmetics	Federation University
SHB20216	Certificate II in Salon Assistant	Federation University
CUA31015	Certificate III in Screen & Media	Horsham College/AIE
SIS30115	Certificate III in Sport and Recreation	Horsham College/iVET Institute

It is a requirement of some VET courses that students participate in Structured Workplace Learning. This must be aligned to the course being studied and may have to be undertaken in the student's own time.

Competency in a VET subject is based on successfully completing units of work and a set number of hours, therefore a high rate of attendance is required. On completion of the VET course a stand-alone, industry recognised certificate, or Statement of Attainment (accredited Australia wide) is awarded to the student.

Please note, additional fees may apply to VET courses. Students are expected to pay for their own tools, protective clothing/uniform and equipment.

Curriculum Overview: Christian Service

Christian Studies

All students undertaking VCE at Holy Trinity are required to complete one Christian Studies subject in each of Year 11 and Year 12.

Year 11 students can choose from the non VCE subjects;

'People and Passion' or

'Religion and Society'

for one/two periods per week throughout the whole year. Please see the course descriptions for more details.

Year 12 students may choose from the school-based Christian Studies program or VCE Unit 3/4 subject 'Texts and Traditions' (see subject description).

Service in the Lutheran Church of Australia

There are a number of opportunities for service in the Lutheran Church. These include the ordained ministry (pastors), diaconal ministry (lay church workers), and educational ministry (teachers).

All of these training programs are administered through the Australian Lutheran College (ALC) in Adelaide.

With particular reference to training for teaching, it should be noted that some of the programs can be offered through distance education modes while students undertake undergraduate studies at other universities. For those interested in fully preparing for initial entry into teaching through ALC, the core of the program is a Bachelor of Education degree offered through Flinders University in South Australia, or through the Australian Catholic University and Deakin University.

For full details of courses and prerequisites speak to the Careers teacher. You may also like to speak to the School Pastor about opportunities for service in the Church.



Christian Studies (Year 11)

CHRISTIAN STUDIES: RELIGION AND SOCIETY (non VCE)

Outline of Course

This course draws on parts of the VCE Religion & Society program, as we identify and explore a variety of religious World Views and reflect on our own.

This learning will focus on:

- Comparative Religions
- Religious communities in Australia and internationally
- Indigenous spirituality/religion
- Individual faith identity

This approach will enable us to explore interesting aspects of religion in society and the course will include:

- Significant discussion with people of varying faith backgrounds

- A brief study of the Reformation, Martin Luther and his journey of faith

Assessment

A variety of assessment tasks will be used. These may include class reports, interviews, written exercises and research or oral presentations.

Where This Study Leads

In Year 12 students will be offered a choice of VCE Texts and Traditions Units 3 and 4 OR an internally developed Year 12 Christian Studies course (non VCE) tailored to the needs and interests of Holy Trinity students.

Christian Studies is a compulsory component of a Year 12 program of study at Holy Trinity Lutheran College. It continues the Christian education theme outlined in the School's Mission Statement and Aims.



Christian Studies

VCE UNIT 2: “POWER AND PASSION” (non VCE)

Aim

This unit is from the VCE study design “History”. It has been developed to help students understand the importance of the place of personal and political freedom and structures of power and authority within a religious tradition. This will be done with particular reference to the Reformation in Germany and England in the 16th Century.

Outline of Course

The course incorporates three main areas of study:

Area of Study 1: Power and authority

The 16th Century was a period in European history in which significant questions were raised about the structures of power and authority in both the political and religious communities. Established authorities often use a variety of ways to maintain and legitimize themselves. Students will study the historical development of the Roman Catholic Church and the emergence of the Papacy and the various arguments and methods used by the Church to maintain religious and political authority in Europe throughout the years leading up to the late Middle Ages.

Area of Study 2: Dissenting groups and challenges

There were many significant questions raised by Luther and others which challenged the existing power structures of 16th Century Europe and opened the possibility for a new sense of political and personal freedom and new structures of authority. Students will be encouraged to study the reasons that led people such as Martin Luther to challenge the established authority and the ways in which their dissent was manifested and disseminated.

Area of Study 3: Change

The Reformation in the Church destroyed the ‘unity’ of the Church at the time and led to the development of ‘Lutherans’, ‘Anglicans’, ‘Roman Catholics’ and others. More significantly, it helped to contribute to a growing sense of the freedom and responsibility of the individual in society. Students will learn about the emergence of the new Christian denominations, and the varying structures of authority and roles for individuals within these denominations.

Outcomes

On completion of the unit students should be able to:

Describe the existing structures of authority at the beginning of the Reformation and show how they were justified and maintained

Explain the reasons that led individuals and groups to challenge the established authority and the methods used to raise such challenges

Evaluate the effectiveness of the Anglican reform movement and the significance of the achieved changes

Assessment

In order to demonstrate these outcomes students will be required to complete a number of assessment tasks, including:

Analysis of documents related to the authority of the Pope and challenges made in the 16th Century

Analysis of 16th Century woodcuts related to social and religious perceptions

Biographical research related to significant figures in the Reformation

Film review evaluating the significance of change in the structures of Church authority following the 16th Century Reformation

Where This Study Leads

Students will be offered a choice of VCE Texts and Traditions Units 3 and 4 or an internally developed and assessed Christian Studies course tailored to the needs and interests of Holy Trinity students.

Christian Studies or VCE Texts and Traditions is a compulsory component of the Year 12 program at Luther College.



Christian Studies (Year 12)

YEAR 12 CHRISTIAN STUDIES (non VCE)

Introduction

As a Christian school, Holy Trinity Lutheran College requires all Year 12 students to undertake either this non VCE Christian Studies course or the VCE Unit 3/4 Texts and Traditions course. This continues the Christian education theme outlined in Holy Trinity Lutheran College's Mission Statement and Aims, and is an essential foundation of our ethos. The Year 12 Christian Studies course is an internally developed and assessed course. It does not provide a VCE score and requires no specific commitment outside of normal class times, assuming the student engages in the learning required within class time. Students report a significant level of satisfaction with the issues and material studied. Students wishing for a VCE score for these studies should refer to the page on Unit 3/4 Texts and Traditions.

Aim

Holy Trinity Lutheran College aims to help students prepare for issues which they will face when they leave the Holy Trinity Community. The framework of this course focuses on some of the lifestyle / world view choices and discussions in which Australian citizens engage in the 21st century.

Outline of Course

The normal Christian Studies lesson time will generally comprise a weekly double period with the teacher. This will allow for worthwhile discussion, reflection and journal responses, as well as time to view film and other discussion stimulus materials. Students will be accountable to the class teacher and to the Head of Senior School for their positive cooperation, involvement and progress in this subject offering. This program is a non-negotiable expectation of Year 12 attendance at Holy Trinity Lutheran College. The course runs for three terms and will explore these three areas:

Part 1: Spirituality, Christianity and World Views

An introduction to and exploration of spirituality, stillness, meditation and prayer. Contemporary World Views are explored as well as the claims of Christianity and the message of Easter. The concepts of 'doubt' and 'faith journey' are also explored.

Part 2: Issues facing people in the 21st century from a Christian perspective

An introduction to ethical thinking in determining how we examine a range of contemporary issues.

Part 3: Vocation and life after Luther College

Students will explore questions such as: Where is my life likely to head after I leave school? What am I called to be in the world? What kinds of relationships will I have with others? What issues arise out of my relationships? What can the Christian church offer me and under what circumstances? How do I access the things I need? How can I be of service to others, to the community and to God?

Assessment

The key assessment item for students will be to complete a thoughtful reflection on their views and learning experience in relation to various topics. This will be recorded in a hand-written journal and submitted in a satisfactory state of completion at least once a term. There will not normally be any form of homework in this subject beyond completion of the task at hand.



Texts and Traditions Units 3 & 4 (Year 12)

UNITS 3 and 4: TEXTS AND TRADITIONS

This is a full VCAA Year 12 subject which provides a study score and will be part of the regular timetable.

Aim

Our focus will be on the Gospel of John. The course concentrates on the following areas of study:

Unit 3

The Background of the Tradition

This area of study examines the sociological and historical events, people and places important to the development of the Gospel tradition.

Approaches to Texts

Students will examine issues which relate to writing of the Gospel such as: authorship, purpose and intended audience. Students will also develop knowledge of the text in terms of its literary structure and major themes.

Interpreting texts (Part 1)

Students explore the situations that affect understanding of the meaning, purpose and teachings of those texts. Students learn the skills of interpreting key Gospel passages and engage in exegetical study of texts in light of the above considerations.

Unit 4

Interpreting texts (Part 2)

Students continue to explore set Gospel texts with a view to understanding how some texts transcend their historical and social contexts and are seen as having continual relevance and meaning for the tradition.

Religious ideas, beliefs and social themes

Students explore how the meaning of texts develops in the light of changing social and theological ideas.

Assessment

This course comprises its study score from School Assessed Coursework (50%) and from a two hour exam at the end of the year (50%).

The SACs will be directly related to the knowledge and skills requirements of each outcome, and can take a variety of short and extended written forms.

The exam will be a combination of essays and some shorter answer responses which may come from any of the outcomes of both units.

Where This Study Leads

This offers students an opportunity to have an ATAR score through a Religious and Values Education (RAVE) based subject. It leads to any study or employment involving professional work with people on a personal level. Therefore, it would suit students intending a career in law, teaching, medicine, psychology, research, social sciences, social work, and of course, any form of ministry in a church or youth group setting. The skills in this subject complement those required in any of the humanities subjects at both Year 12 and tertiary levels.



Service Learning

Service Learning

Background

'A vision for learners and learning in Lutheran Schools (2005) highlights service as a core value of Lutheran education. Service is faith active in love. Service involves the selfless giving and loving of others, making a difference in their lives by responding to their needs, and acting without expecting recognition or reward. A Lutheran school challenges students to grow in their understanding that service is not only a personal response to God's love but a broader response as part of one's humanity for the sake of justice for all. Therefore students in a Lutheran school learn about serving and learn through serving. This concept is known as service learning.'

(LEA Service Learning Rationale)

Aim

In the spirit of this statement from Lutheran Education Australia, the program of Service Learning at Holy Trinity continues to develop each year.

We are developing programs for our senior students where informal discussion and debriefing is provided. In 2017 many students volunteered in various activities. These opportunities have initially been within the context of the school but the program is developing with the support of our school Pastor.

Outline

The Service Learning opportunities to date include:

- Wimmera Christian Emergency Foodbank
- Sunnyside Lutheran Retirement Village



Sport and Recreation

Sport/Recreational Activities

Aim

To provide the opportunity for students to take part in a variety of competitive and recreational physical activities. These sports are played in the Greater Western Region program. The following schools are included in this region;

Ararat

Stawell

Holy Trinity

Horsham College

St Brigids

Murtoa

Warracknabeal

Marian College

Students then have the opportunity to compete against schools from each of the other divisions;

Black Ranges

Coastal

Eureka

Glenelg

Hampden

Little Desert

Midwest

Warrnambool

It is hoped that participation in such activities will enhance:

- Social interaction

- Positive attitudes towards physical activity

- Sportsmanship and etiquette, and

- A wide knowledge of games and activities

The program is offered to provide an enjoyable learning experience.

Term 1

Boys	Girls
Cricket	Cricket
Tennis	Tennis
Swimming	Swimming
Lawn Bowls	Lawn Bowls
Golf	Golf
Baseball	Softball

Term 2

Boys	Girls
Volleyball	Volleyball
Track & Field	Track & Field
Cross Country	Cross Country
Football (incl. AFL 9s)	Football (incl. AFL 9s)
Netball	Netball
Basketball	Basketball
Soccer	Soccer

Term 3

Boys	Girls
Badminton	Badminton
Table Tennis	Table Tennis
Hockey	Hockey

All students have the opportunity to participate in the Holy Trinity Pedal Prix program which runs throughout the year.



Accounting Units 1 & 2

Study Summary

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.

The preparation and presentation of financial statements is governed by Australian Accounting Standards and guided by the Framework for the Preparation and Presentation of Financial Statements (AASB Framework).

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

UNIT 1:

ESTABLISHING AND OPERATING A SERVICE BUSINESS

Outline of Course

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. The cash basis of recording and reporting is used throughout this unit. Using a 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.

Areas of Study

- Going into business
- Recording financial data and reporting accounting information

Outcomes

- Describe the resources required, and explain and discuss the knowledge and skills necessary to set up a small business
- Identify and record the financial data, and report and explain accounting information for a sole proprietor of a service business

Assessment

- a folio of exercises (manual and ICT-based)
- a test (manual and/or ICT-based)
- an assignment (manual and/or ICT-based)
- a classroom presentation (oral or multimedia)

UNIT 2:

ACCOUNTING FOR A TRADING BUSINESS

Outline of Course

This unit extends the accounting process from a service business and focusses 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.

Areas of Study

- Recording financial data and reporting accounting information
- ICT in accounting
- Evaluation of business performance

Outcomes

- Record financial data and report accounting information for a sole trader
- Record financial data and report accounting information for a single activity sole trader using a commercial accounting software package, and discuss the use of ICT in the accounting process
- Select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance

Assessment

- a folio of exercises (manual and ICT-based)
- a test (manual and/or ICT-based)
- an assignment (manual and/or ICT-based)
- a classroom presentation (oral or multimedia)



Accounting Units 3 & 4

UNIT 3: RECORDING AND REPORTING FOR A TRADING BUSINESS

Outline of Course

This unit introduces the double entry system of recording and reporting using the accrual basis of accounting.

Outcomes

Recording of financial data for a single activity sole trader using a double entry system and discussion of various aspects of this accounting system

Preparation of financial reports using the accrual method of accounting. Differences between cash and profit will be identified and implications explained

Assessment

School: 25% of final assessment.
Primary task: tests – manual and ICT

UNIT 4: CONTROL AND ANALYSIS OF BUSINESS PERFORMANCE

Outline of Course

This unit provides an extension of the recording and reporting processes from Unit 3. Students learn about the role and importance of budgeting for the business and evaluate the information prepared and analyse the results in order to suggest strategies to the owner.

Outcomes

Record and report financial data and information using double entry accrual-based accounting for a single activity sole trader, and explain related aspects of this accounting system

Prepare and analyse budgets, evaluate a business using financial and non-financial information and suggest strategies to improve the profitability and liquidity of the business

Assessment

School: 25% of final assessment
Primary task: tests – manual and ICT
External: 50% of final assessment
End-of-year examination



Art Units 1 & 2

Study Summary

VCE Art challenges students to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewer. Students develop skills in research, analysis, art history and criticism to interpret and debate the ideas and issues that are raised in artworks and, in response, they form and support personal points of view. Through exploration and experimentation, students develop skills in creative, critical, reflective and analytical thinking to explore, develop and refine visual artworks in a range of art forms, and to develop an awareness of appropriate health and safety practices. VCE Art equips students with practical and theoretical skills that enable them to follow pathways into tertiary art education or further training in a broad spectrum of art related careers. VCE Art also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art making.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

UNIT 1:

ART, EXPERIENCE AND MEANING

Aim

Unit 1 focusses on *examining artworks through the analysis of how art elements, materials and techniques are used to communicate meaning*. Students examine artists in different societies, cultures and historical periods. In their folio work, they explore the characteristics and qualities of materials and areas of personal interest to generate their own artworks.

Outline of Course

Area of Study 1: Artworks and meaning

Focus: study and interpret the meanings and messages of artworks through the Structural Framework and the Personal Framework

Area of Study 2: Artmaking and Meaning

Focus: the development and application of skills and techniques while exploring areas of individual interest to create artworks

Outcomes

Students should be able to analyse and interpret a variety of artworks using the Structural Framework and the Personal Framework

Students should be able to use the art process to create visual responses that demonstrate their personal interests and ideas

Assessment

Satisfactory completion of a unit is based on the decision that the student has demonstrated achievement of the set outcomes specified for the unit

UNIT 2:

ARTWORKS AND CONTEMPORARY CULTURE

Aim

Unit 2 focusses on developing an awareness that artworks can be created as forms of cultural expression. Students begin to see the importance of an artwork's cultural context and analyse the varying social functions that art can serve. In their folio work, students continue to explore techniques and develop personal and creative responses in their art making.

Outline of Course

Area of Study 1: Contemporary Artworks and Culture

Focus: study the ways in which art reflects and communicates the values, beliefs and traditions of the societies for and in which it is created

Area of Study 2: Artmaking and Contemporary Culture

Focus: students explore areas of personal interest related to culture and contemporary practices. They use the art process and experiment with visual language to develop, present and document their ideas

Outcomes

Students should be able to analyse, interpret, compare and contrast artworks from different cultures using Interpretive Frameworks

Interpretive Frameworks

Students should be able to use the art process to produce at least one finished artwork that explores social and/or personal ideas and issues

Assessment

Procedures for assessment in Units 1 and 2 are determined by the school. These will include folio, sketchbook, class analysis units, essays and a written exam.

Where this Study Leads

Units 3 and 4 Art, Studio Arts, Visual Communication and Fine Arts Design, Technology

Art and design courses at Universities, TAFE colleges and institutes of technology; (Painting, Sculpture, Drawing, Printmaking) Multi-Media Industrial Design Fashion Design Landscape Design Product Design

Visual Communication Media/Journalism Photography Furniture Design Dance Music Architecture Interior Design Art Teaching

Archaeology Advertising Stage Design Art Critic Cartoonist Textile Design Film



Art Units 3 & 4

UNIT 3: ARTWORKS, IDEAS, VALUES

Aim

Units 3 and 4 develop and realise a broad, imaginative and creative body of work through investigation, exploration and application of a variety of materials and techniques. Students can develop folios in varied areas of art and design, eg: painting, sculpture, photography, fashion design, digital imaging and drawing etc. A range of approaches to interpreting art are studied through Interpretive Frameworks, focussing on the meanings and messages communicated in selected artworks, cultures and art issues.

Outline of Course

Area of Study 1: Interpreting Art

Focus: students respond critically as they interpret the meanings and messages of artworks. Using Interpretive Frameworks they research, compare and contrast artworks produced before 1970 and artworks produced since 1970.

Area of Study 2: Investigation and Interpretation through Artmaking

Focus: development of personal art responses inspired by ideas, concepts and observations. Engagement in ongoing exploration, experimentation with materials and techniques and the documentation of thinking and working practices. Development of a sustained body of work.

Outcomes

Students should be able to use Analytical Frameworks to analyse and interpret artworks produced before 1990 and after 1990, and compare the meanings and messages of these artworks

UNIT 4: ARTWORKS, IDEAS, VIEWPOINTS

Outline of Course

Area of Study 1: Discussing Art

Focus: discuss art ideas and issues and the varying interpretations about the role of art in society. Students select a statement about an art idea and related issues that they research, analyse and interpret. Examine opinions and arguments through a range of resources and commentaries and viewpoints.

Area of Study 2: Realisation and Resolution (Folio)

Focus: continual development of the body of work begun in Unit 3 by using the art process and work towards resolving ideas and concepts leading to finished artworks. Documentation and reflection of thinking and working practices.

Outcomes

Be able to examine and analyse an art idea and its related issues to inform their viewpoint.

Be able to apply the art process to progressively communicate ideas and personal concepts in a body of work, including finished artworks, and the use of Analytical Frameworks to reflect upon their artmaking

Assessment

Level of achievement will be determined by:

School assessed task – 50%
Units 3 and 4: Area of Study 1
(Visual diaries and folio)

School assessed coursework
– 10% for each of the following SACs
Unit 3: Area of Study 1 (Interpreting Art)
Unit 4: Area of Study 1 (Discussing and Debating Art)

End-of-year examination
Units 3 and 4 – Examination: 30%

Where this Study Leads

Art and design courses at Universities, TAFE colleges and institutes of technology; Fine Arts (Painting, Sculpture, Drawing, Printmaking) Multi-Media Industrial Design

Fashion Design
Landscape Design
Product Design
Visual Communication
Media/Journalism
Photography
Furniture Design

Dance
Music
Architecture
Interior Design
Art Teaching
Archaeology
Advertising

Stage Design
Art Critic
Cartoonist
Textile Design
Film



Biology Units 1 & 2

Study Summary

Biology is the study of living things from familiar, complex, multi-cellular organisms that live in the many different habitats of our biosphere, to single-celled micro-organisms that live in what would seem to be inhospitable conditions. Biology enables students to understand that despite the diverse ways of meeting the challenges of survival, all living things have many structural and functional characteristics in common.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Recommended

A good pass in Year 10 Science.

UNIT 1

HOW DO LIVING THINGS STAY ALIVE?

Aim

To examine the structure and function of cells and organisms and relate them to the requirements for life.

Outline of Course

Topics include the structure, functioning and composition of cells, transport of substances in and out of cells, energy transformations in cells, and functioning systems in plants and animals.

Areas of Study

- How do organisms function?
- How do living systems sustain life?
- Practical Investigation

Outcomes

At the end of this unit students will be able to:

- investigate and explain how cellular structures and systems function to sustain life
- explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth
- design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data

Assessment

The award of satisfactory completion for this unit will be based on demonstrated achievement of Outcomes 1, 2 and 3. Assessment will be based on the class teacher's evaluation of achievement of outcomes based on set criteria.

UNIT 2:

HOW IS CONTINUITY OF LIFE MAINTAINED?

Outline of Course

Topics investigated include genomes, genes and alleles, chromosomes, genotypes and phenotypes, analysis of pedigree charts, predictions of genetic crosses and genetic decision making.

Areas of Study

- How does reproduction maintain the continuity of life?
- How is inheritance explained?
- Investigation of an issue

Outcomes

At the end of this unit students will be able to:

- compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies
- apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance
- investigate and communicate a response to a question related to an issue in genetics and/or reproductive science

Assessment

The award of satisfactory completion for this unit will be based on demonstrated achievement of Outcomes 1, 2 and 3. Assessment will be based on the class teacher's evaluation of achievement of outcomes based on set criteria.

Where this Study Leads

Provides a useful background for Biology Units 3 and 4 and career pathways in biological sciences, environmental science, nursing, all areas of medicine, sports science and forensic science.



Biology Units 3 & 4

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

Aim

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

Outline of Course

How do cellular processes work?

How do cells communicate?

Outcomes

At the end of this unit students will be able to:

explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions

apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease

Assessment

Satisfactory completion will be based on demonstrated achievement of the above outcomes. School-assessed Coursework for Unit 3 will contribute 16% to the study score.

UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?

Outline of Course

How are species related?

How do humans impact on biological processes?

Practical investigation

Outcomes

At the end of this unit students will be able to:

analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution

describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society

the student should be able to design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

School Assessment

Satisfactory completion will be based on demonstrated achievement of the above outcomes. School-assessed Coursework for Unit 4 will contribute 24% to the study score.

External Assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 60%.

Recommended/Prerequisite

Students entering the study at Unit 3 will need to undertake preparatory work based on Units 1 and 2, as specified by their teacher. Students cannot enter Unit 4 without satisfactory completion of Unit 3

Where This Study Leads

VCE Biology provides for continuing study pathways within the discipline and leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour, including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.



Business Management Units 1 & 2

Study Summary

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

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

UNIT 1:

PLANNING A BUSINESS

Aim

To provide students with an understanding of how businesses of all sizes are major contributors to the economic and social wellbeing of a nation. An emphasis is placed on how businesses are formed and the conditions under which new business ideas can emerge. Taking a business idea and planning how to make it a reality are fundamental to this study, as they are the cornerstones of economic and social development. Throughout Unit 1, students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Outline of Course

Area of Study 1: The business idea

In this area of study, students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas are formed through a range of sources, such as identifying a gap in the market, technological developments and changing customer needs. Students explore some of the issues that need to be considered before a business can be established.

Area of Study 2: External Environment

The external environment consists of all elements outside of a business that may act as pressures or forces on the operations of a business. Students consider factors from the external environment such as legal, political, social economic, technological, global and corporate responsibility factors and the effects these may have on the decisions made when planning a business. Students investigate how the internal environment relates to the external environment and the effects of this relationship on planning a business.

Area of Study 3: Internal Environment

The internal environment affects the approach to and success of business planning. The owner will generally have more control over the activities, functions and pressures that occur within a business. These factors, such as business models, legal business structures and staffing, will also be influenced to some extent by the external environment. Students explore the factors within the internal environment and consider how planning decisions may have an affect on the ultimate success of a business.

Assessment

Will be developed from a range of learning activities including, but not restricted to, business simulation exercises, PowerPoint presentations, business research reports, development of a business plan, case studies, examinations and tests.

UNIT 2:

ESTABLISHING A BUSINESS

Aim

To provide students with an understanding of the establishment phase of a business's life including the legal requirements that must be satisfied to launch a business. Students learn about establishing a system of financial record keeping, staffing and establishing a customer base. Students also investigate the essential features of effective marketing and analyse various management practices by applying knowledge to contemporary business case studies.

Outline of Course

Area of Study 1: : Legal Requirements and financial considerations

In this area of study, students are introduced to the legal requirements and financial considerations that are vital to establishing a business. They also consider the implications for the business if these requirements are not met.

Area of Study 2: Marketing a Business

In this area of study, students develop their understanding that marketing encompasses a wide range of management practices, from identifying the needs of the target market and establishing a brand presence, through to considerations on price, product features, promotion, place, people, physical evidence and processes. They also consider effective public relations strategies and the benefits and costs these can bring to a business.

Area of Study 3: Staffing a Business

In this area of study, students examine the staffing requirements that will meet the needs and objectives of the business and contribute to productivity and effectiveness. They research the processes undertaken by the business with relation to the recruitment, selection and induction of staff. Students consider the opportunities that the skills and capabilities of staff can contribute to the business, the legal obligations that must be addressed and the relationship between employers and employees within a business.

Assessment

Will be developed from a range of learning activities including, but not restricted to, business simulation exercises, PowerPoint presentations, business research reports, development of a business plan, case studies, business simulation exercises, examinations and tests.



Business Management Units 3 & 4

UNIT 3: MANAGING A BUSINESS

Aim

To have students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students will examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these.

Students will investigate strategies to manage both staff and business operations to meet objectives.

Students will develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies, will have the opportunity to compare theoretical perspectives with current practice.

Outline of Course

Area of Study 1: Business foundations

This area of study introduces students to the key characteristics of businesses and their stakeholders. Students investigate potential conflicts between and the different demands of stakeholders in a business. They examine a range of management styles and management skills that may be used when managing a business and apply these to contemporary business case studies.

Area of Study 2: Managing Employees

In this area of study students investigate essential factors such as motivation and training involved in effectively managing employees to ensure that business objectives are achieved. They consider a range of motivational theories and propose and justify possible solutions to employee management in contemporary business case studies. Students gain an overview of workplace relations including the main participants and their roles in the dispute resolution process.

Area of Study 3: Operations Management

The production of goods and services is the core objective of businesses. Effective management of the process of transforming inputs into outputs is vital to the success of a business, both in terms of maximizing efficiency and effectiveness of the production process and meeting the needs of stakeholders. In this area of study, students examine operations management and consider the best and most responsible use of available resources for the production of a quality final good or service in a competitive, global marketplace.

Assessment

Will be developed from a range of learning activities including, but not restricted to, business simulation exercises, PowerPoint presentations, business research reports, development of a business plan, case studies, examinations and tests.

UNIT 4: TRANSFORMING A BUSINESS

Aim

To have students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students will study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. Students will investigate the importance of leadership in change management and evaluate business practice against theory using contemporary business case studies.

Outline of Course

Area of Study 1: Reviewing performance- the need for change

This area of study develops student's understanding of the need for change. Students investigate the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change on a business. Students will consider and apply various theories for change to contemporary case studies.

Area of Study 2: Implementing change

In this area of study students explore how businesses respond to evaluation data. It is important for managers to know where they want a business to be positioned for the future before implementing a variety of strategies to bring about the desired change. Students consider the importance of leadership in change management, how leaders can inspire change and the effect change can have on stakeholders. Using a contemporary business case study, students evaluate business practice against theory, considering how corporate social responsibility can be incorporated into the change process.

Assessment

Will be developed from a range of learning activities including, but not restricted to, business simulation exercises, PowerPoint presentations, business research reports, development of a business plan, case studies, examinations and tests.

Where this Study Leads

If you are interested in Accounting/Business Management, the following might be of interest to you:

University
Accounting, Economics, Finance, Commerce, Banking and Finance, Business, Electronic Commerce, Management, Marketing, Teaching/Education

TAFE

Banking and Finance, Advertising, International Trade, Legal Practice, Local Government, Sales Management, Marketing, Teaching/Education, Office Administration, Public Relations, Merchandising and Marketing, Real Estate, Retailing

Travel and Tourism, Human Resources

Employment

Direct employment into retail and clerical office support



Chemistry Units 1 & 2

Study Summary

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Students will have the opportunity to investigate, explore and solve qualitative problems and discuss chemical concepts and issues.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Recommended Prerequisites

High level passes at Year 10 Science and Mathematics

UNIT 1:

HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

Outline of Course

Area of Study 1: Explaining the properties of matter

The nature of chemical elements, their atomic structure and their place in the periodic table will be studied by students. Properties of elements and their chemical reactivity are also considered. On completion of this unit students should be able to discuss the structures and properties of metals (including metallic nanomaterials) and ionic compounds, as well as calculate mole quantities. Fundamental quantitative aspects of chemistry are introduced including the mole concept, relative atomic mass, percentage abundance and empirical formula.

Area of Study 2: Explaining the versatility of non-metals

In this area of the course, study students explore a wide range of substances made from non-metals. They investigate the relationship between electronic configuration of non-metallic atoms and the resultant structures and properties of the substances they form. Organic chemistry is studied with emphasis on the IUPAC nomenclature of organic compounds. Carbon based nanoparticles, covalent lattices and polymers are also investigated.

Area of Study 3: Research Investigation

Students will apply and extend their knowledge and skills developed over the course so far. They use critical and creative thinking, science inquiry and communication skills to conduct and present findings of an independent investigation. This will look at the development, use and modification of useful materials or chemicals. Students will select from a vast range of useful materials and investigate how the structure and properties of matter has built up over time through scientific, medical or space research.

UNIT 2:

WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?

Outline of Course

Area of Study 1: How substances interact with water

Students focus on the properties of water and the reactions that take place in water. The polarity and solvent properties of water, solubility of different substances, pH and acid/base reactions are explored, as are the different types of reactions that occur in water. Students investigate issues associated with the solubility of substances in water. Precipitation and redox reactions are covered in depth and represented by the writing of balanced equations.

Area of Study 2: Measuring and analysing substances in water

Students focus on the use of analytical techniques, both in the laboratory and in the field, to measure the solubility and concentrations of solutes in water, and to analyse water samples for chemical contaminants. Students will examine the origin of contaminants in our water, and how solubility of substance changes with temperature. Molarity and concentration introduced, and stoichiometry is applied for mass and volume analysis. Instrumental techniques discussed include calorimetry, UV-visible spectroscopy, atomic absorption spectroscopy and high performance liquid chromatography.

Area of Study 3: Measuring and analysing substances in water

This investigation requires students to develop a question related to water quality. They will plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data (which may include collecting water samples), organise and interpret the data and reach a conclusion in response based on evidence from their collected data.



Chemistry Units 1 & 2

Assessment

Unit 1 Chemistry will include a digital presentation of an independent investigation report.

Unit 2 Chemistry will include a report of a student-designed laboratory investigation.

Throughout both Unit 1 and 2 Chemistry, students will be expected to complete a range of the following tasks:

- Annotations of a practical work folio of activities or investigations

- A report of a practical activity or investigation

- A modelling activity

- Media response

- Problem-solving involving chemical concepts, skills and/or issues

- A reflective learning journal/blog related to selected activities or in response to an issue

- Data analysis

- A test comprising multiple choice and/or short answer and/or extended response

Practical Work

Practical work is a central component of learning and assessment in Chemistry. The following is a guide of the recommended times that will be devoted to student practical work and investigations.

Unit 1 Chemistry: 11-16 hours of class time

Unit 2 Chemistry: 11-16 hours of class time

Where This Study Leads

Chemists use their experiments and knowledge to develop medicines, foods, fabrics and other materials, from neon lights to shatterproof glass. Pick up a can of soft drink and you'll find chemistry everywhere, from the metal can you're holding to the paint used to cover it and the liquid inside!

Studying chemistry will help you to develop research, problem solving and analytical skills. It helps to you challenge ideas and show how you worked things out through logic and step-by-step reasoning. Chemistry often requires teamwork and communication skills too, which is great for project management.

Chemistry will help you get ahead in most STEM (Science, Technology, Engineering & Maths) careers and provides a vital science background for Units 3 and 4 Science subjects. It is an important subject for further study in: medicine, environmental science, engineering, toxicology, developing consumer products, metallurgy (studying how metals behave), space exploration, developing perfumes and cosmetics, pharmaceuticals, energy, teaching, science writing, software development and research.



Chemistry Units 3 & 4

UNIT 3: HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

Aim

This study enables students to:

apply models, theories and concepts to describe, explain, analyse and make predictions about chemical phenomena, systems, structures and properties, and the factors that can affect them
understand and use the language and methodologies of chemistry to solve qualitative and quantitative problems in familiar and unfamiliar contexts

Outline of Course

What are the options for energy production?
How can the yield of a chemical product be optimised?

Outcomes

At the end of this unit students will be able to:

compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact

apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries

School Assessment

Satisfactory completion will be based on demonstrated achievement of the above outcomes. School-assessed Coursework for Unit 3 will contribute 16% to the study score.

Practical Work

Practical work is a central component of learning and assessment in Chemistry. The following is a guide of the recommended times that will be devoted to student practical work and investigations.

Unit 3 Chemistry: 7 - 10 hours of class time

Unit 4 Chemistry: 14 - 20 hours of class time.



Chemistry Units 3 & 4

UNIT 4: HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?

Outline of Course

How can the diversity of carbon compounds be explained and categorised?

What is the chemistry of food?

Outcomes

At the end of this unit students will be able to:

compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules

distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry

design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster

School Assessment

Satisfactory completion will be based on demonstrated achievement of the above outcomes. Contribution to final assessment School-assessed Coursework for Unit 4 will contribute 24% of the study score.

External Assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 60%.

Assessment breakdown

Unit 3 Chemistry SAC Tasks: 16%

Unit 4 Chemistry SAC Tasks: 24%

Unit 3 & 4 Chemistry External Exam: 60%

Recommended/Prerequisite

Units 1 and 2 Chemistry

Where This Study Leads

Chemistry is everywhere in the world around you! As soon as you wake up in the morning, you start doing chemistry. Chemistry explains why an egg changes when you fry it and why your saucepan is labelled as 'non-stick'. Chemistry explains how soap and shampoo make you clean, why you feel tired before coffee and alert after it, and how the petrol in your car gets you to work.

Chemistry sometimes is called the "central science" because it connects other sciences to each other. New breakthroughs in the fields of genetics, biochemistry, medicine, materials science, forensics, nanotechnology, drug discovery, the environment and next-generation computer hardware are all driven by chemistry.

Chemistry is a vital subject for further study – particularly for biological, pharmaceutical, dietetics, and environmental sciences, as well as all tertiary study in all areas of medicine and engineering.

In Units 3 & 4 Chemistry, you will develop your problem solving and analytical skills – which are also important when considering potential careers in the food industry, art, retail sales and transportation. Training in chemistry is essential for many positions in industry, is highly desirable for science teaching, and is useful for careers in the public service and management. If you want to understand the workings of the world around you - then chemistry is for you!



Computing Units 1 & 2

Study Summary

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

VCE Computing is underpinned by four key concepts: approaches to problem solving, data and information, digital systems and interactions and impact. Together these form the conceptual framework of the study and the organising elements for its key knowledge.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. However, it is assumed that students enrolling in VCE Informatics have sound design thinking skills and students enrolling in VCE Software development have sound computational thinking skills. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

UNIT 1:

COMPUTING

Outline of Course

This unit focusses on how data, information and networked digital systems can be used to meet a range of users' current and future needs. Students create a digital solution that graphically represents their findings of an investigation. They also examine the technical underpinnings of wireless and mobile networks, security controls to protect stored and transmitted data, and design a network solution that meets an identified need or opportunity. Furthermore, students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, to create a website. Students have to apply the stages of problem solving methodology and computational design and systems thinking skills.

Outcomes and Software Tools

Students acquire, secure and interpret data, and design and develop a graphic solution that communicates the findings of an investigation

A software tool to create a graphic solution

Students design a network with wireless capacity that meets an identified need or opportunity, explain its configuration and predict risks and benefits for intended users

A graphic tools to represent a network solution

Students design and develop a website collaboratively with others that presents an analysis of a contemporary issue and the team's point of view on the issue

Web authoring software, visualising/thinking tools, tool for planning a project

UNIT 2:

COMPUTING

Outline of Course

This unit focuses on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students use programming or scripting languages to create solutions. They also develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations. Additionally, they create a solution using database management software and explain how they are affected by their interactions with a database system

Outcomes and Software Tools

Students design working modules, using a programming or scripting language, in response to solution requirements

A programming or scripting language that supports object-oriented programming

Students apply the problem-solving methodology and use appropriate software tools to extract relevant data and create a data visualisation

One data manipulation tool and one visualisation tool

Students apply problem solving methodology to create a solution using database management software and explain benefits and risks of interacting with a database

Database management software

Assessment Tasks

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. For this unit students are required to demonstrate the three outcomes detailed above. Suitable tasks for assessment in this unit may be selected from the following:

- using digital systems and techniques, create a solution in response to a need
- visual presentations oral presentations
- written reports.

Students may be permitted to choose between tasks that are of comparable scope and demand.

Where This Study Leads

Units 3 and 4: Informatics and/or Software Development



Computing Informatics Units 3 & 4

Aim

To develop an understanding of the power and risks of using complex data as a basis for decision making. To encourage students to be critical users of technology and create solutions to information problems, needs and opportunities.

Entry

There are no prerequisites for entry to Units 3 and 4. It is a subject suitable for Year 11 students wishing to complete a Unit 3 and 4 in the area of IT. Completion of Learning Technologies courses such as 'Code Matters', 'Marketing Me' and 'Unit 1 and 2 'Computing' would be an advantage.

Unit 3

INFORMATICS

Outline of Course

Students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1, students investigate the way organisations acquire data, using interactive online solutions, such as websites and apps, and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems store and manipulate data. In Area of Study 2, students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data to confirm or refute this hypothesis, prepare project plans and monitor the progress of the project. The second part of the project is completed in Unit 4.

Outcomes and Software Tools

Students design and develop a solution using a relational database management system, and diagrammatically represent how users interact with an online solution when supplying data for a transaction

A relational database management system (RDMS)

Drawing or graphic software

Students use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis and formulate a project plan to manage progress

Appropriate tool for documenting project plans

Software tools to capture, store, prepare and manipulate data

School-Based Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. The student's level of achievement in Unit 3 will be determined by School-assessed Coursework and a School-assessed Task.

The School-assessed Coursework for Unit 3 will contribute 10% to the study score.

The School-assessed Task will contribute 30% to the study score.

Unit 4

Outline of Course

Students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. In Area of Study 1, students draw on the analysis and conclusion of their hypothesis determined in Unit 3 Outcome 2, and then design, develop and evaluate a multimodal online solution that effectively communicates the conclusion and findings. In Area of Study 2, students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

Outcomes and Software Tools

Students design, develop and evaluate a multimodal online solution that confirms or refutes a hypothesis, and assess the effectiveness of the project plan in managing progress

Software tools to manipulate data for creating a multimodal online solution

A tool for documenting project plans

Students compare and contrast the effectiveness of information management strategies used by two organisations to manage the storage and disposal of data and information, and recommend improvements to their current practices

School-Based Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. The student's level of achievement in Unit 4 will be determined by School-assessed Coursework and a School-assessed Task.

The School-assessed Coursework for Unit 4 will contribute 10% to the study score.

The student's level of achievement in Outcome 2 in Unit 3 and Outcome 1 in Unit 4 will be based on a School-assessed Task. The School-assessed Task will contribute 30% to the study score.

External Assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which contributes 50% to the study score.

Where this Study Leads

This study will provide a very useful basis for any student who is planning tertiary studies in web development, networking, commerce, business, accounting, computer science or engineering.



Computing Software Development Units 3 & 4

Aim

To develop thinking and problem solving skills to create purpose – designed solutions using a programming language.

Outline of Course

It is a suitable subject for Year 11 students wishing to complete a Unit 3 and 4 in the area of programming. Completion of Learning Technologies course 'Code Matters' and/or Computing Units 1 and 2 would be an advantage.

Unit 3

SOFTWARE DEVELOPMENT

Outline of Course

In Area of Study 1, students develop a set of working modules through the use of a programming language. They also examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules. In Area of Study 2, students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This will be the first part of a project that is completed in Unit 4.

Outcomes and Software Tools

Students interpret designs and apply a range of functions and techniques using a programming language to develop working modules

Programming language: JAVA and Netbeans

Analyse and document a need or opportunity, generate alternative design ideas, represent the preferred solution design and formulate a project plan for creating the solution

Unified Modelling language to create use cases

A tool for documenting project plans

School-Based Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. The student's level of achievement in Unit 3 will be determined by School-assessed Coursework and a School-assessed Task.

The School-assessed Coursework for Unit 3 will contribute 10% to the study score.

The School-assessed Task will contribute 30% to the study score.

External Assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which contributes 50% to the study score.

Outline of Course

In this unit students focus on how information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3. In Area of Study 1, students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring the progress. In Area of Study 2, students apply system thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Outcomes and Software Tools

Students apply stages of problem-solving methodology to create a solution using a programming language that fulfils identified requirements and assess the effectiveness of the project plan in monitoring progress

Programming language: JAVA and Netbeans

Students analyse and explain the dependencies between two information systems and evaluate the controls in place in one information system to protect the integrity of its source data

A program for documenting project plans

School-Based Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. The student's level of achievement in Unit 4 will be determined by School-assessed Coursework and a School-assessed Task.

The School-assessed Coursework for Unit 3 will contribute 10% to the study score.

The School-assessed Task will contribute 30% to the study score.

External Assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which contributes 50% to the study score.

Recommended/Prerequisite

There are no prerequisites for this subject. It is a suitable subject for students wishing to accelerate in Year 11.

Pathways

This study will provide a very useful basis for any student who is planning tertiary studies in bioinformatics, computer engineering, computer science or software.



English Units 1 & 2

Study Summary

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. VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. It also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Recommended Prerequisites

Students should have satisfactorily completed Year 10 English.

UNIT 1:

Aim

To develop students' competence in using Standard Australian English and extend skills through thinking, listening, speaking, reading and writing. To achieve this, students are encouraged to engage actively in learning, extending their competence in planning, reviewing and re-shaping content of texts to ensure accuracy in communication.

Outline of Course

The focus of this unit is the reading of a range of texts, particularly narrative and persuasive texts in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written and oral texts. Units 1 and 2 develop the same Areas of Study as those developed in English Units 3 and 4, which most students will go on to study in Year 12. The focus is therefore on developing the skills and practices required within Units 1 and 2 to achieve excellence in the following year.

Areas of Study

For this unit students are required to demonstrate the achievement of two outcomes.

Reading and Creating Texts

Here, students must demonstrate the ability to respond analytically and creatively to set texts, identifying and discussing themes, issues and ideas and showing an appreciation of how authors create meaning. The assessment of outcomes for this Area of Study will be through the completion of analytical and creative writing.

Analysing and Presenting Argument

In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.

Assessment

Assessment tasks may include: analytical responses, oral or written creative responses to texts, reviews, argumentative and persuasive writing and participation in and leadership of discussion groups.

UNIT 2:

Outline of Course

This unit places focus upon an expanded range of texts types and genres to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written texts that are both persuasive and analytical. The unit develops the comparison of texts.

Areas of Study

Students will be required to demonstrate achievement in two Areas of Study, each one having one outcome similar to Unit 1.

Reading and Creating Texts

For this area of study the students work on the close analysis of two texts and produce a detailed comparison of the ideas developed and presented in each. This work takes the form of an extended essay.

Analysing and Presenting Argument

Building upon the analysis and construction of texts that attempt to influence an audience in Unit 1, the students apply this knowledge to the development of their own persuasive writing.

Assessment

Assessment tasks will include: detailed comparative and analytical responses to texts in written form, reviews, argumentative and persuasive writing and participation in and leadership of discussion groups.



English Units 3 & 4

UNIT 3:

Aim

Our aim is to develop students' understanding and control of the English language, building on skills that have already been the focus of Units 1 and 2. Students are encouraged become independent learners who can draw upon the formal study that takes place in the classroom and build upon this work with a self-managed programme of study. In so doing, a more confident, motivated and mature discussion of the ideas explored and written about is encouraged.

Outline of Course

Areas of study:

Reading and Creating Texts

Students will analyse two texts. One of these will lead to a close analytical discussion of the work and the textual features employed to communicate ideas.

Analysing and Presenting Argument

Students will expand on the analysis of persuasive argument from Units 1 and 2 and focus attention upon a topical media issue. Work here will lead to a detailed comparative analysis of a range of texts.

Assessment

Outcome 1: Produce an analytical interpretation of a selected text, and a creative response to a different selected text.

Outcome 2: Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

UNIT 4:

Outline of Course

Areas of study:

Reading and Creating Texts

In this part of the unit, students focus on the close analysis of two complete texts. The ideas explored in each and the textual features employed in the construction of the texts then form the basis of an extended analytical essay.

Analysing and Presenting Argument

Building upon the three previous units of English, where the deliberate construction of argument has been explored in detail, students are required here to develop and present a point of view in oral form. This is to be supported by a written statement of intention and is designed to demonstrate a close understanding of the intention to shape an audience through persuasive argument.

Assessment

Outcome 1: Produce an analytical interpretation of a selected text, and a creative response of a different selected text.

Outcome 2: Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Unit 3 coursework contributes 25% to the final assessment

Unit 4 coursework contributes 25% to the final assessment

External Assessment: one three hour exam in November will contribute 50% to the final assessment.

Students will be required to complete two formal practice examinations which will be 3 hours in duration, one in June and one in September, in preparation for the October exam.

Recommended/Prerequisite

Students must undertake Unit 3 prior to undertaking Unit 4.

Where This Study Leads

The study of English at VCE is a good preparation for the study of a wide range of subjects at a tertiary level. The knowledge and skills developed here are applicable to numerous areas of our lives and central to the development of competences across many aspects of the world of work.



Health & Human Development Units 1 & 2

Study Summary

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice. VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

Prerequisite skills

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

UNIT 1:

UNDERSTANDING HEALTH AND WELLBEING

Aim

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Outline of Course

Health Perspectives and Influences

Health and Nutrition

Youth Health and Wellbeing

Outcomes

On satisfactory completion of these outcomes students will be able to:

- explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.
- apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.
- interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Assessment

Suitable tasks for assessment in this unit may be selected from the following:

- a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
 - oral presentation, such as a debate or a podcast
 - a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
 - structured questions, including data analysis.
- Students may be permitted to choose between tasks that are comparable scope and demand.

UNIT 2:

MANAGING HEALTH AND DEVELOPMENT

Aim

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Outline of Course

Developmental Transitions

Health Care in Australia

Outcomes

On satisfactory completion of these outcomes students will be able to:

- explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.
- describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies

Assessment (Units 1 and 2)

Suitable tasks for assessment in this unit may be selected from the following:

- a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital Presentation
- structured questions, including data analysis.



Health & Human Development Units 3 & 4

UNIT 3:

AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

Aim

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Outline of Course

Understanding Health and Wellbeing

Promoting Health and Wellbeing

Outcomes

On satisfactory completion of these outcomes students will be able to:
explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.

explain changes to public health approaches,
analyse improvements in population health over time and evaluate health promotion strategies.

School Assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

The student's performance on each outcome is assessed using one or more of the following:

- a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis.

External Assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

UNIT 4:

HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

Aim

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Outline of Course

Health and Wellbeing in a Global Context

Health and the Sustainable Development Goals

Outcomes

On satisfactory completion of these outcomes students will be able to:
analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.

analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

School Assessment

Outcome 1 – A response in the form of either a written report, a case study, a data analysis or a test

Outcome 2 – Two written responses in the form of either a written report, a case study, a data analysis or a test

Assessment

The student's performance on each outcome is assessed using one or more of the following:

- a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- an oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis.

External Assessment

Unit 3 and 4 Health and Human Development is concluded with an end of year examination. The examination contributes to 50% of the final score and is of two hours duration.

Where This Study Leads

Useful for students contemplating a career in health sciences, international development, international relations, politics, food and nutrition, exercise and sport science, public health and health promotion, paramedics, teaching, psychology, nursing, sport, child care and community services.



History Units 1 & 2

Study Summary

History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. As historians ask new questions, revise interpretations or discover new sources, fresh understandings come to light. Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of sources and the capacity of historians to interpret those sources. VCE History reflects this range of inquiry by enabling students to engage with a range of times, people, places and ideas.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

UNIT 1: TWENTIETH CENTURY HISTORY 1918 – 1939 - NAZI GERMANY

Aim

This unit explores the significant changes that occurred in the first half of the twentieth century, focusing on the rise of Nazism in Germany.

Outline of Course

The course deals with Adolf Hitler's acquisition of power and the establishment of a Nazi state. Students study the factors that contributed to Hitler's rise to power. The main characteristics of Nazism will be analysed and the means by which the Nazis attempted to legitimise their political ideas. The impact of Nazism on the patterns of social life experienced by different groups within Germany, including women, Jews and children is studied as is the cultural expression of the period.

Outcomes

On completion of this unit students will be able to analyse and explain the development of a political crisis, factors that influenced changes to social life and analyse the relationship between the historical context and cultural expression of the period 1918-39.

Assessment

Assessment tasks may be drawn upon the following: research activities and analytical tasks using visual and written responses, annotated maps, multimedia presentations, essays, tests and oral presentations. Students will review a film, possibly *The Pianist*, and compare with primary source material.

UNIT 2: TWENTIETH CENTURY HISTORY 1945 – 2000 - THE COLD WAR

Aim

This unit focuses on the conflict and competition between the opposing ideologies of capitalism and communism, which raised world tension and continued until the fall of communism in 1989.

Outline of Course

Topics include the changing world scene and the emergence of the superpowers and the key ideals and values in American society in the fifties. The fear of communism will be analysed through the study of the film 'Invasion of the Body Snatchers' and primary sources of evidence. American and Australian involvement in the Vietnam War will be studied, leading to examining the challenge to established order through the Anti-Vietnam War Protest Movement. The study involves examination of a key international event in the last decades of the twentieth century.

Outcomes

On completion of this unit students will understand the conflict based on competing ideologies of communism and capitalism, the impact of challenges to the established social, political and/or economic power, and factors that brought about change in the social experience of a community.

Assessment

Assessment tasks are the same as those outlined in Unit 1. Students will review a feature film on the Vietnam War and may undertake an individual research report. There will be an end of year examination based on Units 1 and 2.

Where This Study Leads

History: Units 3 and 4.

The study of History provides students with the valuable skills of how to access, analyse and evaluate sources of knowledge and information. It provides background information which is useful for many other subjects.



History Revolutions Units 3 & 4

UNIT 3: THE RUSSIAN REVOLUTION

UNIT 4: THE FRENCH REVOLUTION

Aim

In Units 3 and 4 Revolutions, students investigate the significant historical causes of political revolution. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have profound effects on the political and social structures of the post-revolutionary society. Post-revolutionary regimes are often pressured internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and the use of extreme measures of violence, oppression and terror. This course provides the opportunity for students to study and gain an understanding of the causes and consequences of revolution and evaluate historical interpretations about the causes and consequences of revolutionary change.

Students will undertake research activities, critically analyse evidence and come to understand the role of history in society.

Outline of Course

Both Unit 3 and Unit 4 involve study of two Areas of Study:

Area of Study 1: Causes of Revolution

What events and factors contributed to the revolution? What tensions and conflicts in society helped cause the revolution? How did ideas, events, groups and individuals help to bring about change?

UNIT 3 – The Russian Revolution: 1896 to October 1917 (from the coronation of Nicholas to the October Revolution)

UNIT 4 – The French Revolution: 1774 to October 1789 (From the accession of Louis XVI to October Days 1789)

Area of Study 2: Consequences of Revolution

What challenges faced the emerging new order, how did they attempt to create a new society and what was the nature of that new society?

UNIT 3 – The Russian Revolution: October 1917 to 1927 (from early Sovnarkom decrees to the end of the NEP)

UNIT 4 – The French Revolution: (From the October Days to the dissolution of the Convention Year III)

School Assessment

Unit 3 coursework (School Assessed Coursework) - 2 Assessment Tasks contribute 25% to the Study Score.

Unit 4 coursework (School Assessed Coursework) – 2 Assessment Tasks contribute 25% to the Study Score.

The tasks will include an essay, analysis of primary sources, evaluation of historical interpretations and an historical enquiry.

External Assessment

One 2-hour November examination contributes 50% to the Study Score.

Recommended/prerequisite

It is recommended, but not essential, that students complete Units 1 and 2 prior to undertaking Units 3 and 4 in History.

Where This Study Leads

Excellent preparation for the demands of post-VCE study. Good background for any career that involves working with other people. A knowledge of the past gives students greater understanding of their own society. History graduates are valued employees of many large companies and work in diverse fields because of their skills in research, analysis and communication.



Australian History Units 3 & 4

Aim

Our aim is to develop students' critical thinking skills and to have them ask meaningful questions about the issues which have shaped Australia into the nation it is today. Students will engage with a variety of sources to examine the development of our national identity.

Outline of course

Areas of study:

The reshaping of Port Phillip District/Victoria, 1834 - 1860

Making a people and a nation: 1890-1920

Crises that tested the nation: 1929-1945

Voices for change: 1965-2000

This course covers 200 years of Australian history, ranging from settlement to current debates about Australia's future. Students will examine the events which have shaped the making of our nation during four periods of time. Early settlement and conflict with indigenous Australians as well as the impact of the Gold Rush on Victoria will be studied. The development of the new nation after Federation will be examined, including how the advent of Federation contributed to the shaping of the nation. The ways in which the Great Depression impacted upon Australia will be covered. Finally, current debates concerning Australia's future will be discussed.

UNIT 3:

Outcomes

Analyse the nature of change in the Port Phillip District/Victoria in the period 1834-1860

Analyse the visions and actions that shaped the new nation from 1890-1920, and the changes and continuities to these visions that resulted from participation in WW1

UNIT 4:

Outcomes

Analyse the social, economic and political consequences of a crisis on the nation

Analyse and evaluate two key social, economic and political changes in late twentieth century Australia

School assessment

Unit 3 coursework contributes 25% of the final assessment

Unit 4 coursework contributes 25% of the final assessment

External assessment

One two hour examination in November will contribute 50% to the final assessment.

Recommended/prerequisite

It is recommended, but not essential, that students complete Units 1 and 2 prior to undertaking Units 3 and 4 in History.

Where this study leads

The study of History at tertiary level.



Legal Studies Units 1 & 2

Study Summary

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

UNIT 1: GUILT AND LIABILITY

Aim

This study enables students to:

- understand and apply legal terminology, principles and concepts
- apply legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems, and form reasoned conclusions
- analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform
- understand legal rights and responsibilities, and the effectiveness of the protection of rights in Australia
- analyse the methods and institutions that determine criminal cases and resolve civil disputes
- propose and analyse reforms to the legal system to enable the principles of justice to be achieved.

Outline of Course

The course includes:

- Area of Study 1: Legal Foundations
- Area of Study 2: The Presumption of Innocence
- Area of Study 3: Civil Liability

Outcomes

On completion of this unit, students should be able to:

- describe the main sources and types of law, and assess the effectiveness of laws.
- explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
- explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

Assessment

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit may be selected from the following:

- a folio of exercises
- structured questions
- a classroom presentation
- a role-play
- a debate
- a report
- a question-and-answer session.

Tasks can be presented orally, in writing or using presentation technology.

UNIT 2: SANCTIONS, REMEDIES AND RIGHTS

Outline of Course

The course includes:

- Area of Study 1: Sanctions
- Area of Study 2: Remedies
- Area of Study 3: Rights
- Area of Study 4: A question of rights

Outcomes

On completion of this unit the student should be able to:

- explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.
- explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.
- evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

Assessment

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit may be selected from the following:

- a folio of exercises
- structured questions
- a classroom presentation
- a role-play
- a debate
- a report
- a question-and-answer session.

Tasks can be presented orally, in writing or using presentation technology.

Where This Study Leads

Preparation for Units 3 and 4; legal courses in Victorian universities.

Possible careers in policing, solicitor/barrister, law-clerk, court officer, politics, public relations, nursing, journalism, real estate. Useful in any career as everyone is involved daily with laws/rules and the legal system. Students will be more informed and better understand the legal system under which they live.



Legal Studies Units 3 & 4

UNIT 3: RIGHTS AND JUSTICE

Aim

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Outline of Course

The course includes:

- Area of Study 1: The Victorian Criminal Justice System
- Area of Study 2: The Victorian Civil Justice System

Outcomes

On the completion of this unit, students should be able to:

- explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice
- analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

School Assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

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

- a case study
- structured questions
- an essay
- a report in written format
- a report in multimedia format
- a folio of exercises.

External Assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

UNIT 4: THE PEOPLE AND THE LAW

Aim

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Outline of Course

The Legal Studies course includes:

- Area of Study 1: The People and the Australian Constitution
- Area of Study 2: The People, the Parliament and the Courts

Outcomes

On the completion of this unit, students should be able to:

- discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.
- discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law

Assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

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

- a case study
- structured questions
- an essay
- a report in written format
- a report in multimedia format
- a folio of exercises.

Where This Study Leads

Legal courses in Victorian universities. Work in legal offices. Possible careers in real estate, marketing, office administration, small business, teaching, legal secretary, court officer, politics, barrister/solicitor, journalism, nursing, police work etc. Useful in any career as everyone is involved daily with laws/rules and the legal system. Students will be more informed and better understand the legal system under which they live.



Mathematics Overview

VCE MATHEMATICS CHOICES Overview

YEAR 11 Mathematics

Mathematical Methods

Covers the concepts of algebra, functions, calculus and probability.

General Mathematics:

Covers the essential basic concepts for Further Mathematics in Year 12.

Further Mathematics:

Tertiary courses and the Mathematics pathways

Pathway 1:

Prerequisite for Monash Computer Systems Engineering. Recommended for engineering courses, also courses requiring high level Mathematics e.g: actuary.

Pathway 2:

Prerequisite for commerce at Melbourne and Monash Universities, engineering most courses, computer science (some courses), science (some courses), biomedicine/biomedical science. Some outcomes include lawyer, management, scientist, physiotherapist.

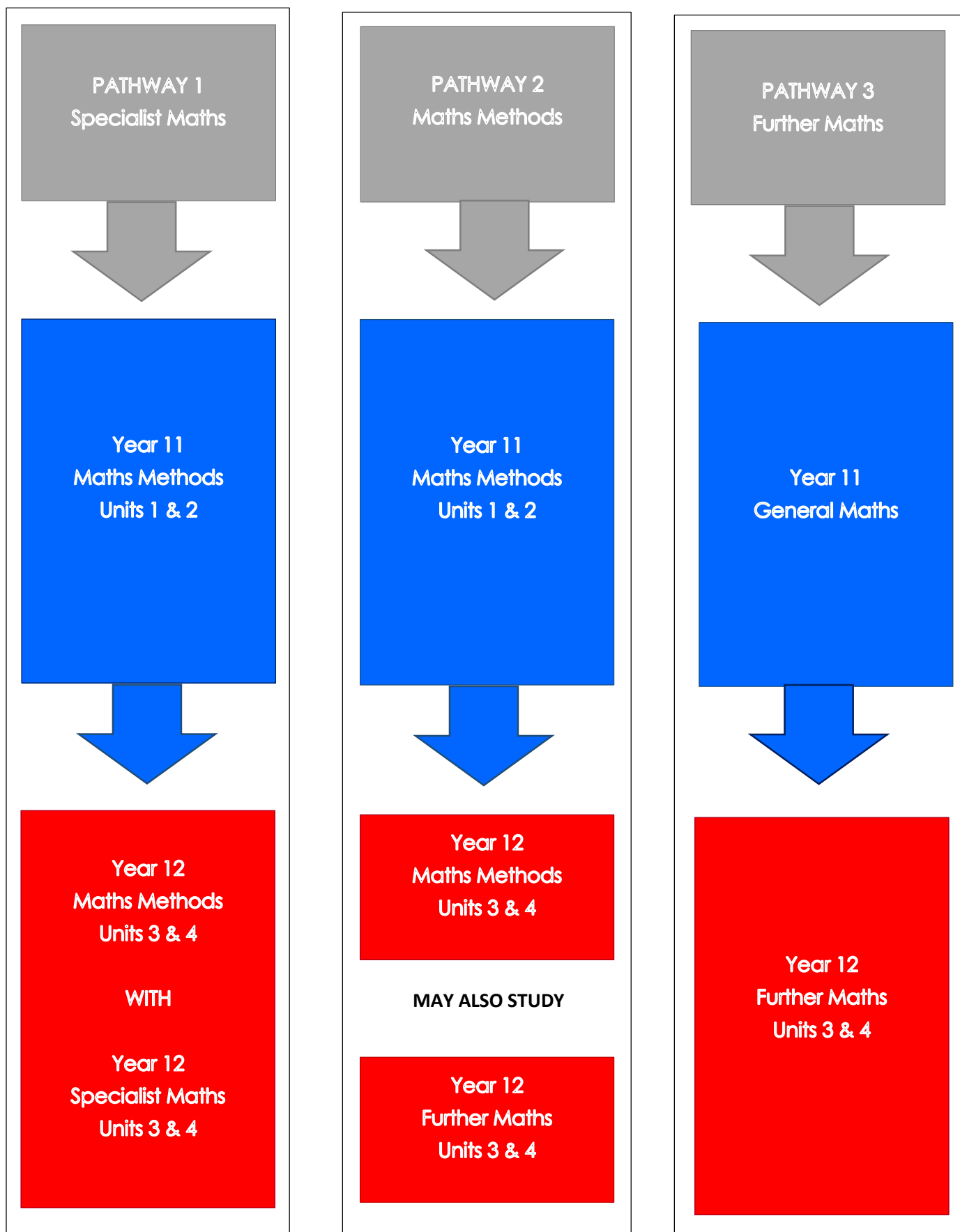
Pathway 3:

Prerequisite for business (some courses), teaching (some only require Unit 1/2), nursing most courses (some only require unit 1/2). Some outcomes include teaching, nursing, business, PE/human movement, exercise science, psychology.

(Please check full details and prerequisites for your course in the relevant VICTER booklet.)



Mathematics Overview





General Mathematics Units 1 & 2

UNITS 1 AND 2

Aim

The aim of all mathematics subjects is to enable students to develop mathematical concepts and skills, apply mathematics to the analysis and modelling of a variety of problems, and use technology as an effective tool for working mathematically. General Mathematics, in particular, is designed for students intending to study Further Mathematics Units 3 and 4 at Year 12.

Outline of Course

Algebra and structure (linear relations and equations)

Arithmetic and number (computation and practical arithmetic; financial arithmetic)

Discrete mathematics (matrices; graphs and networks; number patterns and recursion)

Graphs of linear and non-linear relations (linear graphs and models)

Statistics (investigating and comparing data distributions; investigating relationships between two numerical variables)

Outcomes

To define and explain key concepts, and to apply a range of related mathematical routines and procedures

To select and apply mathematical concepts, models and techniques to investigate and analyse extended application problems in a range of contexts

To select and appropriately use technology to develop Mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques

Assessment

The award of satisfactory completion for a unit is based on the school's assessment on the student's demonstrated achievement. This assessment of a student's overall performance for a unit is based on all the unit's outcomes in assessment tests and tasks.

The tasks for each unit are selected from a range of assessment options including:

Assignments

Tests

Projects

Application problem solving and mathematical modelling

Recommended/Prerequisite

Satisfactory completion of Year 10 Mathematics or Year 10 General Mathematics.

Where This Study Leads

Further Mathematics Units 3 and 4.



Further Mathematics Units 3 & 4

UNITS 3 and 4 : FURTHER MATHEMATICS

Aim

The aim of all mathematics subjects is to enable students to develop mathematical concepts and skills, apply mathematics to the analysis and modelling of a variety of problems, and use technology as an effective tool for working mathematically. Further Mathematics, in particular, is designed to be widely accessible and based on non-calculus approaches. It provides general preparation for employment and/or further study, in particular where data analysis and recursion are important.

Outline of Course

Data analysis (investigating data distributions and associations between two variables, as well as investigating and modelling linear associations and time series data)

Recursion and financial modelling (asset depreciation, compound interest investments, reducing balance loans, and annuities and perpetuities)

Matrices (applications of matrices, including transition matrices)

Networks and decision maths (graphs and networks, exploring and travelling problems, trees and minimum connector problems, flow problems, shortest path problems, and critical path analysis)

Outcomes

To define and explain key concepts in the context of the core and modules topics, and to apply related mathematical techniques and models in routine contexts

To select and apply mathematical concepts, models and techniques in a range of contexts of increasing complexity

To select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques

Assessment

The award of satisfactory completion for a unit is based on the school's assessment on the student's demonstrated achievement. This assessment of a student's overall performance for a unit is based on all the unit's outcomes in assessment tests and tasks. The student's final level of achievement for Unit 3 and 4 is a combination of the scores determined by school-assessed coursework and two final examinations held in November.

School-Assessed Coursework

Unit 3: Application task on data analysis with three components of increasing complexity; modelling or problem solving task related to recursion and financial modelling (20% of final assessment).

Unit 4: Modelling or problem solving tasks related to matrices and networks (20% of final assessment)

End of Year Examinations - External Assessment

Examination 1:

Concepts, models, techniques and applications in a range of contexts
1.5 hours – multiple choice questions covering core and modules
33% of final assessment

Examination 2:

Extended application problems in a range of contexts
1.5 hours – written response questions covering core and modules
33% of final assessment

Recommended/Prerequisite

Satisfactory completion of General Mathematics Units 1 and 2, Specialist Mathematics Units 1 and 2, or Mathematics Methods.



Mathematical Methods Units 1 & 2

UNITS 1 AND 2

Aim

The aim of all mathematics subjects is to enable students to develop mathematical concepts and skills, apply mathematics to the analysis and modelling of a variety of problems, and use technology as an effective tool for working mathematically. Mathematical Methods, in particular, is designed to prepare students for higher level studies in mathematics at Units 3 and 4 and is assumed knowledge for the Mathematical Methods 3 and 4 course. The emphasis of the course is on algebraic skills and manipulation.

Outline of Course

Functions and graphs (behaviour of functions – including power, polynomial, inverse, trigonometric, exponential and logarithmic functions – and their graphs are explored in a variety of modelling contexts)

Algebra (algebra of polynomial and transcendental functions, and transformations of the plane)

Calculus (rates of change, differentiation, anti-differentiation, and related applications)

Probability and statistics (probability analysis including the use of various displays, probability laws and principles, and combinations)

Outcomes

To define and explain key concepts, and to apply a range of related mathematical routines and procedures

To apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques, and analyse these applications of mathematics

To select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques

Assessment

The award of satisfactory completion for a unit is based on the school's assessment on the student's demonstrated achievement. This assessment of a student's overall performance for a unit is based on all the unit's outcomes in assessment tests and tasks. The tasks for each unit are selected from a range of assessment, options including:

Assignments

Tests

Projects

Application problem solving and mathematical modelling.

Recommended/Prerequisite

Mathematical Methods introduces many new topics and a sound knowledge of Year 10 work is assumed. A student's results in Year 10 Algebra are a good indicator of the likely level of success in Mathematical Methods (CAS). This subject is recommended only for students who have Year 10 Mathematics with a "C" or higher.

Where This Study Leads

Mathematical Methods 3 and 4

Specialist Mathematics 3 and 4



Mathematical Methods Units 3 & 4

UNITS 3 and 4 : MATHEMATICAL METHODS

Aim

The aim of all mathematics subjects is to enable students to develop mathematical concepts and skills, apply mathematics to the analysis and modelling of a variety of problems, and use technology as an effective tool for working mathematically. Mathematical Methods may be taken alone or in conjunction with either Specialist Mathematics or Further Mathematics. This study is intended to provide a sound algebraic background for further tertiary studies in science, medicine, information technology, commerce, economics and engineering.

Outline of Course

Functions and graphs (graphs of power, exponential, circular and polynomial functions; transformation of functions, including the inverse transformation and graphs of transformed functions)

Algebra (functions and their inverses; composition of functions; solution of equations, literal equations and systems of simultaneous linear equations)

Calculus (derivatives and anti-derivatives of a wide range of functions; applications of differentiation and integration)

Probability and statistics (discrete and continuous random variables; statistical inference)

Outcomes

To define and explain key concepts, and to apply a range of Mathematical routines and procedures

To apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse these applications of mathematics

To select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques

Assessment

Satisfactory completion for a unit is based on the school's assessment of the student's demonstrated achievement. A student's overall performance for a unit is based on all the unit's outcomes in assessment tests and tasks.

The student's final level of achievement for Unit 3 and 4 is a combination of the scores determined by school-assessed coursework and two final examinations held in November.

School-Assessed Coursework

Unit 3: Application task on functions and calculus with three components of increasing complexity (17% of final assessment).

Unit 4: Modelling or problem solving tasks (17% of final assessment)

End of Year Examinations - External Assessment

Examination 1:

Knowledge of mathematical concepts, skills in carrying out Mathematical algorithms without the use of technology (no calculators or notes), application of concepts and skills

1 hour – short-answer and extended-answer questions covering all areas of study.
22% of final assessment

Examination 2:

Understand and communicate mathematical ideas, and interpret, analyse and solve routine and non-routine problems

2 hours – multiple choice and extended-answer questions covering all areas of study
44% of final assessment

Recommended/Prerequisite

Satisfactory completion of Mathematical Methods Units 1 and 2 is strongly suggested. Students should review their Unit 1 and 2 results carefully before proceeding with Units 3 and 4.

Where This Study Leads

Tertiary courses involving mathematics, eg: science, medicine, engineering, information technology, commerce courses. This course is a common prerequisite to many courses in tertiary institutions, particularly those involving the study of Science, Mathematics, Engineering and related fields.



Media Studies Units 1 & 2

Study Summary

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Prerequisite skills

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

UNIT 1:

MEDIA REPRESENTATION AND TECHNOLOGY

Aim

To develop the students' understanding of the media and how their lives are affected by them. It seeks to develop practical/creative, analytical and critical skills which will inform their relationship with the media throughout their lives. In most units there is deliberate scope for students to use a variety of media formats for presentation of required work, including audio, video, photography, PowerPoint, animation, audio-visual, oral and written.

Outline of Course

This unit focusses on the nature and use of media technologies and materials as well as the selection, coding and ordering processes in the construction of media programs. This unit also looks at the effects these processes have on the final product and its reflection of reality.

Outcomes

Show an understanding of and be able to explain how the media represents and reproduces the world differently from how we actually experience it

Produce and compare different media formats

Look at the creative and cultural implications of new media technology

Assessment

Keep notes and participate in practical activities which focus on video production technologies and to successfully complete an examination on the studied material

Produce a media sequence or series of words, sounds or images that produce a meaningful effect and also prepare a commentary on the intention of the piece

Produce a comparative analysis of three or more professional media representations

Individually write and produce a piece of work in two chosen formats, with particular attention being given to targeting an audience.

UNIT 2:

MEDIA PRODUCTION AND AUSTRALIAN MEDIA INDUSTRY

Outline of Course

This unit focusses on the production processes, the roles performed and skills applied, as well as the applications and implications of new and existing technologies. It also looks specifically at the social and industrial context of Australian media.

Assessment

Participate in specific roles in a production exercise and prepare a commentary

Produce a report on investigations into at least two media organisations in one or a combination of presentation formats

Prepare an annotated file containing written or audio-visual material which deals with various production stages and specialist roles in media production as well as media in general

Either individually or in a group, produce a program in a chosen format that analyses or investigates an individual and their role, or an organisation and its function, in a media situation

Recommended/Prerequisite

There are no prerequisites for this study. It is recommended that students will have taken Media Studies at Year 10.

Where This Study Leads

VCE Media Units 3 and 4.



Media Studies Units 3 & 4

UNIT 3: NARRATIVE AND MEDIA PRODUCTION DESIGN

This unit includes both practical and theory elements of video production. It will look at the importance of narrative in the construction of film as well as the theories and practical processes and techniques of video production. Students will develop an understanding of the importance of planning, audience targeting, scripting and precision in practical work.

Aim

This study aims to:

Develop an understanding of the nature of the medium of television and the diverse social, cultural, moral and ideological influences it has

Develop an understanding of the mechanisms for engaging an audience and the influences both coming from the media and exerted on the media by an audience

Develop an awareness in the debate as to the influence of violence in the media upon society

Develop an understanding of the importance of narrative and production elements in the film and television drama areas

Develop practical skills in media production

UNIT 4: MEDIA PROCESS, SOCIETIES VALUES AND MEDIA INFLUENCE

This unit will study media texts from television and analyse them for the projection and influence of social values within them. It will look at the changes of values over time and differences within alternate cultural settings. It will focus closely on the changing roles within the family.

School Assessment

Maintain a record book of work undertaken, prepare and maintain notes, and submit exercises relevant to the analysis of narrative in the films selected for study

Complete planning activities in the media production process

Produce work based on the planning and scripting in

Outcome 3

External Assessment

1.5 hr November examination.

Recommended/Prerequisite

Media VCE Units 1 and 2.

Where This Study Leads

Although not a prerequisite for tertiary entry, this subject provides a sound basis for acceptance into media related courses, as well as providing a valuable folio for use in employment and tertiary assessment interviews. The course also develops valuable technology and communication skills in most aspects of life.



Outdoor & Environmental Studies Units 1 & 2

Study Summary

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature. Outdoor and Environmental Studies enables students to critically analyse these different relationships, effects and issues, providing the knowledge and skills to participate in and contribute to contemporary society. Outdoor and Environmental Studies offers students a range of pathways including further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

UNIT 1:

EXPLORING OUTDOOR EXPERIENCES

Aim

This study enables students to participate in a wide variety of outdoor adventure activities and as a consequence:

- Develop experience-based relationships with, and knowledge of, outdoor environments

- Develop an understanding of the ecological, historical, economic and social factors which have had an impact on and will influence outdoor environments over time

- Develop skills, knowledge and behaviours that promote safe and sustainable interaction with outdoor environments

- Identify and analyse the strategies used to protect, conserve and manage outdoor environments in a sustainable manner

- Understand the implications of trends towards sustainable environmental relationships

- Critically analyse interactions with outdoor environments in shaping Australian cultural practices

Outline of Course

- Motivation for outdoor experiences

- Experiencing outdoor environments

Outcomes

On completion of this unit the student should be able to:

- Describe motivations for participation in and personal responses to outdoor environments, with reference to specific outdoor experiences

- Describe ways of knowing and experiencing outdoor environments and evaluate factors that influence outdoor experiences, with reference to specific outdoor experiences.

UNIT 2:

DISCOVERING OUTDOOR ENVIRONMENTS

Outline of Course

- Investigating outdoor environments

- Impacts on outdoor environments

Outcomes

On completion of this unit students should be able to:

- Describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences

- Evaluate human impacts on outdoor environments and analyse procedures for promoting positive impacts, with reference to specific outdoor experiences

Assessment

Demonstration of achievement of Outcomes 1 and 2 will be assessed by a number of tasks selected from:

- Journal of outdoor experience

- Case study analysis

- Oral presentations

- Practical reports in non-text format such as multimedia, audio podcasts, annotated visual display

- Data analysis

- Tests

- Written responses

Units 1 and 2 will require students to go on a number of extended outdoor activities which include the following:

- Urban coastal bike ride

- Remote coastal bushwalk

- Extended alpine bushwalk

- Introduction to cross country ski day

- Cross country ski touring day

- Back country snow camping and ski touring expeditions

- Kayaking expeditions

- Optional surf life saving training

To enable such a diverse program students taking this subject will pay an additional fee to cover some of the cost of outdoor activities and protective clothing.

Units 1 and 2 are generally completed when students are in Year 10.



Outdoor & Environmental Studies Units 3 & 4

UNIT 3: RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

Aim

This study enables students to participate in a wide variety of outdoor adventure activities and as a consequence:

Develop experience-based relationships with, and knowledge of, outdoor environments

Develop an understanding of the ecological, historical, economic and social factors which have had an impact on and will influence outdoor environments over time

Develop skills, knowledge and behaviours that promote safe and sustainable interaction with outdoor environments

Identify and analyse the strategies used to protect, conserve and manage outdoor environments in a sustainable manner

Understand the implications of trends towards sustainable environmental relationships

Critically analyse interactions with outdoor environments in shaping Australian cultural practices

Outline of The Course

Historical relationship with outdoor environments

Contemporary relationships with outdoor environments

Outcomes

On completion of this unit the students should be able to:

Explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences

Analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments, with reference to specific outdoor experiences

Assessment

School assessed coursework

End of year examination

UNIT 4: SUSTAINABLE OUTDOOR RELATIONSHIPS

Outline of the course

Healthy outdoor environments

Sustainable outdoor environments

Outcomes

On completion of this unit the students should be able to:

Evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences

Analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences

Assessment

School assessed coursework

End of year examination

Units 3 and 4 will require students to go on a number of extended outdoor activities which include the following:

Costal camping trip including surfing and other recreational activities

Alpine bushwalk

State forest excursion

Alpine ski/snowboard trip to Mt Buller

Grampians bushwalk/rock climbing

Optional surf life saving training or leadership

To enable such a diverse program students taking this subject will pay an additional modest fee to cover some of the cost of the outdoor activities.

Units 3 and 4 are generally completed when students are in Year 11.



Physical Education Units 1 & 2

Study Summary

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education.

Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

UNIT 1:

THE HUMAN BODY IN MOTION

Overview

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Areas of Study

How does the musculoskeletal system work to produce movement?

How does the cardiorespiratory system function at rest and during physical activity?

Outcomes

On completion of this unit students should be able to:

- collect and analyse information from, and participate in a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.
- collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

Assessment

The core assessment task for Outcomes 1 and 2 is:

- a written report analysing participation in at least four physical activities that demonstrate how the musculoskeletal and cardiorespiratory systems work together to produce movement.

Additionally, at least one task for the assessment of each of Outcomes 1 and 2 is selected from the following:

- a practical laboratory report linking key knowledge and key skills to a practical activity or practical activities
- a case study/data analysis
- a critically reflective folio/diary of participation in practical activities
- a visual presentation eg. graphic organiser, concept/mind map, annotated poster, presentation file
- a multimedia presentation, including two or more data types and involving some form of interaction or simulation
- a physical simulation or model a written report

UNIT 2:

PHYSICAL ACTIVITY, SPORT AND SOCIETY

Overview

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing, as well as in other people's lives in different population groups.

Areas of Study

What are the relationships between physical activity, health and sport?

What are the contemporary issues associated with physical activity and sport?

Outcomes

- On completion of this unit the student should be able to:
 - collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.
- apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

Assessment

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

The assessment task for Outcome 1 is:

- a written plan and a reflective folio demonstrating participation in a program designed to either increase physical activity levels and/or reduce sedentary behaviour based on the physical activity and sedentary behaviour guidelines for an individual or a selected group.

The assessment task for Outcome 2 is selected from the following:

- a visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file
- a multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction or simulation
- an oral presentation
- a written report.



Physical Education Units 3 & 4

UNIT 3: PHYSICAL ACTIVITY PARTICIPATION AND PHYSIOLOGICAL PERFORMANCE

Overview

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines.

Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity.

Outline of Course

- Monitoring and promotion of physical activity
- Physiological responses to physical activity

Outcomes

On completion of this unit the students should be able to:

Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines

Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

UNIT 4: ENHANCING PERFORMANCE

Overview

Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

Outline of Course

- Planning, implementing and evaluating a training program
- Performance enhancement and recovery practices

Outcomes

On completion of this unit the students should be able to:

- Plan, implement and evaluate training programs to enhance specific fitness components
- Analyse and evaluate strategies designed to enhance performance or promote recovery

School Assessment

- Unit 3 coursework - 3 tasks: 25%
- Unit 4 coursework - 3 tasks: 25%

External Assessment

- End-of-year examination: 50%

Where This Study Leads

Further study or careers in physical education, sport and recreation, human movement, sports coaching, health sciences, nursing, paramedicine, physiotherapy, and other related medical fields.



Physics Units 1 & 2

Study Summary

VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of physics leads students to appreciate the interconnectedness of the content areas both within physics, and across physics and the other sciences.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

UNIT 1:

WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

Aims

This study enables students to:

Apply physics models, theories and concepts to describe, explain, analyse and make predictions about diverse physical phenomena

Understand and use the language and methodologies of physics to solve qualitative and quantitative problems in familiar and unfamiliar contexts; and more broadly to:

Understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences more broadly to

Develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory

Develop an informed perspective on contemporary science-based issues of local and global significance

Apply their scientific understanding to familiar and to unfamiliar situations, including personal, social, environmental and technological contexts

Develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions

Understand and apply the research and ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data

Communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

Areas of Study:

How can thermal effects be explained?

How do electric circuits work?

What is matter and how is it formed?

Outcomes

On completion of this unit the student should be able to:

apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts

investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community

explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms

Assessment

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Suitable tasks for assessment for Outcomes 1, 2 and 3 may be selected from the following:

An annotated folio of practical activities

Data analysis

Design, building, testing and evaluation of a device

An explanation of the operation of a device

A proposed solution to a scientific or technological problem

A modelling activity

A media response

A summary report of selected practical investigations

A reflective learning journal/blog related to selected activities or in response to an issue

A test comprising multiple choice and/or short answer and/or extended response.



Physics Units 1 & 2

UNIT 2:

WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

Areas of Study:

How can motion be described and explained?

There is a range of options available for this area of study. "How do heavy things fly?", "How do instruments make music?", and "How do fusion and fission compare as viable nuclear energy power sources?" are some of the possibilities

Practical investigation

Outcomes

On completion of this unit the student should be able to:

Investigate, analyse and mathematically model the motion of particles and bodies. This is dependent on the option taken for the area of study associated with this outcome.

Design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

Assessment

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Suitable tasks for assessment for Outcomes 1 and 2 may be selected from the following:

- An annotated folio of practical activities
- A data analysis
- Design, building, testing and evaluation of a device
- An explanation of the operation of a device
- A proposed solution to a scientific or technological problem
- A report of a selected physics phenomenon
- A modelling activity
- A media response
- A summary report of selected practical investigations
- A reflective learning journal/blog related to selected activities or in response to an issue
- A test comprising multiple choice and/or short answer and/or extended response.
- A report of a practical investigation (student-designed or adapted) using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation

For Outcome 3

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

Recommended/Prerequisite

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Where this study leads

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.



Physics Units 3 & 4

Aim

This study enables students to:

apply physics models, theories and concepts to describe, explain, analyse and make predictions about diverse physical phenomena

understand and use the language and methodologies of physics to solve qualitative and quantitative problems in familiar and unfamiliar contexts and more broadly to:

understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences

develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory

develop an informed perspective on contemporary science-based issues of local and global significance

apply their scientific understanding to familiar and to unfamiliar situations, including personal, social, environmental and technological contexts

develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions

understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data

communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

UNIT 3:

HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

Areas of Study:

How do things move without contact?

How are fields used to move electrical energy?

How fast can things go?

Outcomes

On completion of this unit the student should be able to:

Analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites

Analyse and evaluate an electricity generation and distribution system

Investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity

Assessment

Satisfactory completion will be based on demonstrated achievement of the above outcomes. School-assessed Coursework for Unit 3 will contribute 21% to the study score. The level of achievement for Units 3 and 4 is also assessed by an external end-of-year examination, which will contribute 60% to the study score. The examination will be set by a panel appointed by the VCAA. All the key knowledge that underpins the outcomes in Units 3 and 4 and the cross-study key science skills are examinable.



Physics Units 3 & 4

UNIT 4: HOW CAN TWO CONTRADICTIONARY MODELS EXPLAIN BOTH LIGHT AND MATTER?

Areas of Study:

- How can waves explain the behaviour of light?
- How are light and matter similar?
- Practical investigation

Outcomes

On completion of this unit the student should be able to:

- Apply wave concepts to analyse, interpret and explain the behaviour of light
- Provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence
- Design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster

Assessment

Satisfactory completion will be based on demonstrated achievement of the above outcomes. School-assessed Coursework for Unit 4 will contribute 19% to the study score.

External Assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 60% to the study score. The examination will be set by a panel appointed by the VCAA. All the key knowledge that underpins the outcomes in Units 3 and 4 and the cross-study key science skills are examinable.

Recommended/Prerequisite

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Where This Study Leads

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.



Psychology Units 1 & 2

Study Summary

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of psychology leads students to appreciate the interconnectedness between different content areas both within psychology, and across psychology and the other sciences.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education

UNIT 1:

HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

Aim

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

A student-directed research investigation related to brain function and/or development is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Areas of Study:

How does the brain function?

In this area of study students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. They analyse the roles of specific areas of the brain and the interaction between different areas of the brain that enable complex cognitive tasks to be performed. Students explore how brain plasticity and brain damage can affect a person's functioning.

What influences psychological development?

The psychological development of an individual involves complex interactions between biological, psychological and social factors. In this area of study students explore how these factors influence different aspects of a person's psychological development. They consider the interactive nature of heredity and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person's emotional, cognitive and social development and the development of psychological disorders.

Student-directed research investigation

In this area of study students will apply and extend their knowledge and skills developed in Areas of Study 1 and 2 to investigate a question related to brain function and/or psychological development. Students analyse the scientific evidence that underpins the research in response to a question of interest. They then communicate the findings of their research investigation and explain the psychological concepts, outline contemporary research and present conclusions based on the evidence.

Outcomes

On completion of this unit student should be able to:

Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning

Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development

Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques

Assessment

For this unit students are required to demonstrate achievement of three outcomes. Suitable tasks for assessment may be selected from the following:

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



Psychology Units 1 & 2

UNIT 2:

HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

Aim

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

A student practical investigation related to internal and external influences on behaviour is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or 2.

Areas of Study:

What influences a person's perception of the world?

In this area of study students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person's perception of visual and taste stimuli, and explore circumstances where perceptual distortions of vision and taste may occur.

How are people influenced to behave in particular ways?

A person's social cognition and behaviour influence the way they view themselves and relate to others. In this area of study students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviours and bullying. Students examine the findings of classical and contemporary research as a way of theorizing and explaining individual and group behaviour.

Student-directed practical investigation

In this area of study students design and conduct a practical investigation related to external influences on behaviour.

Outcomes

On completion of this unit student should be able to:

Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions

Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently

Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data

Assessment

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes

encompass all areas of study. Suitable tasks for assessment for these outcomes may be selected from the following:

Outcomes 1 and 2

- a report of a practical activity involving the collection of primary data
- a research investigation involving the collection of secondary data
- a logbook of practical activities
- analysis of data/results including generalisations/conclusions
- media analysis/response
- problem solving involving psychological concepts, skills and/or issues

• a test comprising multiple choice and/or short answer and/or extended response

• a reflective learning journal/blog related to selected activities or in response to an issue

Outcome 3

- a report of an investigation into internal and/or external influences on behaviour that can be presented in various formats, for example digital presentation, oral presentation, scientific poster or written report. Students may be permitted to choose between tasks of comparable scope and demand.

Practical work is a central component of learning and assessment.



Psychology Units 3 & 4

UNIT 3: HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

Aim

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them.

Outline of Course

How does the nervous system enable psychological functioning?

How do people learn and remember?

Outcomes

On completion of this unit students should be able to:

Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning

Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information

School Assessment

Contributes 16% of final assessment.

Outcome 1

How does the nervous system enable psychological functioning? – 50 marks

At least one task selected from:

Annotations of at least two practical activities from a practical logbook

Evaluation of research

Report of a student investigation

Analysis of data

Visual presentation

Media analysis/response

Response to structured questions

Reflective blog/learning journal related to selected activities or in response to an issue

Test

Outcome 2

How do people learn and remember? – 50 marks

At least one task (different from Outcome 1) selected from:

Annotations of at least two practical activities from a practical logbook

Evaluation of research

Report of a student investigation

Analysis of data

Flow chart

Media analysis/response

Response to structured questions

Reflective blog/learning journal related to selected activities or in response to an issue

Test

Total marks: 100



Psychology Units 3 & 4

UNIT 4:

HOW IS WELLBEING BEING DEVELOPED AND MAINTAINED?

Aim

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour.

Outline of Course

How do levels of consciousness affect mental processes and behaviour?

What influences mental wellbeing?

Practical investigation

Outcomes

On completion of this unit students should be able to:

Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning

Explain the concepts of mental health and mental illness, including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing

Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

School Assessment

Contributes 24% of final assessment

Outcome 1

How do levels of consciousness affect mental processes and behaviour? – 30 marks

Analysis and evaluation of stimulus material using at least one task selected from:

Annotations of at least two practical activities from a practical work folio

Comparison of different states of consciousness

Report of a student investigation

Analysis of data

Media analysis/response

Response to structured questions

Reflective learning journal/ blog/ related to selected activities or in response to an issue

Test

Outcome 2

What influences mental wellbeing? – 30 marks

Application of a biopsychosocial approach using at least one task (different from task for Outcome 1) selected from:

Annotations of at least two practical activities from a practical work folio

Analysis of the development of specific phobia or the maintenance of mental health

Report of a student investigation

Analysis of data

Media analysis/response

Response to structured questions

Reflective learning journal/ blog/ related to selected activities or in response to an issue

Test

Outcome 3

Practical investigation. – 30 marks

A structured scientific poster according to the VCAA template

Total marks: 90 marks

End of Year Examination

Duration: two and a half hours.

The examination will contribute 60%.

Where does this Study Lead?

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises.

Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology.

Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology.

Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.



Visual Communication Design Units 1 & 2

Study Summary

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

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

UNIT 1:

INTRODUCTION TO VISUAL COMMUNICATION DESIGN

Overview

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

Outline of Course

Area of Study 1: Drawing as a Means of Communication

Area of Study 2: Design Elements and Design Principles

Area of Study 3: Visual Communications in Context

Outcomes

On completion of this unit, students should be able to:

Create drawings for different purposes using a range of drawing methods, media and materials

Select and apply design elements and principles to create visual communications that satisfy stated purposes

Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors

Assessment

School Assessed Tasks

For this unit students are required to demonstrate three outcomes.

Suitable tasks for assessment in this unit may be selected from the following:

- folio of observational, visualisation and presentation drawings created using manual and/or digital methods
- final presentations created using manual and digital methods
- written report of a case study
- annotated visual report of a case study
- oral report of a case study supported by written notes and/or visual materials
- a presentation using digital technologies.

UNIT 2:

APPLICATION OF VISUAL COMMUNICATION DESIGN

Overview

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Outline of Course

Area of Study 1: Technical drawing in context

Area of Study 2: Type and Imagery in Context

Area of Study 3: Applying the design process

Outcomes

For this unit students are required to demonstrate

achievements of three outcomes. They should be able to:

Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field

Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright

Engage in stages of the design process to create a visual communication appropriate to a given brief

Assessment

School Assessed Tasks

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

- folio of technical drawings created using manual and digital methods
- folio of typography and image ideas and concepts created using manual and digital methods
- written and/or oral descriptions and analysis of historical and contemporary design examples
- folio demonstrating the design process using manual and digital methods
- final presentations of visual communications.



Visual Communication Design Units 3 & 4

UNIT 3:

DESIGN THINKING AND PRACTICE

Aim

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications 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

Outline of Course

Area of Study 1: Analysis and practice in context

Area of Study 2: Design industry practice

Area of Study 3: Developing a brief and generating ideas

Outcomes

For this unit students are required to demonstrate achievement of three outcomes. They should be able to:

Create visual communications for specific contexts, purposes and audience that are informed by their analysis of existing visual communications.

discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices
apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

Assessment for Unit 3 Outcomes 1 & 2

In response to given stimulus material, create three visual communications designs for different contexts, purposes and audiences. These visual communications will include evidence of:

- two- or three-dimensional presentation drawing
- use of manual and digital methods.

AND

An analysis of the connections between the three visual communications and the stimulus material using one of the following forms:

- annotated visual communications
- written or oral report supported by visual evidence.

Any one or a combination of the following tasks:

- a written report
- short and extended responses
- structured questions
- an annotated visual report.

UNIT 4:

DESIGN DEVELOPMENT AND PRESENTATION

Aim

The focus of this unit is on 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 communication needs.

Outline of Course

Area of Study 1: Development, Refinement and Evaluation

Area of Study 2: Final presentations

Outcomes

For this unit students are required to demonstrate achievements of three outcomes. They should be able to:

develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.

produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

Assessment for Unit 3 Outcome 3/Unit 4 Outcomes 1 & 2

A brief that identifies the contexts, constraints, client's needs and target audience, and a folio generating ideas relevant to the brief.

A folio of conceptual developments for each need.

Two distinct final presentations in two separate presentation formats that fulfil the communication needs of the client as detailed in the brief developed in Unit 3. Evaluate how each presentation satisfies the requirements of the brief and evaluate the design process used to produce final visual communications.

Where this Study Leads

Industrial Design Textile Design Interior Design Stage Design Architecture Cartoonist
Art and design courses at universities, TAFE colleges and institutes of technology,
such as:

Fine Arts (painting, sculpture drawing, printmaking etc)

Art Critic Art Therapy

Photography

Multi-Media

Music Film Animation

Fashion Design Web Design

Gold and silversmithing

Landscape design Product Design

Visual Communication

Media/Journalism

Furniture Design

Dance

Art Teaching

Archaeology

Advertising

Acronyms/Glossary

Acronyms

ASP:	Accelerated Studies Program
ATAR:	Australian Tertiary Admission Rank
CAPS:	Career Action Plans (formerly MIPS)
DEECD:	Department of Education and Early Childhood Development
EAL:	English as an Additional Language (formerly ESL)
GA:	Graded Assessment
GAT:	General Achievement Test
LOTE:	Language/s Other Than English
PSD:	Programs for Students with Disabilities
SAC:	School-assessed Coursework
SAT:	School-assessed Task
SEAS:	Special Entry Access Scheme
SEW:	Student Engagement and Well-being
TAFE:	Technical and Further Education
TER:	Tertiary Entrance Requirements
VCAA:	Victorian Curriculum and Assessment Authority
VCAL:	Victorian Certificate of Applied Learning
VCE:	Victorian Certificate of Education
VET:	Vocational Education and Training
VCE VET:	VCAA – managed VET programs comprised of VCE VET units
VSL:	Victorian School of Languages
VTAC:	Victorian Tertiary Admissions Centre

Glossary

Assessment task

A task set by the teacher to assess student achievement of unit outcomes for School-assessed Coursework (see also **Outcomes**).

Australian Tertiary Admission Rank (ATAR)

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

Examinations

External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Written examinations are held in October and November.

General Achievement Test (GAT)

A test of knowledge and skills in: Writing; Mathematics; Science and Technology; Humanities and Social Sciences; The Arts.

Graded Assessment

All VCE studies have three Graded Assessments for each Unit 3 and 4 sequence except for scored VCE VET programs, which have two. Each study includes at least one examination; most studies have School-assessed Coursework (SAC), while some have School-assessed Tasks (SAT).

Outcomes

What a student must know and be able to do in order to satisfactorily complete a unit, as specified in the VCE study design or VCAL unit.

Prerequisite studies

Prerequisite studies are those VCE studies that you must have successfully completed in order to qualify for a course.

Satisfactory completion: VCE

Students receive an **S** for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an **N**. Students qualify for the VCE when they accumulate sufficient units to meet the program requirements.

School-assessed Coursework (SAC)

This is a school-based assessment that is reported as a grade for either a VCE Units 3 and 4 sequence or individual Unit 3 and Unit 4. School-assessed Coursework consists of a set of assessment tasks that assess the student's level of achievement of VCE Units 3 and 4 outcomes (this also applies to Units 1 and 2).

Glossary

School-assessed Task (SAT)

A school-based assessment for a VCE Units 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria. Schools' assessments of tasks are subject to review by a panel appointed by the VCAA.

School Based Apprenticeships and Traineeships (SBAT)

An SBAT is a structured training arrangement, usually involving on and off the job training, for a student employed under an apprenticeship/traineeship training contract. SBATs may include apprenticeships, part-time apprenticeships or traineeships.

Semester

One half of the academic year; VCE and VCAL units are designed to be completed in one semester.

Sequence

VCE Units 3 and 4 are designed to be taken as a sequence.

Special Examination Arrangements

This refers to arrangements that are approved to meet the needs of students who have disabilities, illnesses or other circumstances that affect their ability to sit examinations.

Special Entry Access Scheme (SEAS)

This scheme allows selection officers to grant extra consideration for course entry to applicants, but it is not used as a replacement for course entry requirements. Consideration of SEAS may relax some aspects of the specific requirements but not exempt them.

Special Provision

Arrangements that are made to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievement.

Statement of Marks

For each examination including the GAT, students can apply for a statement showing the marks they obtained for each question/criteria and the maximum mark available. A fee is charged for each statement.

Statement of Marks: study score

A statement showing the scores for each of the Graded Assessments and describing the calculation of the study score. A fee is charged for each statement.

Statement of Results

The document/s issued by the VCAA showing the results a student achieved in the VCE and/or VCAL, and whether he/she has graduated. See also **VCE/VCAL Certificate**.

Statistical moderation

The process used to ensure that school assessments are comparable throughout the state. It involves adjusting each school's School-assessed Coursework scores for each study to match the level and spread of the external reference scores for students enrolled in that study at that school.

Student Number

The unique number assigned to each student enrolled in VCE, VCE VET and VCAL.

Study score

A score from zero to fifty which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.

Tertiary Entrance Requirements

The minimum entrance requirements established by each institution for general entry.

VCE VET

Nationally recognised VET certificates developed into full programs of study within the VCE and contributing to satisfactory completion of the VCE under the same recognition arrangements as for VCE studies.

Victorian Certificate of Education (VCE)

The VCE is an accredited senior secondary school qualification.

Vocational Education and Training (VET)

Nationally recognised vocational certificates; these certificates may be integrated within a VCE or VCAL program.

Victorian Tertiary Admissions Centre (VTAC)

VTAC acts on behalf of universities, TAFEs and other providers to facilitate and coordinate the joint selection system. VTAC calculates and distributes the ATAR.

References

VCAA: <http://www.vcaa.vic.edu.au/>

VTAC: <http://www.vtac.edu.au/>

DEECD: <http://www.education.vic.gov.au/school/parents/Pages/default.aspx>