The more that you read, the more things you will know. The more that you learn, the more places you’ll go.

Dr. Seuss
5 promises teachers make to our students;
• maintain a safe learning environment.
• know how you learn and what direction your learning should take.
• make classes engaging.
• listen, encourage and support.
• involve the wider community in your learning.

5 promises staff make to one another;
• share resources.
• support one another.
• work collaboratively to improve student learning.
• be consistent in applying policies.
• learn from one another.

5 characteristics you will see in our teaching;
• differentiate teaching and learning to support and challenge the full range of abilities.
• structure lessons according to SABRE.
• be innovative and reflective.
• be enthusiastic.
• be accountable for improving student outcomes.

5 things you will see from our students;
• be enthusiastic and motivated.
• communicate and be respectful.
• seize opportunities to participate and learn.
• work together, acting responsibly and creatively.
• direct their own learning through questioning and exploring.

5 things you will see from our parents, carers and guardians;
• be involved and contribute to the broader educational program.
• play an active role in the child’s learning.
• support their children in achieving their learning goals.
• promote the school values.
• maintain open lines of communication with the school.

This booklet is designed to assist students with the important choices about subjects for Year 10 and the VCE. It provides information about regulations pertaining to course requirements. As you read the general information and the descriptions of particular units, think about what you want to do when you have completed your studies at Glen Eira College. The most useful guide is to choose subjects you are good at and enjoy doing, then your studies will be interesting, challenging and will lead you to success.
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• The Year 10 course of study consists of semester length units that run for 5 periods per week.
• One unit of English and Mathematics is compulsory each semester.
• Students select a further 8 units (4 per semester) from the remaining 6 Domain Areas.
• Students must choose at least one unit from each domain with the exception of Language which is optional.

Course Selection
Students will choose their units in preference order, including reserve choices. Students will receive a Web Preference Access Guide which will explain, step by step, how to select their choices on the internet. This occurs after individual counselling has occured and parents have signed the course preference sheet.

Every effort will be made to satisfy students’ preferred choices. However, timetabling considerations and student demand for units may result in a student not being placed in all their highest preferences.

Students are advised to choose a broad range of subjects to maximise their choices for VCE studies in 2016. For example, not choosing Pre VCE Science in Year 10, will make it difficult to select Physics or Chemistry in Year 11. Consequently, some consideration needs to be given to a student’s VCE program at this point.

VCE Studies undertaken in Year 10
Year 10 units are blocked against VCE units resulting in a greater opportunity to offer VCE subjects to high achieving Year 10 students. This is subject to timetable clashes and availability of space in classes. If a student wishes to take a VCE unit, it should be taken in place of a Year 10 unit from the same Domain Area.

Students wishing to undertake a VCE subject, must start thinking about planning their courses, for the next three years. It is important to think about a program that will become a pathway to further study either at university, TAFE, apprenticeship or employment. Some sample pathways have been included in this handbook and a table to help you plan a pathway.

Promotion to Year 11
Students who do not meet the Glen Eira College Promotions Policy requirements will, at the completion of Year 10, meet with the Senior School Leader and their parent/guardian to discuss the most appropriate pathway for the student. With input from the relevant staff, a decision based on individual circumstances will be made. Particular reference will be made to the students’ demonstrated ability to manage the work load and their ability to maintain appropriate attendance.
Year 10 Careers Fast Track
Vocational Guidance Program

As part of the Careers and Pathways program at Glen Eira College each year 10 student at Glen Eira College is provided with the opportunity to participate in the “Careers Fast Track Program”.

This highly successful program has been providing secondary students with subject and career life guidance for over 7 years. The program is designed to compliment Glen Eira College’s approach to career education in providing each student with reliable career-related information and advice. Each year 10 student at Glen Eira College is provided with the opportunity to participate in this valuable program.

The CFT program assists each student to:
• Identify the answers to life’s biggest questions-
  Who Am I?
  Where Am I Going?
  How Will I Get There?
• Make informed VCE, Further Education & Career Choices choices;
• Set realistic and achievable learning goals;
• Plan and prepare for University /TAFE; and
• Maintain a leading edge in the job market.

Each student will receive a Career Portfolio containing:
• Career options aligned with their profile;
• A personal competency profile;
• An analysis of learning styles, study skills and employability skills;
• Focus activities to assist in aligning their personal career related information with suitable career pathways, relevant VCE subjects, further education & career options; and
• A range of development strategies and an Action Plan to succeed in their chosen career path.

The Vocational Guidance Program will be conducted by qualified Careers Fast Track career counsellors with:
• 20+ years experience in the secondary and tertiary educational settings;
• 12+ years experience in the Human Resources industry; and
• 20+ years experience in vocational guidance, careers counselling and psychometric assessment.

This comprehensive career program will assist each student to make informed choices now and, when reviewed regularly, will help students to stay on track through the initial stages of their career. Students will feel more motivated about studying and how it reflects future career-life options.

“The best way to get from where you are to where you want to go is to plan ahead!”

Web Preferences Access Guide

Home Group: ZZ For Testing
Year Level: Roll Class:

Introduction

Web Preferences is a web application that allows students to enter their subject preferences on-line. This Access Guide details the procedures to access and use Web Preferences.

Before you begin, make sure that you have access to a computer that has the following:
- An Internet Connection.
- A web browser (Microsoft Internet Explorer 6.0 or higher).
- Access to a printer.

Step One - Accessing Web Preferences

To use Web Preferences open your web browser and go to the following internet site.

https://www.webpreferences.com.au

Click on the button "Access Web Preferences Student Portal" to access the Login page.

Step Two - Logging into Web Preferences

To login enter the Student Access Code and Password below. Note the entries are case sensitive.

Student Access Code: GL112-2372-240667
Password: 79WIJP

Then click on the button "Enter the Web Preferences Student Portal".

If there is an error in entering either the Student Code or Password, an error message in red text will be displayed at the bottom of the page.

Step Three – Selecting Preferences

To view a list of the subjects available for selection and any personal restrictions click on the "View Subject Details" button. To continue click on the button "Return to Home Page".

To select or change your preferences click on the "Add New Preferences" button. An Initial Instructions page may appear, once you have read these instructions click the "Continue" button.

On the Preference Selection page, follow the instruction on this page to select subjects from the drop down list boxes. When you have finished, click on the "Submit Selected Preferences" button.

Step Four – Validating Preferences

The "Preference Validation" page will display all your preferences in the order you selected them. If you are happy with your preferences then continue by clicking the "Submit Valid Preferences" button which will open a page titled "Preference Receipt". Alternatively if you would like to make changes to the preferences entered click on the "Cancel" button this will take you back to the Preference Selection page.

Step Five – Finishing Up

You can print your "Preference Receipt" page by clicking on the "Open Print View" button and clicking the "Print Receipt" button. Sign the printed receipt and return it to your school. To continue click on the "Return to Home Page" button. If you want to change your preferences, repeat the process by clicking the "Add New Preferences" button, otherwise exit by clicking the "Log out" button.
What is a Pathway?
A ‘pathway’ is not a pre-set combination of units, but a suggested package. Students should use the Pathways section as a guide to constructing a VCE course and in discussion with parents, teachers and careers advisors may wish to combine this with a VET program.

• Students are free to choose any combination of units
• Students do not have to choose one of the pathways in this program guide, the pathways provided are only guided examples.
• Students can move in or out of the pathway and change their VCE and/or VET course at the end of the first semester, or at the end of the year. Students are not locked into their choices. However it is important to note that many subjects in Year 12 do have prerequisite units of 1 and 2, that must be completed prior to undertaking a unit 3/4 course.

Why provide Pathways?
• To help students and parents see connections between, VCE, VET and TAFE and VCE, VET and University.
• To provide coherence to the student’s program of studies.
• To provide purpose and direction to the student’s program of studies.
• To give a clear career focus to the student’s VCE and/or VET studies.

How to use the Pathways
This section is meant to guide students to the correct source of information rather than to supply the information.

It is important to remember that prerequisites for courses and careers can change from year to year. It is vital that students seek out the most recent information from relevant VICTER booklets and the careers advisor.

Once a career direction has been decided, students should work ‘backwards’ to decide which program and combination of units will lead to their chosen career pathway.

At this stage students should ask; Do:
• I have some ability in the units I wish to pursue? How did I perform this year in that subject?
• I enjoy the field of work to which subject may lead?
• These units relate to my career intention?

Languages
Languages have deliberately not been listed in any specific pathway because they can be successfully included in every pathway. Whatever package of units students put together, they should consider including a Language. Its relevance is highlighted by the fact that many university courses highly value a Language unit.

See your careers advisor for further details.
### ARCHITECTURE

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<th>Suggested Units</th>
<th>Other Units</th>
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<tr>
<td>English 1 and/or English Language 1 and/or Lit 1</td>
<td>Maths Methods CAS 1 and/or Specialist Maths 1</td>
<td>Visual Communication Design 1</td>
</tr>
<tr>
<td>English 2 and/or English Language 2 and/or Lit 2</td>
<td>Maths Methods CAS 2 and/or Specialist Maths 2</td>
<td>Visual Communication Design 2</td>
</tr>
<tr>
<td>English 3 and/or English Language 3 and/or Lit 3</td>
<td>Maths Methods CAS 3 and/or Specialists Maths 3</td>
<td>Visual Communication Design 3</td>
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<td>English 4 and/or English Language 4 and/or Lit 4</td>
<td>Maths Methods CAS 4 and/or Specialists Maths 4</td>
<td>Visual Communication Design 4</td>
</tr>
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</table>

This Pathway may lead to:

#### EMPLOYMENT
Limited opportunities for students seeking employment direct from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details.

#### TAFE
Diplomas and Certificates in:
- Applied Art
- Building Studies
- Drafting

#### UNIVERSITY
Bachelor Degrees at various institutions including:
- Architecture/Building
- Visual Arts
- Visual Communication
- Industrial Design
- Planning, Arts
- Engineering (Building)
- Landscape Architecture

### BEHAVIOURAL/PSYCHOLOGICAL SCIENCE

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<th>Other Units</th>
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<tr>
<td>English 1 and/or English Language 1 and/or Lit 1</td>
<td>Biology 1</td>
<td>Psychology 1</td>
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<tr>
<td>English 2 and/or English Language 2 and/or Lit 2</td>
<td>Biology 2</td>
<td>Psychology 2</td>
</tr>
<tr>
<td>English 3 and/or English Language 3 and/or Lit 3</td>
<td>Biology 3</td>
<td>Psychology 3</td>
</tr>
<tr>
<td>English 4 and/or English Language 4 and/or Lit 4</td>
<td>Biology 4</td>
<td>Psychology 4</td>
</tr>
</tbody>
</table>

This Pathway may lead to:

#### EMPLOYMENT
Limited opportunities for students seeking employment direct from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details.

#### TAFE
Diplomas and Certificates in:
- Social and Community Services
- Social Sciences
- Nursing

#### UNIVERSITY
Bachelor Degrees in:
- Social Science
- Behavioural Science
- some Marine Science
- Cognitive Science
- Psychiatric Nursing
- Environmental Science

### CONSULT A CAREERS ADVISOR AND CHECK:
- Tertiary entry requirements
- Pre-requisites
- Recommended Units
- Any special requirements
### BIOLOGICAL/GEOLICAL/AGRICULTURAL SCIENCE

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<td>English 1 and/or English Language 1</td>
<td>Maths Methods CAS 1 and/or General Maths 1</td>
<td>Biology 1 VET Conservation and Land Management</td>
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<td>English 2 and/or English Language 2</td>
<td>Maths Methods CAS 2 and/or General Maths 2</td>
<td>Biology 2 VET Conservation and Land Management</td>
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<tr>
<td>and/or Lit 2</td>
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<tr>
<td>English 3 and/or English Language 3</td>
<td>Maths Methods CAS 3 and/or Further Maths 3 and/or Spec. Maths 3</td>
<td>Biology 3 VET Conservation and Land Management</td>
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<tr>
<td>English 4 and/or English Language 4</td>
<td>Maths Methods CAS 4 and/or Further Maths 4 and/or Spec. Maths 4</td>
<td>Biology 4 VET Conservation and Land Management</td>
</tr>
<tr>
<td>and/or Lit 4</td>
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</tbody>
</table>

This Pathway may lead to:

**EMPLOYMENT**
Limited opportunities for students seeking employment direct from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details.

**TAFE**
Diplomas and Certificates in:
- Bio-Technology
- Horticulture
- Applied Science
- Agriculture
- Technology

**UNIVERSITY**
Bachelor Degrees in:
- Biological Science, Health Science, Ag Science, Applied Geology, Agriculture and Research Economics, Medical Lab Science, Environmental Science, Pharmacy, Chiropractic, Osteopathy, Biotechnology, Cartography, Surveying, Dental Science.

Consult a Careers Advisor and check:
- Tertiary entry requirements
- Pre-requisites
- Recommended Units
- Any special requirements

### BUSINESS/COMPUTING

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<th>Compulsory Units</th>
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<td>English 1 and/or English Language 1</td>
<td>Accounting 1 or Business Management 1</td>
<td>Maths Methods CAS 1 and/or General Maths 1</td>
</tr>
<tr>
<td>and/or Lit 1</td>
<td>Information Technology 1</td>
<td>VET Business Administration VET Information Technology or any units from VCE.</td>
</tr>
<tr>
<td>English 2 and/or English Language 2</td>
<td>Accounting 2 or Business Management 2</td>
<td>Maths Methods CAS 2 and/or General Maths 2</td>
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<tr>
<td>and/or Lit 2</td>
<td>Information Technology 2</td>
<td>VET Business Administration VET Information Technology or any units from VCE.</td>
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<tr>
<td>English 3 and/or English Language 3</td>
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<td>and/or Lit 3</td>
<td>Information Technology 3</td>
<td>VET Business Administration VET Information Technology or any units from VCE.</td>
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<td>Maths Methods CAS 4 and/or Further Maths 4</td>
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<td>and/or Lit 4</td>
<td>Information Technology 4</td>
<td>VET Business Administration VET Information Technology or any units from VCE.</td>
</tr>
</tbody>
</table>

This Pathway may lead to:

**EMPLOYMENT**
Limited opportunities for students seeking employment direct from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details.

**TAFE**
Diplomas and Certificates in:
- Information Technology
- Marketing
- Business Administration
- Business (Accounting)
- Accounting

**UNIVERSITY**
Bachelor Degrees in:

Consult a Careers Advisor and check:
- Tertiary entry requirements
- Pre-requisites
- Recommended Units
- Any special requirements
### COMMERCE/BUSINESS

<table>
<thead>
<tr>
<th>Compulsory Units</th>
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<td>Accounting 1 or Economics 1</td>
<td>Business Management 1 or Legal Studies 1</td>
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<td>English 2 and/or English Language 2 and/or Lit 2</td>
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<td>Business Management 1 or Legal Studies 1</td>
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</table>

**Other Units**

Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL.

---

**This Pathway may lead to:**

**EMPLOYMENT**

Limited opportunities for students seeking employment direct from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details.

**TAFE**

Diplomas and Certificates in:

- Information Technology
- Marketing
- Business Administration
- Business (Accounting)
- Accounting
- Numerous others

**UNIVERSITY**

Bachelor Degrees in:

- Business, Commerce, Marketing, Office Management, Accounting, Finance, Property, Personnel and Industrial Relations, Accounting, Marketing, Financial Planning

**CONSULT A CAREERS ADVISOR AND CHECK:**

- Tertiary entry requirements
- Pre-requisites
- Recommended Units
- Any special requirements

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### COMPUTING

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Suggested Units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1 and/or English Language 1 and/or Lit 1</td>
<td>Information Technology 1 (Soft. Dev or Apps)</td>
<td>Maths Methods CAS 1 and/or General Maths 1</td>
</tr>
<tr>
<td>English 2 and/or English Language 2 and/or Lit 2</td>
<td>Information Technology 2 (Soft. Dev or Apps)</td>
<td>Maths Methods CAS 2 and/or General Maths 2</td>
</tr>
<tr>
<td>English 3 and/or English Language 3 and/or Lit 3</td>
<td>Information Technology 3 (Soft. Dev or Apps)</td>
<td>Maths Methods CAS 3 and/or Spec. Maths 3 or Further Maths 3</td>
</tr>
<tr>
<td>English 4 and/or English Language 4 and/or Lit 4</td>
<td>Information Technology 4 (Soft. Dev or Apps)</td>
<td>Maths Methods CAS 4 and/or Spec. Maths 4 or Further Maths 4</td>
</tr>
</tbody>
</table>

**Other Units**

Selecting other units really depends on which direction you wish to take after completing your VCE.

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**This Pathway may lead to:**

**EMPLOYMENT**

Limited opportunities for students seeking employment direct from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details.

**TAFE**

Diplomas and Certificates in:

- Information Technology
- Business Administration
- Business (Accounting)
- Games and Software Development

**UNIVERSITY**

Bachelor Degrees in:


**CONSULT A CAREERS ADVISOR AND CHECK:**

- Tertiary entry requirements
- Pre-requisites
- Recommended Units
- Any special requirements

---

8
### GRAPHIC DESIGN AND VISUAL ARTS

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Suggested Units</th>
<th>Other Units</th>
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<tbody>
<tr>
<td>English 1 and/or English Language 1 and/or Lit 1</td>
<td>Studio Arts Paint/Draw or Photography 1</td>
<td>Visual Communication and Design 1 VET Media or any Units from VCE, VET.</td>
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<tr>
<td>English 2 and/or English Language 2 and/or Lit 2</td>
<td>Studio Arts Paint/Draw or Photography 2</td>
<td>Visual Communication and Design 2</td>
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<td>English 3 and/or English Language 3 and/or Lit 3</td>
<td>Studio Arts Paint/Draw or Photography 3</td>
<td>Visual Communication and Design 3</td>
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<td>English 4 and/or English Language 4 and/or Lit 4</td>
<td>Studio Arts Paint/Draw or Photography 4</td>
<td>Visual Communication and Design 4</td>
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Other Units

Selecting other units really depends on which direction you wish to take after completing your VCE.

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### ENVIRONMENTAL SCIENCES

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<tr>
<th>Compulsory Units</th>
<th>Suggested Units</th>
<th>Other Units</th>
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<tbody>
<tr>
<td>English 1 and/or English Language 1 and/or Lit 1</td>
<td>Chemistry 1 or Biology 1</td>
<td>Maths Methods CAS 1 or General Maths 1 VET Equine Industry, VET Outdoor Recreation, VET Conservation and Land Management or any units from VCE, VET.</td>
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<td>English 2 and/or English Language 2 and/or Lit 2</td>
<td>Chemistry 2 or Biology 2</td>
<td>Maths Methods CAS 2 or General Maths 2</td>
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<td>Maths Methods CAS 3 or Further Maths 3</td>
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<td>Chemistry 4 or Biology 4</td>
<td>Maths Methods CAS 4 or Further Maths 4</td>
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Other Units

Selecting other units really depends on which direction you wish to take after completing your VCE.
### HUMANITIES

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<th>Other Units</th>
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</thead>
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<tr>
<td>English 1 and/or English Language 1 and/or Lit 1</td>
<td>To complete your course choose from the following: Classical Societies &amp; Cultures 1-4 English Language 1-4 Geography 1-4 History 1-4 International Politics 1 and 2 International Politics 3 and 4</td>
<td>Any units from VCE, VET.</td>
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<td>Literature 1-4 A Language 1-4 National Politics 3-4 Philosophy 1-4</td>
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**Other Units**

Selecting other units really depends on which direction you wish to take after completing your VCE.

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### ICT PATHWAYS

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<th>Other Units</th>
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<tr>
<td>English 1 and/or English Language 1 and/or Lit 1</td>
<td>Maths Methods CAS 1 and/or General Maths 1 VET Certificate II Info Tech or Info Technology 1</td>
<td>CISCO 1 Any units from VCE, VET.</td>
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<td>Maths Methods CAS 3 and/or Further Maths 3 VET Certificate II Info Tech or Info Technology 3</td>
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<td>Maths Methods CAS 4 and/or Further Maths 4 VET Certificate II Info Tech or Info Technology 4</td>
<td>CISCO 4</td>
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**Other Units**

Selecting other units really depends on which direction you wish to take after completing your VCE.

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### This Pathway may lead to:

#### EMPLOYMENT

Limited opportunities for students seeking employment direct from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details.

#### TAFE

Diplomas and Certificates in:
- Social and Community Services
- Humanities and Social Sciences
- Professional writing

#### UNIVERSITY

Bachelor Degrees in:
- Arts, Humanities, Social Science, Family Studies, Social Work, Public Relations, Teaching, Education (e.g. Library and Information Studies), Arts/Media.
- Majors may include: Philosophy, International Studies; Politics; various Histories; Geography; Literature

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### CONSULT A CAREERS ADVISOR AND CHECK:

- Vendor certification pathways
- Tertiary entrance requirements
- Pre-requisites
- Recommended Units
- Any special requirements

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### This Pathway may lead to:

#### EMPLOYMENT

Limited opportunities for students seeking employment direct from school. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details.

#### CISCO

CCNP Cisco Certified Network Professional.
CCIE Cisco Certified Internetwork Engineer

#### UNIVERSITY/TAFE

Bachelor Degrees in:

#### CONSULT A CAREERS ADVISOR AND CHECK:

- Tertiary entrance requirements
- Pre-requisites
- TAFE credit transfer details
### LEGAL/WELFARE

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<td>English 1 and/or English Language 1 and/or Lit 1</td>
<td>Legal Studies 1 or International Politics 1</td>
<td>Psychology 1 or VET Community Services</td>
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<tr>
<td>English 2 and/or English Language 2 and/or Lit 2</td>
<td>Legal Studies 2 or International Politics 2</td>
<td>Psychology 2 or VET Community Services</td>
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<td>Legal Studies 3 or International Politics 3</td>
<td>Psychology 3 or VET Community Services</td>
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<tr>
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<td>Legal Studies 4 or International Politics 4</td>
<td>Psychology 4 or VET Community Services</td>
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**Other Units**

Selecting other units really depends on which direction you wish to take after completing your VCE.

### This Pathway may lead to: **EMPLOYMENT**

Limited opportunities for students seeking employment direct from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details.

### TAFE

Diplomas and Certificates in:
- Social and Community Services
- Law and Security
- Humanities and Social Sciences
- Childrens Services
- Law Clerk

### UNIVERSITY

Courses at various institutions in:

**CONSULT A CAREERS ADVISOR AND CHECK:**
- Tertiary entry requirements
- Pre-requisites
- Recommended Units
- Any special requirements

### MEDIA/ARTS (VISUAL AND PERFORMING)

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Suggested Units</th>
<th>Other Units</th>
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<tbody>
<tr>
<td>English 1 and/or English Language 1 and/or Lit 1</td>
<td>Media 1</td>
<td>Drama 1, Music 1 or Literature 1</td>
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<tr>
<td>English 2 and/or English Language 2 and/or Lit 2</td>
<td>Media 2</td>
<td>Drama 2, Music 2 or Literature 2</td>
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<tr>
<td>English 3 and/or English Language 3 and/or Lit 3</td>
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<td>Media 4</td>
<td>Drama 4, Music 4 or Literature 4</td>
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</table>

**Other Units**

Selecting other units really depends on which direction you wish to take after completing your VCE.

### This Pathway may lead to: **EMPLOYMENT**

Limited opportunities for students seeking employment direct from VCE. See a Careers Advisor for details.

### TAFE

Diplomas and Certificates in:
- Arts and Media courses
- Multimedia
- Music Industry (Performance)
- Dance

### UNIVERSITY

Bachelor Degrees in:
- Visual and Performing Arts
- General Arts
- Media/Communications
- Public Relations
- Journalism

**CONSULT A CAREERS ADVISOR AND CHECK:**
- Tertiary entry requirements
- Pre-requisites
- Recommended Units
- Any special requirements
## MEDICAL PROFESSIONAL

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<td>Maths Methods CAS 2 and/or General Maths 2</td>
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<td>English 3 and/or English Language 3 and/or Lit 3</td>
<td>Chemistry 3</td>
<td>Maths Methods CAS 3 and/or Further Maths 3</td>
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<td>Chemistry 4</td>
<td>Maths Methods CAS 4 and/or Further Maths 4</td>
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</table>

### Other Units
Selecting other units really depends on which direction you wish to take after completing your VCE.

### Before Finalising Units:
- **Consult a Careers Advisor and Check:**
  - Tertiary entry requirements
  - Pre-requisites
  - Recommended Units
  - Any special requirements i.e. UMAT and interviews

## MUSIC DESIGN

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<th>Compulsory Units</th>
<th>Suggested Units</th>
<th>Other Units</th>
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<tbody>
<tr>
<td>English 1 and/or English Language 1 and/or Lit 1</td>
<td>Music Performance 1</td>
<td>Music Styles 1</td>
</tr>
<tr>
<td>English 2 and/or English Language 2 and/or Lit 2</td>
<td>Music Performance 2</td>
<td>Music Styles 2</td>
</tr>
<tr>
<td>English 3 and/or English Language 3 and/or Lit 3</td>
<td>Music Performance 3</td>
<td>Music Styles 3</td>
</tr>
<tr>
<td>English 4 and/or English Language 4 and/or Lit 4</td>
<td>Music Performance 4</td>
<td>Music Styles 4</td>
</tr>
</tbody>
</table>

### Other Units
Selecting other units really depends on which direction you wish to take after completing your VCE.

### Before Finalising Units:
- **Consult a Careers Advisor and Check:**
  - Tertiary entry requirements
  - Pre-requisites
  - Recommended Units
  - Any special requirements

## This Pathway may lead to:

### EMPLOYMENT
Limited opportunities for students seeking employment direct from VCE. See a Careers Advisor for details

### TAFE
Limited Opportunities
See a Careers Advisor for details

### UNIVERSITY
Bachelor Degrees in:
- Medicine, Physiotherapy, Occupational Therapy, Speech Pathology, Podiatry, Orthoptics, Chiropractic, Pharmacy, Dentistry, Prosthetics and Orthotics.
A UMAT test will need to be completed in most cases.
### NURSING/ALLIED HEALTH AND HUMAN SERVICES

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Suggested Units</th>
<th>Other Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1 and/or English Language 1 and/or Lit 1</td>
<td>Physical Education 1</td>
<td>Health and Human Development 1</td>
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<tr>
<td>English 2 and/or English Language 2 and/or Lit 2</td>
<td>Physical Education 2</td>
<td>Health and Human Development 2</td>
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<tr>
<td>English 3 and/or English Language 3 and/or Lit 3</td>
<td>Physical Education 3</td>
<td>Health and Human Development 3</td>
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<td>English 4 and/or English Language 4 and/or Lit 4</td>
<td>Physical Education 4</td>
<td>Health and Human Development 4</td>
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</tbody>
</table>

Selecting other units really depends on which direction you wish to take after completing your VCE.

### This Pathway may lead to:

**EMPLOYMENT**
Limited opportunities for students seeking employment direct from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details.

**TAFE**
Associate Diplomas, Advanced Certificates and Certificates in: Childcare, Health Sciences, Social and Community Services, Occupational Studies, Resource Management, Hospitality, Residential and Community Services

**UNIVERSITY**

### PERFORMING ARTS

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Suggested Units</th>
<th>Other Units</th>
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</thead>
<tbody>
<tr>
<td>English 1 and/or English Language 1 and/or Lit 1</td>
<td>Drama 1 and/or Theatre 1 or Dance 1 or VET Dance</td>
<td>Literature 1</td>
</tr>
<tr>
<td>English 2 and/or English Language 2 and/or Lit 2</td>
<td>Drama 2 and/or Theatre 2 or Dance 2 or VET Dance</td>
<td>Literature 2</td>
</tr>
<tr>
<td>English 3 and/or English Language 3 and/or Lit 3</td>
<td>Drama 3 and/or Theatre 3 or Dance 3 or VET Dance</td>
<td>Literature 3</td>
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<tr>
<td>English 4 and/or English Language 4 and/or Lit 4</td>
<td>Drama 4 and/or Theatre 4 or Dance 4 or VET Dance</td>
<td>Literature 4</td>
</tr>
</tbody>
</table>

Selecting other units really depends on which direction you wish to take after completing your VCE.

### This Pathway may lead to:

**EMPLOYMENT**
Limited opportunities for students seeking employment direct from VCE. - Theatre Technician See a Careers Advisor for details.

**TAFE**
Diplomas and Certificates in: Show Biz, Performing Arts Services, Small theatre comp. studies, Small Community Theatre, Theatre Technology

**UNIVERSITY**
Bachelor Degrees at various institutions: Performing Studies, Drama, Arts/Cinema Studies, Humanities, Arts/Media, Visual Arts, Welfare, Social Sciences, Film and TV, Performing Arts, Education (Media Studies, Drama, Dance), Producer/ Director.

CONSULT A CAREERS ADVISOR AND CHECK:
- Tertiary entry requirements
- Pre-requisites
- Recommended Units
- Any special requirements
### PHYSICAL SCIENCE/ENGINEERING

<table>
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<tr>
<th>Compulsory Units</th>
<th>Suggested Units</th>
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<tbody>
<tr>
<td>English 1 and/or English Language 1 and/or Lit 1</td>
<td>Physics 1 and/or Chemistry 1</td>
<td>General Maths B 1</td>
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<tr>
<td>Physics 1 and/or Chemistry 1</td>
<td>Maths Methods CAS 1</td>
<td>General Maths B 1</td>
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<th>Suggested Units</th>
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<td>Maths Methods CAS 1</td>
<td>General Maths B 2</td>
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<td>Physics 3 and/or Chemistry 3</td>
<td>Maths Methods CAS 3</td>
<td>Specialist Maths 3</td>
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<th>Compulsory Units</th>
<th>Suggested Units</th>
<th>Other Units</th>
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<td>Physics 4 and/or Chemistry 4</td>
<td>Maths Methods CAS 4</td>
<td>Specialist Maths 4</td>
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</table>

**Other Units**

Selecting other units really depends on which direction you wish to take after completing your VCE.

**This Pathway may lead to:**

**EMPLOYMENT**

Limited opportunities for students seeking employment direct from VCE.

Traineeships (Lab Tech)

See a Careers Advisor for details.

**TAFE**

Diplomas and Certificates in:
- Engineering
- Applied Science

**UNIVERSITY**

Bachelor Degrees in:
- Architecture, Engineering
- Science (Applied, Physical, Agricultural, Chemical, Biological, Health)
- Education, Manufacturing

**CONSULT A CAREERS ADVISOR AND CHECK:**
- Tertiary entry requirements
- Pre-requisites
- Recommended Units
- Any special requirements

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### WOOD TRADES

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Suggested Units</th>
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<tr>
<td>English 1 and/or English Language 1 and/or Lit 1</td>
<td>Design and Tech (Wood) 1</td>
<td>VET Furnishing or VET Building &amp; Construction</td>
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<tr>
<td>Design and Tech (Wood) 1</td>
<td>Visual Communication Design 1</td>
<td>Any units from VCE, VET.</td>
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<td>Design and Tech (Wood) 1</td>
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<th>Other Units</th>
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<td>Design and Tech (Wood) 2</td>
<td>Visual Communication Design 2</td>
<td>VET Furnishing or VET Building &amp; Construction</td>
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<td>Design and Tech (Wood) 3</td>
<td>Visual Communication Design 3</td>
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<tr>
<td>Design and Tech (Wood) 4</td>
<td>Visual Communication Design 4</td>
<td>VET Furnishing or VET Building &amp; Construction</td>
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<td>Design and Tech (Wood) 4</td>
<td>Any units from VCE, VET.</td>
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</table>

**Other Units**

Selecting other units really depends on which direction you wish to take after completing your VCE.

**This Pathway may lead to:**

**EMPLOYMENT**

Limited opportunities for students seeking employment direct from VCE.

Some Apprenticeships and Traineeships are available.

See a Careers Advisor for details.

**TAFE**

Diplomas and Certificates in:
- Engineering
- Cabinet Making
- Building and Construction

**UNIVERSITY**

Bachelor Degrees in:
- Industrial Design
- Construction Economics
- University courses strongly advise Mathematics

**CONSULT A CAREERS ADVISOR AND CHECK:**
- Tertiary entry requirements
- Pre-requisites
- Recommended Units
- Any special requirements
Pathway Planner

All students must complete the grid below indicating the units you wish to study in 2016 as well as the units you would like to study during your VCE years. Please note that there is no guarantee that all studies offered will be timetabled.

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<th>2016</th>
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English Group; Includes subjects such as English, EAL, English Language, Literature
The Victorian Certificate of Education (VCE) will be awarded to students who satisfactorily complete their program in accordance with the rules as set out by the Victorian Curriculum and Assessment Authority (VCAA).

1. **What you must satisfactorily complete over the two years**
   To gain the Victorian Certificate of Education, students must satisfactorily complete at least 16 units of VCE studies. A unit is a one semester subject. These 16 units must include:
   - at least three units of English group studies, with at least one unit at Unit 3 or 4 level*
   - at least three pairs of Units 3 & 4 sequences other than English

   **Note:**
   - The 16 units may include an unlimited number of units of Vocational Education and Training (VET) course.
   - English group studies include English Units 1-4, English as an Additional Language Units 3 & 4, English Language Units 3 & 4 and Literature Units 3 & 4.
   
   * In order to receive an ATAR score, students must satisfactorily complete both Units 3 and 4 of the English group subject.

2. **How do you satisfactorily complete a unit of study?**
   Every unit of study has between two to four Learning Outcomes prescribed by the VCAA. Learning Outcomes describe the knowledge and skills you should have attained by the time you have completed a unit. Teachers set assessment tasks over the duration of the unit to determine students ability to satisfy outcomes. To satisfactorily complete a unit of study you must successfully achieve all the Learning Outcomes for that study.

3. **How will your work be assessed?**
   There are two ways in which each VCE unit will be assessed. They are:
   (i) **By satisfactory completion.**
   You will receive ‘S’ (Satisfactorily completed) or ‘N’ (Not Satisfactorily completed) for each unit studied.

   **What does S mean?**
   For satisfactory completion you must demonstrate achievement of each of the learning outcomes for the unit in accordance with the VCAA specifications set out in the study design. This decision is based on the teacher’s judgement of your performance on assessment tasks designated for the unit.

   Achievement of a learning outcome means:
   - the work meets the required standard as described in the outcomes
   - the work is submitted on time
   - the teacher is able to state that the work upon which the judgement is based is the student’s own
   - there has been no substantive breach of rules (including minimum attendance requirements).

   **NB.** Students who do not meet 90% **minimum** attendance will risk receiving an N, even if all work is completed to a satisfactory standard. Documentation of approved absences **must** be provided.

   **What does N mean?**
   - Having failed to complete one or more of the requirements according to the description in the VCAA study design or you have not achieved all the learning outcomes for that unit
   - You have not completed all the work satisfactorily. That is, some or all of the work did not meet certain expectations laid down in the study design. For example, the work was not finished or not completed on time or did not follow the criteria and has not met the outcome requirements.
   - You have failed to meet the attendance requirement for that study
(ii) By levels of achievement.
At Units 1 & 2, the school will decide which parts of a unit will be assessed for grades and how they will be assessed. Graded assessment tasks will be awarded a letter grade. These are school-based grades and will not appear on your final VCE Certificate. However, for Units 3 & 4, the VCAA prescribes assessment tasks for all students studying each unit, for which grades will be awarded.

Each study has graded assessments, school-assessed coursework and 1 or 2 examinations. School assessment can be of two types - Coursework Assessment and School-assessed tasks.

- Coursework assessment assesses how you have performed assessment tasks related to the learning outcomes specified in the study design. Tasks are done mainly in class time and assessed by the college. School assessed tasks are the same for every school. The VCAA specifies how marks and grades are to be awarded.
- Examinations are set and marked by the VCAA and are held in November. Your grades for each of the three assessments will be recorded on the official statement of results you receive from the VCAA. The aggregate for the grades for each study is used to determine the study score, which is then used for tertiary selection.

4. What is the GAT (General Achievement Test)?
All students undertaking any Units 3 & 4 study are required to undertake the GAT in June, this includes Year 10 or Year 11 students undertaking any Year 12 subject. The GAT consists of a general test covering three broad areas: Written communication; Mathematics, Science and Technology; Humanities and Social Sciences. The GAT will test the level of student achievement in the general skills that grow out of study in specific subjects. The results from the GAT will be reported individually to students and to schools at the end of the year. Students will get separate scores from each of the three parts of the GAT. The VCAA uses results of the GAT for monitoring school assessments and for checking the marking of school-assessed tasks and examinations. They do not form part of your award of the VCE and are not used for tertiary selection processes.

5. How is school assessed work reviewed and moderated?
For all forms of school based assessment, the VCAA has procedures to ensure all schools throughout the State are marking to the same standard. Each school’s coursework assessments are statistically moderated using both the GAT and examinations in that study which are also used to check on results for school assessed tasks. This is all done before you receive the final grades for your work.

6. How are results reported?
At the end of the year, the VCAA will issue a Statement of Results to all students enrolled in the VCE. At the Unit 1 & 2 level, it will only show S or N for each unit of study. At Units 3 & 4 level, it will also show your school assessment grades and examination grades plus your study score for each unit of study. Your study scores are then used by VTAC to calculate the ATAR score.

7. What is the Australian Tertiary Admissions Rank (ATAR)?
The Victorian Tertiary Admissions Centre (VTAC) receives results (study scores) from the VCAA. VTAC will use these scores to determine the Australian Tertiary Admissions Rank (ATAR) for each VTAC applicant and the applicant will be notified of that ATAR by VTAC at the same time as the applicant receives his/her study scores from the VCAA.

An applicant’s ATAR is their percentile ranking. It gives the comparative placement of that applicant in the population of tertiary applicants who have applied for a tertiary course on the basis of their Year 12 results.

8. What are the attendance requirements?
VCE students are expected to attend all timetabled classes, excursions and assemblies and be punctual at all times. Year 11 students are expected to attend every school day from 8.40am to 3.10pm.

Attendance is compulsory for each unit. A minimum of 90% is required or students risk receiving an N, no matter how much work is done.

If a student has not attended a minimum of 90% of timetabled classes for a particular subject or unit they will be deemed to have not met the requirements of that subject or unit and will receive a “N” for the unit if it is a VCE study. All absences must be accompanied by a medical/parent note on the day of return to school. Parents are asked to assist by not allowing students to stay home unless they are too sick to attend school. Medical/dental appointments should be made outside of school hours.
9. Do I qualify for EAL?
A student may be eligible for EAL status if they meet both of the following conditions:
1. (a) The student has been a resident in Australia or New Zealand or other predominantly English-speaking country for no more than seven years, that is, their date of arrival was on or after 1 January 2008 for students who are in a Unit 3 and 4 program in 2015 (Note: The period of seven years is to be calculated cumulatively over the student’s whole life. The calculation of time spent in Australia is made from the date of last arrival plus any previous periods of time spent in Australia or any predominantly English-speaking country. This calculation of time should not include time spent out of Australia during school vacations.) or (b) the student is an Aboriginal or Torres Strait Islander student whose first language is not English.

2. English has been the student’s major language of instruction for a total period of not more than seven years over the period of their education. Schools must sight the student’s overseas school reports to confirm that the language of instruction was not English during this period.

10. Can I change my course?
Students enrolled in Units 1 & 2 may, in some cases, may change their course at the end of Unit 1. Changing of a course may occur for several reasons - a career pathway has changed, loss of interest in a particular unit, or the work is too difficult. The process for changing courses at the end of Unit 1 will be outlined during a level assembly towards the end of Term 2.

Students enrolled in Units 3 & 4 may change to other units 3 and 4 only up to the school’s closing date of February 5th 2016. This is because of the restrictions on completion of Units 3 & 4 which must be studied in a sequence. Unit 3 is a pre requisite for all unit 4 subjects. Unit 4 cannot be studied alone.

It is important that students check prerequisites for entry into TAFE and University courses. The relevant publication for Year 10 is VICTER 2016. Please note: While every effort will be made to give students up to date advice when choosing courses, the final responsibility for checking prerequisites rests with students and parents.

11. What changes are there to the VCE Study Designs?
In the Sciences Units 1 & 2 in 2016 will follow the 2016 – 2021 study design. The implementation of this is rolled out over two years, as such units 3 & 4 are still using the 2013 – 2016 study design. A copy of the new study design can be viewed via the VCAA website.

VCE (Baccalaureate)

VCE (Baccalaureate) is a new form of recognition of achievement within the VCE qualification. Designed to provide further information about the kind of senior secondary program of study within VCE. It provides an additional form of recognition for those students who choose to undertake the demands of study both a higher level mathematics and a language in their VCE program of study. The VCE (Baccalaureate) is contained within the VCE and is not another senior secondary credential.

The student will be enrolled in the appropriate set of VCE units as normal. Eligibility is determined by the criteria below and the award of the VCE (Baccalaureate) will be flagged through the normal VCE Student Eligibility Report. Confirmation of receipt of the award will only occur once the student receives final moderated study scores. Finally, the student’s Statement of Results will include an additional statement that recognises the award of the VCE (Baccalaureate).

To be eligible to receive the VCE (Baccalaureate) the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:
- a Unit 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above
- or a Units 3 and 4 sequence in EAL with a score of 33 or above
- a Units 3 and 4 sequence in either Mathematics Methods (CAS) or Specialists Mathematics
- a Units 3 and 4 sequence in a VCE Language
- at least two other 3 and 4 sequences
VCE COURSE SELECTION and COLLEGE PROCEDURES

Stage 1  Counselling and information phase.

Stage 2  Students have a choice of units and programs offered by the college.
It is recommended students choose a group of subjects that complement each other and have a
theme that suits their interests, career ambitions and abilities.

Stage 3  Selections are compiled and Units to proceed are determined by the College taking into account
student numbers, staff and room availability.

Stage 4  A grid is developed to best accommodate the students' choices and minimise clashes between subjects.

Stage 5  Students adjust their subject choices WITHIN the final grid / timetable. Some minor changes of
program are permitted.

Stage 6  Results for Years 10 & 11 are released and some students may need to adjust programs to reflect results.

ENTRY TO UNITS
Generally, there are no prerequisites for entry into Units 1, 2 and 3, although students are strongly advised to
take Unit 2 before Unit 3. Students who enter a study at Unit 3 must be willing to undertake some preparation
as specified by the teacher. Students must undertake Unit 3 and Unit 4 as a sequence. Students should seek
advice prior to selecting mathematics units.

These are the units that will be offered at Glen Eira College in 2016:

<table>
<thead>
<tr>
<th>Units</th>
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<tbody>
<tr>
<td>Accounting</td>
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<tr>
<td>Australian and Global Politics</td>
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<tr>
<td>Biology</td>
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<tr>
<td>Business Management</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Classical Studies</td>
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<tr>
<td>Dance</td>
</tr>
<tr>
<td>Drama</td>
</tr>
<tr>
<td>English / EAL</td>
</tr>
<tr>
<td>English Language</td>
</tr>
<tr>
<td>Economics</td>
</tr>
<tr>
<td>French</td>
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<tr>
<td>Further Mathematics</td>
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<tr>
<td>General Mathematics</td>
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<tr>
<td>Geography</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
</tr>
<tr>
<td>Information Technology</td>
</tr>
<tr>
<td>Information Technology – IT Applications</td>
</tr>
<tr>
<td>Info. Technology – Software Development</td>
</tr>
<tr>
<td>Legal Studies</td>
</tr>
<tr>
<td>Literature</td>
</tr>
<tr>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>Media</td>
</tr>
<tr>
<td>Music Performance</td>
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<tr>
<td>Philosophy</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>Physics</td>
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<tr>
<td>Product Design and Technology</td>
</tr>
<tr>
<td>Psychology</td>
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<tr>
<td>Religion and Society</td>
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<tr>
<td>Specialist Mathematics</td>
</tr>
<tr>
<td>Studio Arts</td>
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<tr>
<td>Visual Communication Design</td>
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</tbody>
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NB: 1. Please note that the specified units are OFFERED, but if numbers are insufficient or resources limited, they may not go ahead.
2. Other Language studies may be taken outside the school.
3. Some unit 3/4 sequences maybe undertaken while in Year 11 subject to staff approval and counselling.
A VET program allows students to complete accredited TAFE Studies (modules) whilst studying VCE. It enables students to complete a nationally recognised vocational qualification and the VCE at the same time. Some of these modules will be taught as part of normal VCE studies, some modules are taught separately.

At the end of Year 12, students who have satisfactorily completed all required units will be awarded both the VCE Certificate and a VET in the VCE Certificate.

**HOW DOES VET WORK?**

A VET in Schools (VETis) program is usually made up of:

- **Units of Competency:** Units of work and skills training delivered by a registered training organisation (e.g. TAFE), the students’ school or another school close by.

- **Structured Workplace Learning:** A compulsory requirement for some VETis subjects however all students are actively encouraged to participate in a Structured Workplace Learning Placement. These are usually held in one week blocks and organised by the students to occur during school holidays to minimise disruption to learning.

Structured Workplace Learning enables the student to demonstrate acquired skills and knowledge in an industry setting. During the work placement, a student will have specific tasks to undertake in order to demonstrate competence. Students will be regularly monitored and may be assessed on the job during their placement.

**CONTRIBUTION TO THE VCE**

VET may be fully incorporated into the VCE either as VCE VET (scored assessment) or Block Credit.

**VCE VETis Programs:**
- Are fully recognised within the Units 1-4 structure of the VCE;
- Have equal status with other VCE studies;
- May offer scored assessment and provide a study score (selected programs only) or may provide a 10% increment to the ATAR.

**VET Unit 3 & 4 sequences, with study scores:**
- Scored VCE VET programs provide a study score and contribute directly to the ATAR in the Primary 4 or as a 5th or 6th study increment.

**Block Credit VETis Programs**
- Are fully recognised within the Units 1-4 structure of the VCE and have equal status with other VCE studies;

Students who undertake VET programs not included in the suite of scored assessment VCE VET programs may be eligible for credit towards their VCE. This is achieved through a process described as **Block Credit**.

VTAC may award students who receive a Units 3 & 4 sequence through **Block Credit** recognition a **10% increment towards their ATAR**.
Glen Eira College is a member of the Inner Melbourne VET cluster. The cluster offers a broad range of VET certificate courses that are available to Glen Eira College students. Most courses run off campus’ at various venues including other school and TAFE Colleges.

Next year the courses offered may include*:

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Units</th>
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<tr>
<td>Certificate II</td>
<td>Acting</td>
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<td>Certificate II</td>
<td>Allied Health</td>
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<tr>
<td>Certificate II</td>
<td>Applied Fashion Design and Technology</td>
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<tr>
<td>Certificate II</td>
<td>Automotive Studies (Prevocational)</td>
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<tr>
<td>Certificate II</td>
<td>Building and Construction - Carpentry</td>
</tr>
<tr>
<td>Certificate I</td>
<td>Community Services</td>
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<tr>
<td>Certificate II</td>
<td>Creative Industries Media/Broadcasting</td>
</tr>
<tr>
<td>Certificate II</td>
<td>Dance</td>
</tr>
<tr>
<td>Certificate II</td>
<td>Electrotechnology</td>
</tr>
<tr>
<td>Certificate I</td>
<td>Engineering Studies</td>
</tr>
<tr>
<td>Certificate II</td>
<td>Events Management</td>
</tr>
<tr>
<td>Certificate III</td>
<td>Fitness</td>
</tr>
<tr>
<td>Certificate II</td>
<td>Hairdressing</td>
</tr>
<tr>
<td>Certificate II</td>
<td>Horticulture</td>
</tr>
<tr>
<td>Certificate II</td>
<td>Hospitality</td>
</tr>
<tr>
<td>Certificate II</td>
<td>Information, Digital Media &amp; Technology</td>
</tr>
<tr>
<td>Certificate III</td>
<td>Laboratory Skills</td>
</tr>
<tr>
<td>Certificate II</td>
<td>Music</td>
</tr>
<tr>
<td>Certificate I</td>
<td>Tourism</td>
</tr>
</tbody>
</table>

* These have not been finalised at the time of publication of this booklet.

Why a VET in the VCE Certificate?

The program has definite advantages:

• It allows students to complete their VCE and VET in the VCE Certificate at the same time. Students will receive both a VCE and a VET certificate.

• VET in the VCE means that the TAFE modules are recognised as VCE units and can be included with VCE units as part of the basic 16 units students must complete satisfactorily to gain their VCE. VET programs have a Unit 1-4 structure.

• A fully completed VET Certificate including a Unit 3 & 4 sequence will be counted when calculating a student’s Australian Tertiary Admissions Rank (ATAR) in specific VET subjects. It may contribute directly or as a 10% addition. It is important that you check which method is used for each of the VET studies. Students who want to go into university courses are not disadvantaged by gaining a certificate within their VCE program.

• These certificates are designed to meet industry requirements in the relevant areas and therefore give VCE students the bonus of work skills that are accepted as training by industry. The certificate is endorsed both by the Authority and the State Training Board. Students who successfully complete their program are awarded a nationally accredited Vocational Training Certificate.

• These certificates may give students credits towards other courses if they go on to further education at a TAFE College.

• In Units 3 & 4 of VET studies, graded assessment will be available in specific subject areas.
**a. Completing VCE units in Year 10**

Year 10 units are blocked against VCE units resulting in a greater opportunity to offer VCE subjects to capable Year 10 students (subject to timetable clashes and available spaces in classes). Students interested in studying VCE units should complete an expression of interest at the time of making their Year 10 choices.

**b. University enhancement studies**

University Enhancement Programs aim to assist high-achieving secondary school students to maximise their learning experience in their final year of school. Participating in the program provides students with an intellectual challenge during Year 12. Extension studies are for the most able students. In any one year it is likely that less than 2% of VCE students will be eligible. These students are selected by schools, using university guidelines, to help ensure that selected students are capable of completing the VCE and extension studies program.

Enhancement studies students complete a standard first-year university level subject. There is a range of subjects available in the areas of arts, business and economics, information technology and science. Students have a choice of study modes including attendance at enhancement centres located at various secondary schools and at university campuses or via off-campus learning (distance education). Students studying off-campus may also have the option of attending specially established tutorial centres.

All students nominate a mentor at their school. Mentors monitor students’ progress but are not expected to provide academic assistance as this is provided at the enhancement classes and/or by university staff.

Students attend classes at selected secondary schools, normally once per week after school, and they also attend a number of on-campus sessions during each semester.

It is important to realise that extension studies do not contribute to the requirement of the VCE. They are not VCE units, so you can’t count them as one of the sixteen units needed for satisfactory completion. Extension studies are there to extend your capabilities beyond the VCE. That said, the extension studies results will be reported on your Statement of Results and they do contribute to your Australian Tertiary Admissions Rank (ATAR).

**Eligibility**

- Students will have completed Units 3 & 4 of the associated study in Year 11 or will be undertaking the study in Year 12. (If undertaking Unit 3 & 4 in Year 12 then the student will have undertaken the associated Unit 1 & 2 in Year 11).
- Students will have achieved grades of A or A+ in the associated study at Units 3 & 4 (or Year 11 if appropriate)
- Students will have achieved exceptionally high level results across most subjects in Year 11.
- Students must be undertaking Units 3 & 4 of at least four VCE studies in Year 12, and must have completed at least five VCE studies at this level by the end of Year 12.

**Cost to students**

The cost to students is dependent on the university with whom the Enhancement Studies are undertaken. The cost is approximately $450 per semester. This fee may increase each year. If a student is subsequently granted credit for their Enhancement Studies, the student will not incur a HECS debt for credited subjects.

Students interested in undertaking Enhancement Studies should express their interest to the Senior School Leader.
‘Live as if you were to die tomorrow. Learn as if you were to live forever.’

M. Gandi
Students learn to how to interact in a global environment, how to learn, adapt, create and communicate effectively and how to interpret and use information fluently and critically. The curriculum has a particular focus on English language, literature and literacy. Specifically, the curriculum aims to support students to:

- Appreciate and enjoy language and develop its power to evoke feelings, form and convey ideas, persuade, entertain and argue
- Understand, interpret, reflect on and create an increasingly broad repertoire of spoken, written and multimodal texts across a growing range of settings
- Access a broad range of literary texts and develop an informed appreciation of literature
- Respect the varieties of English and their influence on Standard Australian English

**Assessment Tasks**
Assessment tasks will be based on the three strands of Language, Literature and Literacy. These are defined as:

Language – Knowing about the English language: a coherent, dynamic, and evolving body of knowledge about the English language and how it works.

Literature – Understanding, appreciating, responding to, analysing and creating literature: an enjoyment in, and informed appreciation of, how English language can convey information and emotion, create imaginative worlds and aesthetic and other significant experiences.

Literacy – Growing a repertoire of English usage: the ability to understand and produce the English language accurately, fluently, creatively, critically, confidently, and effectively in a range of modes, and digital and print settings, in texts designed for a range of purposes and audiences.

**Assessment Tasks**
- Text response and analytical essays
- Imaginative and creative responses to texts
- Media and language analysis
- Debates and oral presentations
- Research-based tasks
- Writing folios
- Grammar tasks and tests
- Mid-year and end-of-year examination

**ENGLISH AND ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

**Assessment Tasks**
Assessment tasks will be based on the three strands of Language, Literature and Literacy. These are defined as:

Language – Knowing about the English language: a coherent, dynamic, and evolving body of knowledge about the English language and how it works.

Literature – Understanding, appreciating, responding to, analysing and creating literature: an enjoyment in, and informed appreciation of, how English language can convey information and emotion, create imaginative worlds and aesthetic and other significant experiences.

Literacy – Growing a repertoire of English usage: the ability to understand and produce the English language accurately, fluently, creatively, critically, confidently, and effectively in a range of modes, and digital and print settings, in texts designed for a range of purposes and audiences.

**Assessment Tasks**
- Text response and analytical essays
- Imaginative and creative responses to texts
- Media and language analysis
- Debates and oral presentations
- Research-based tasks
- Writing folios
- Grammar tasks and tests
- Mid-year and end-of-year examination

**MATHMATICS**

Students complete a mathematics course that best suits their needs and ability. Students should consult with their parents, mathematics and careers teacher to ensure they fully understand the consequences of their choice. Students must select one of the two alternatives below for the whole year.

**Mathematics 10**
A conventional Mathematics course that is designed to prepare students for VCE Mathematical Methods (CAS) or VCE General Mathematics. Maths 10 deals with algebraic expansion and factorisation, solving of equations, graphs of straight lines and parabolas, area and volume of a variety of shapes, trigonometry, Pythagoras Theorem, surds and exponential functions, variation, probability and statistics. There will be an emphasis on further developing problem solving skills.

**Foundation Mathematics**
This is VCE Foundation Mathematics Units 1 and 2 designed for students who are not intending to study VCE General Mathematics or Mathematical Methods in Year 11. The course focuses on the application of Mathematics in practical contexts relating to everyday life, recreation, work and study. The topic areas include Space, Shape and Design, Patterns and Number, Handling Data and Measurement and are investigated through themes such as Finance, Sport, Car Safety and Theatre Productions. This course is designed to complement and support other VCE subjects including VET studies.

**Assessment**
The assessment in both of the Mathematics units will be based on:
1. Topic tests
2. Workbook
3. Investigation reports
4. Project work including the use of ICT
5. End of semester exam

**Note:**
1. Students who are considering Year 11 Maths while in Year 10 should undertake either Specialist Maths or Maths Methods (see VCE section).

2. VCE Mathematical Methods Units 1 and 2 is a prerequisite for VCE Mathematical Methods Units 3 and 4. (Students are also advised to undertake Specialist Mathematics Units 1 and 2 also especially if they intend to do Specialist Mathematics Units 3 and 4). VCE Specialist Mathematics Units 3 and 4 can only be attempted if Mathematical Methods Units 3 and 4 has been done previously or is done concurrently.
**Pre VCE Science**
The course is composed of various prerequisite topics including atomic structure, energy conservation, motion of objects, electricity, the periodic table and chemical reactions. It will involve observing and measuring, analysing results, developing explanations, communicating and evaluating evidence based on their findings from practical work and research.

NB: This unit is a prerequisite for VCE Chemistry and Physics, and recommended for VCE Biology.

**CSI Glen Eira**
Become a CSI detective to solve crime! Students will learn about genetics, DNA, fingerprinting, blood spatterings, blood groups, projectiles, vehicle collisions, profiling and many more exciting things.

This unit is recommended if you intend to study Biology or Physics in Year 11.

**Science in Our Universe**
What is the science on Earth and beyond? Students will learn about Earth global systems, space science, the study of rockets, the use of telescopes, the Big Bang Theory and cosmology.

This unit is recommended if you intend to study VCE Physics.

**Tomorrows World**
In twenty years, what will your world be like? What can we learn from the past to tell us about the future? In Tomorrow's World students will learn about DNA, genetics and gene technology, cloning and stem cells, evolution, natural selection and human disease.

This unit is highly recommended if you wish to study VCE Biology.

**Assessment for all units:**
1. Portfolio
2. Practical reports
3. Topic tests
4. End of semester exam

**Modern Australian History**
Students study Australian History from the end of WW1 (the beginning of the modern age) to the present. All topics are covered from an Australian perspective. They analyse historical evidence, weighing its significance and contestability. They will engage in many significant historical debates which have shaped the modern era and have helped transform Australian identity.

Key areas of study:
- Interwar period
- World War 2
- The Cold War
- Rights and Freedoms
- Migration Experience

**Assessment Tasks:**
1. Workbook
2. Research project
3. Unit tests
4. Exam

**Mythical Worlds**
Students explore the myths of an ancient or medieval culture. Mythic narratives were used to explain the world, the foundation of institutions and aspects of daily life. Myths were commonly represented in a range of forms including epic, sculpture, tragedy, vase and wall painting and mosaics. They were transmitted through festivals, religious rituals, art and architecture.

Key areas of study:
- Heroes and Monsters
- Myth and archaeology
- Myth in art

**Assessment Tasks:**
1. Research project
2. Creative retelling assignment
3. Unit tests
4. Exam
Geography
In Geography students explain the operation of major natural system and its interaction with human activities. They evaluate the consequences of the interaction and develop a policy to address an issue related to it. Students describe global patterns of development from a range of perspectives and identify and describe the factors that determine these patterns. They analyse development issues and formulate and evaluate comprehensive policies, including those for sustainable use and management of resources, to alter development patterns at a range of scales. They use evidence based on their inquiries and geographical language and concepts.

Key areas of study:
• Environmental change and management
• Geographies of human wellbeing

Assessment Tasks:
1. Workbook
2. Research project
3. Unit Tests
4. Exam

World Religions
Students study the beliefs, values and ideas of religious traditions that have contributed to Australia multicultural landscape. For many Australians, religious beliefs frame their understanding of the world and influence their everyday choices and actions.

The World Religions unit is designed for students to develop an understanding and respect for these traditions. Therefore, students will be expected to visit multiple places of worship around Melbourne which may incur an additional cost.

Key areas of study:
• Introduction to religion
• Asian religions in Australia
• Abrahamic religions in Australia
• Living in a multicultural world

Assessment Tasks:
1. Research project
2. Reflective journal
3. Unit tests
4. Exam

I Object!
Students are introduced to the concept of law and the Australian governmental and legal system. They are provided with opportunities to investigate and participate in activities that support social justice and underpin the future wellbeing of society.

The unit provides a vehicle for students to challenge their own and others’ views about Australian society and to formally participate in our national discourse.

Key areas of study:
• Government and the law
• Australian Legal System
• Criminal Law
• Human Rights and Social Justice

Assessment Tasks:
1. Case studies
2. Research project
3. Unit tests
4. Exam

Military History
Students are introduced to the concept of viewing history through its many military conflicts.

Military history unit uses warfare as a catalyst to study larger historical patterns and changes. Students will study why a conflict took place, the strategies, tactics and technology used in the conflict, the soldier’s experience during the conflict and the conflicts impact on history.

Key areas of study:
• Cause
• Method
• Manner
• Impact

Assessment Tasks:
1. Essay
2. Research project
3. Unit tests
4. Exam
Human Movement
This unit aims to develop an intricate understanding of the body’s systems and how these systems work together to enable human movement. This unit has a practical and a theoretical component. Students will be involved in a selection of practical activities throughout the semester. They will have the opportunity to work both independently and in groups.

This unit provides a strong foundation for further study of Physical Education in VCE.

Theory Components will include:
- Body systems - cardiovascular, respiratory, skeletal and muscular systems
- Energy systems and energy production
- Fitness components
- Training methods and principles
- Biomechanics

Practical Components will include:
- Fitness testing
- Prescribing and adhering to a 6-week training program
- Physical activities that relate to theory

Assessment will include:
- Semester exam
- Practical work and participation
- Fitness testing and program development
- Theory assessments

Healthy Mind, Healthy Body
Students will:
1. Extend their learning about major tasks in establishing personal identity.
2. Identify patterns of food consumption in Australia and the strategies designed to improve it.
3. Examine the relationship between nutrition and stages of growth and development, and the eating practices associated with different stages of the lifespan.
4. Investigate the work of government departments and non-government bodies in promoting and protecting the health of young people – including the law, policies and provision of health services.

Assessment will include:
- Health Promotion Initiative
- Cancer Essay or Cancer Research Task
- Pre Natal Assessment Task
- Semester Examination

Topics covered include:
- cardiovascular diseases
- cancer
- injury
- mental health
- diabetes
- asthma
- health promotion
- healthy lifestyle decisions (food consumption)
- guidelines
- diet and health
- body image

A Look at Teenage Issues
Students will:
1. Extend their learning of major tasks in establishing personal identity? and how cultural and social factors shape their values.
2. Identify personal behaviours and community actions that affect ones health status, both positively and negatively.
3. Understand the rights and responsibilities associated with an aspect? of their developing independence.
4. Examine mental health issues relevant to young people.
5. Understand and practice appropriate assertiveness and resilience strategies.
6. Identify and investigate issues relating to sexual matters and relationships.

Topics covered include:
- risk taking behaviours
- road safety
- drug use and abuse in Australia
- alternatives to drug use
- body issues
- understanding mental health
- relationships
- strategies to minimise harm and maximize personal safety
- getting help
- adolescent nutrition and development

Assessment will include:
- Drink Driving Task
- Mental Health Essay
- Semester Examination

Assessment will include:
- Semester Examination
**Biomechanics and Sports Psychology**
This unit aims to develop an intricate understanding of the biomechanical principles of the human body and how and how you can improve skill through a knowledge of biomechanical movement. Students will also develop an understanding of coaching practices and sports psychology to improve participation and skill acquisition. This unit has a practical and theoretical component. Students will be involved in a selection of practical activities throughout the semester. They will have the opportunity to work both independently and in groups.

*Theory Components will include:*
- Biomechanical principles of human movement
- Skill and skill acquisition
- Coaching – styles and techniques
- Australia’s Physical Activity and Behaviour Guidelines
- Sports psychology – motivation, arousal vs anxiety

*Practical Components will include:*
- Biomechanical comparisons
- Developing an understanding of biomechanics through practical activities
- Coaching peers
- ICT data collaboration

*Assessment will include:*
- Semester exam
- Practical work and participation
- Biomechanical and coaching practical laboratory tasks
- Theory assessments

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**Visual Communication**
This course will develop students’ ability to think and solve problems creatively and imaginatively. Students will create drawings and design for Communication design; book jackets, posters, billboard advertisements and multimedia productions. They will develop their skills for Environmental design through drawing two-dimensional architectural plans or creating three-dimensional models of interiors. Students’ experience is further developed for Industrial design by creating either garments or products such as cars or furniture. Students may use a combination of traditional techniques and computer programs; Illustrator, Photoshop and Sketchup.

This course will be tailored to meet student interests in the topics that are taught and prepare those who are wishing to take this subject in Years 11 and 12.

*Assessment Tasks*
1. Development of a design folio
2. Final Presentations
3. Written Analysis
4. Exam

**Visual Arts**
This course is designed as a solid introduction for students wishing to study Studio Arts in Year 11 and 12. Students will look at the works and ideas of various artists throughout the history of art and seek sources of inspiration for their own art making. Students have the opportunity to experience a wide range of art media such as drawing, painting, ceramics, printmaking, photography and computer generated imagery using Photo Shop. Students will utilise these media as an avenue of self expression to investigate a variety of themes such as: the urban or natural environment, portraiture, contemporary events and issues, popular culture etc.

*Assessment Tasks*
1. A project folio of completed artworks and trials
2. Visual diary containing research, design development and project evaluations
3. Written research and response projects
4. End of semester exam
Media
In the digital age, a critical awareness of content and sharp visual literacy is useful in understanding the world we live in. This subject studies the influences of film and television in society within the last hundred years and how it has changed. New Media is examined through an understanding of the influences of the Internet and digital distribution. Television and Internet advertising is also explored with references to social and political narratives. This subject is useful in preparation for VCE Media.

Assessment Tasks
1. Media Presentation
2. Assignments
3. Screen Tests
4. Written Exam

Music
Year 10 Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through:

- Music making
- Performing
- Composing, arranging and/or improvising
- Musicianship
- Aural perception, analysis and music language

Students will experience:
Being a Music Producer - explore the history of ringtones; use musical elements such as texture, timbre, pitch and duration; utilise keyboard recording functions while planning and composing their own ringtone
Audio Engineer - use of the the Music Sequencing Programs to compose and engineer a 12 bar blues or create a remix
Film Composer - create a soundtrack to tell or enhance a story; provide Program or Mood music or create a soundtrack to a short animation

Students will develop musical skills that will provide them with the opportunity to continue onto VCE Music Performance in Year 11 and 12.

Cinema & Theatre Studies
Cinema & Theatre Studies explores storytelling through the eyes of both the creator and the critic. Students analyse and critique films, looking at a range of genres including Action, Adventure, Comedy, Drama, Documentary, Musicals and Science Fiction. Students will then apply their analytical and creative skills in preparing and producing a performing arts.

Students will undertake an extended practical investigation, choosing either acting or technical production according to their interests.

This subject complements both the Year 10 Multimedia units as well as VCE Drama Units 1 & 2. It is also an excellent additional preparation for VCE English and English as an Additional Language, as writing and analysis skills will be improved.

Assessment
1. Film Analysis Assignment
2. Script Development
3. Investigative Project

Musical Theatre through Film
This subject will examine musical theatre through film. Analysis will explore aspects of Dance, Music, Drama and Filmmaking. Musicals such as Chicago, Moulin Rouge, The Producers, Fame, Phantom of the Opera, Nine and High School Musical will be critically examined. Students will have opportunities to perform dance routines, musical repertoire or dramatic scenes or create films that highlight performance. Technical aspects of lighting, sound, staging and vision will be considered along with design of scenes, costumes and make-up.

Assessment:
1. Group/Solo Performances or Films
2. Group Process Journal/Assignment
3. Written Exam
Photography
Students will learn the basics of both traditional black and white photography and digital photography. This includes the SLR camera parts and functions, proper handling of a camera and relating the art elements and principles to create artistic photographs. Students will refine their photographic skills through a focus on composition and light, practice various photographic and explore more creative approaches to photography. The students will develop skills through the investigation of film processing, darkroom techniques and retouching photographs using photo-editing software such as Photoshop. Students will also learn the history of the camera from the camera obscura to camera phones. They will become familiar with the work of famous photographers, both historical and contemporary.

By the end of the course students should be able to compose, edit, critique and display their photographs, and have a basic understanding of the techniques and history behind it.

Students are not required to have their own SLR camera but access to a digital camera would be advantageous.

Assessment:
• Folio of photographic work
• Research assignments
• Design process

Assessment Tasks
1. Performance: Students will be required to perform a varied repertoire as soloists and/or part of an ensemble (students can bring their own instruments/voice or utilise instruments in the music classroom)
2. Theory/Aural: Students will be required to recognise notes, beats, rests, intervals, triad chords, four note chords (7ths), cadences, Circle of 5ths, key signatures and a variety of scales. Students will notate rhythms, melodies and harmonic progressions from aural dictation.
3. Music Styles: Students will research a variety of pieces and genres in relation to their historical and social backgrounds

Chinese
Students will further improve their ability to converse in Chinese in a range of topics and build up the number of characters they can write and recognise. Students will develop their skills in understanding and responding appropriately in basic Chinese conversation and develop their understanding and appreciation of the Chinese culture.

Typical tasks and activities
1. Aural comprehension
2. Dialogues, role plays
3. Conversation
4. Use of dictionary
5. Reading comprehension
6. Written response to text and creative writing

Assessment Tasks
1. Role play
2. Conversations in selected topics
3. Presentations in selected topics
4. Reading comprehension
5. Characters writing and dictionary skills
6. Written response to text
7. Creative writing

Hebrew
Students will focus on the areas of speaking, listening, reading and writing skills. They will study texts and generate written responses. Students will develop listening and conversational skills in Hebrew. They will further develop their understanding and appreciation of the culture.

Class Activities
1. Conversations, role plays and dialogues
2. Reading comprehension
3. Written response to text and creative writing
4. ICT supported activities

Assessment Tasks
1. Conversations in chosen topics
2. Reading Comprehension
3. Written response to text and creative writing
4. Presentations
French
Students will focus on the areas of speaking, listening, reading and writing skills. Students will develop their skills in understanding and responding appropriately in basic French conversations. They will study texts, generate written responses and all further develop their understanding and appreciation of the French culture.

Class activities
1. Dialogues, role plays
2. Conversations in given themes
3. Reading comprehension
4. ICT supported activities
5. Written response to text and creative writing

Assessment Tasks
1. Conversations in chosen topics
2. Presentations
3. Reading comprehension
4. Written response to text
5. Creative writing

For our current year 9 students who have followed either the CNED, French 1st language program or the French Advanced class, French pathways which are on offer for 2016 are as follows:

1. Year 10 CNED Seconde (French 1st language) in 2016 leading to VCE Year 12 (Units 3 & 4) in 2017.
2. Year 11 (VCE Units 1&2) in 2015 leading to Year 12 (Units 3 & 4) in 2017.

Students who are doing year 11 French in 2015 (VCE 1 and 2) will do French Units 3 & 4 in 2016.

Our recommendations are that
1. Students’ who have followed the Year 9 course in 2015 select CNED seconde for 2016 (unless students have been recommended by their teacher to choose Year 11 Units 1&2. The CNED seconde program will offer the students a bridge from year 9 to VCE as it will enable them to develop analytical skills and enhance their vocabulary whilst studying French literature. Some of our current French VCE students are using a topic already studied in CNED Seconde for their detailed study in VCE. (Ex La Littérature Engagée).
2. Students who have followed the French Advanced course in year 9 select year 11 (Units 1 & 2) for 2016.

Food - A World View
In this unit students will learn about the distinctive flavours and famous dishes from cuisines from all over the world and how we have incorporated and modified these cuisines to suit local tastes. Students will learn about the importance of culture and how it influences what we eat, how we eat and why we eat.

The design process is used to design the solution for any production task (that is the making of the recipes). The stages of the design process are investigating, designing, producing, analysing and evaluating.

What is culture?
Italian Cooking- Regional cooking and ingredients
• Pasta Making
• Gnocchi
• Almond Biscotti
• Own choice

Middle Eastern Food - What is Kosher? What is Halal?
• Chicken and Rice
• Chicken Soup
• Baklava
• Own choice

Asian Food-Japanese cooking and Chinese cooking
• Nori Rolls
• Beef stir fry with Asian Vegetables
• Stir fried vegetables with tofu
• Own choice

Indian Food-common ingredients
• Curry Making
• Roti Making
• Gulab Jamun with vanilla ice cream
• Own choice

Assessment Tasks
• Production Work
• Design Briefs
• Semester Examination
Food and You
Students will:
1. Improve their preparation, cooking and presentation of food.
2. Evaluate their food preparation and presentation.
3. Develop their knowledge of the resources that are available to overcome ‘problems’ when preparing food.
4. Work to design briefs given by various people or community groups.
5. Develop an understanding of the importance of work plans and to use them regularly.
6. Investigate various foods and food groups and then prepare these foods successfully.
7. Use the technology process i.e. investigating, designing, producing and evaluating to complete all of the practical work.

Assessment Tasks
- Nutritional Needs
- Coeliac Disease
- Semester Examination

Wood Technology
Students will learn current Occupational Health and Safety (OH&S) procedures and how to apply these procedures in the use of woodworking machinery and hand tools. Students will start with basic models then moving onto more challenging models which they will research and design. Students learn technical drawing using a drawing board, ‘T’ square and set squares then moving onto Computer Aided Drawing (CAD) program. This subject is beneficial to students interested in undertaking a whole host of Vocational Education and Training (VET) subjects, e.g. building trades.

Assessment Tasks
- Production
- Assignment
- Technical drawing folio
- Semester Exam

IT in action and Robotics
The unit is designed to give students an insight into advanced computer applications and to develop ICT skills for further schooling and employment. This unit also provides key skills necessary for VCE and VET IT courses.

Students will cover the following areas:
- Software applications
  Microsoft and Adobe software packages will be used to solve given problems.
- Introduction to Programming
  Students will be introduced to the basics of computer programming and the application of computer programming in robotics. The main language used will be VB.Net and Lego Mindstorms, but there will be exposure to other programming languages. Depending on their ability and interests, students will complete a number of small projects.
- Introduction to hardware components
  Students will investigate the function of each computer component and learn how to install some of the computer devices
- Introduction to computer networks
  Students will explore the purpose of computer networking and learn to design a network for an organisation.

Assessment Tasks
1. Software application folio
2. Research and theory Project
Multimedia

This unit is designed for students who enjoy challenging themselves in developing multimedia products and who may consider doing VET multimedia courses.

This unit will provide students with the knowledge and skills to create, design and maintain web-based media using Adobe Dreamweaver and Flash. Students will also develop skills in acting, script writing, directing, video recording, sound and film editing. They will have an opportunity to participate in a community project where they put their ICT skills into practice.

Students are expected to actively participate in all learning activities and equally contribute to all collaborative projects.

Software packages:
- Adobe Design Premium
- Audacity
- Microsoft Office
- Kahootz

Assessment Tasks
- Software application folio
- Research and theory project
'Tell me and I forget, teach me and I may remember, involve me and I learn.'

Benjamin Franklin
ACCOUNTING

Rationale
Accounting focuses on the financial recording, reporting and decision-making process of a small business. Students will study both theoretical and practical aspects of accounting. Financial data will be collected, recorded and reported using both manual and electronic methods.

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

Students examine the role of accounting in the decision-making process using single entry recording of financial data and information for the owner of a service business.

Unit 2: Accounting for a trading business
This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Unit 3: Recording and reporting for a trading business
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

Unit 4: Control and analysis of business performance
The unit covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system. Students learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, financial performance and

AUSTRALIAN AND GLOBAL POLITICS

Rationale
Australian and Global Politics is the study of contemporary power at both national and global levels. The study provides knowledge and skills that prepare students for formal study at the tertiary level or in vocational education and training settings. It also leads to opportunities in a range of careers, including academia, management, and government. Students may also pursue occupations in corporate and private enterprises in fields such as journalism, law, research and politics.

Unit 1: The national citizen
Students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored. Students also examine the role and influence of social and political movements as methods of organising political ideas and action. While the focus of this study is the twenty-first century and current events, historical events, examples and illustrations may provide students with contextual understanding and may provide unique examples of the workings of the Australian political system.

Unit 2: The global citizen
This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. They explore the myriad ways their lives have been affected by the increased interconnectedness - the global threads - of the world through the process of globalisation. Students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.
**BIOLOGY**

**Rationale**
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.

**Unit 1: How do living things stay alive?**
This unit focusses on the activities of cells and the relationships between the specialised structures of cells and the processes that maintain life. Students study the relationships between features of organisms and how organism meet their requirements for life. They investigate how a diverse group of organisms live together in a community and factors that affect the health of a population.

**Unit 2: How is continuity of life maintained?**
In this unit students study the transmission of biological information from one generation to the next. They examine the process of DNA replication and cell division, and sexual and asexual reproductive strategies. Students explore classical genetics and consider this in relation to genetic screening and associated social and ethical issues. Students undertake an independent research investigation related to genetics or reproductive science.

**Unit 3: Signatures of life**
This unit focuses on the activities of cells at the molecular level, the synthesis of biomolecules that form components of cells and the role of enzymes in catalysing biochemical processes. Students will also study how biomolecules respond depending on whether molecules are ‘self’ or ‘non-self’ and the role of signalling molecules in coordination and regulation.

**Unit 4: Continuity and change**
Students study molecular genetics and the investigation of individual units of inheritance and the genomes of individuals and species. Included is an investigation of asexual and sexually reproducing organisms. Students also consider the change to genetic material that occurs over time and the changing nature and reliability of evidence that supports the concept of evolution of life forms.

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**BUSINESS MANAGEMENT**

**Rationale**
Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations.

**Unit 1: Small business management**
Small rather than large businesses make up the large majority of all businesses in the Australian economy. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

**Unit 2: Communication and management**
Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

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

Students develop an understanding of the complexity and challenge of managing the large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

**Unit 4: Managing people and change**
Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.
Rationale
Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. They can apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials. Chemistry gives students the opportunity to develop a range of skills such as; inquiry through practical experimentation, research skills, analytical skills including critical and creative thinking, and communication skills.

Unit 1: How can the diversity of materials be explained?
Students will learn about the nature of chemical elements, their atomic structure and their place in the periodic table. They will study the development of the model of the atom and how it has changed over time. Students will exam the placement of elements on the periodic table based upon similarities in their electronic configurations. They will explore patterns, trends and relationships between elements and investigate the nature of metals and their properties, including metallic nanomaterials. They will study the models of metallic, ionic and covalent bonding.

Unit 2: What makes water such a unique chemical?
Students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Unit 3: Chemical pathways
Students investigate the scope of techniques available to the analytical chemist. Students investigate aspects of instrumental analysis and organic chemistry while continuing to explore the application and principles of green chemistry, the use of scientific language, symbols and chemical formulae to explain observations and experimental data.

Unit 4: Chemistry at work
Chemical reactions produce a diverse range of products we use and depend on every day. Features that affect chemical reactions such as the rate and yield or equilibrium position are investigated. Students explore how an understanding of these features is used to obtain optimum conditions in the industrial production of a selected chemical.
**CLASSICAL STUDIES**

**Rationale**
VCE Classical Studies explores the literature, history, philosophy, art and architecture of ancient Greece and Rome. Students examine classical works that have captivated and inspired generations. These works explore love and devotion, as well as the cost of anger and betrayal. In presenting ideas about fate and freedom, VCE Classical Studies deepens understanding of what it means to be human.

**Unit 1: Mythical Worlds**
This unit explores the myths of ancient Greece and/or ancient Rome. Mythic narratives were used to explain the phusical world, the foundation of institutions and aspects of daily life. The deeds of Theseus, the wrath of Achilles, the epic voyages of Odysseus and Aeneas are tales that have entranced countless generations. Women such as Helen, Clytemnestra and Dido hold enduring fascination. Greek and Roman myths combine love and warm the monstrous and the human.

**Unit 2: Classical Imaginations**
This unit examines classical works across time. It begins with the study of classical Greek and/or Roman society through an exploration of intellectual and material culture. Classical works offer a means of exploring social and political life in classical antiquity.

The reception of these classical works extends beyond antiquity into the present. The cultural achievements of the classical world and have fired the imaginations for centuries.

**Unit 3 & 4: Classical Worlds**
Units 3 and 4 have two identical areas of study and outcomes. Students study selected works from the Classical Works list for each unit. These units enable student classicists to engage with the intellectual and material culture of classical Greece and/or Rome. Students work with translations rather than the Ancient Greek or Latin. Analysis of individual works enables students to engage with ideas that are explored by particular writers and artists. Students evaluate the techniques used to present these concepts.

**DANCE**

**Rationale**
This study is designed to develop students’ understanding and appreciation of dance as an art form that is based on the investigation and communication of ideas, themes and concepts.

**Unit 1**
Students explore the potential of the body as an instrument of expression. They learn about and develop technical and physical skills. Students discover the diverse range of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary.

**Unit 2**
This unit focuses on expanding students’ personal movement vocabulary and choreographic skills through the exploration of the elements of movement; time, space (including shape) and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others.

**Unit 3**
This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the physical execution of a diverse range of body actions and use of technical and performance skills. Students learn a group dance work created by another choreographer. Students develop an understanding of choreographic skills through an analysis of ways the expressive intention chosen by the choreographer of twentieth and/or twenty-first century solo dance works. Students analyse expressive use of movement vocabulary in the selected dance works, and cultural influences on the choreographers’ choice of expressive intention, and technical and production aspects of the dance works.

**Unit 4**
Students document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the unified solo dance work. Students’ understanding of choreographic skills is also developed and refined through an analysis of ways in which the choreographers’ intention can be expressed through the manipulation of group structures and the elements of spatial organisation, including direction, level, eye/body focus and dimension, in group dance works by twentieth and/or twenty-first century choreographers. Cultural Influences on choices made by choreographers in these works are also studied.
**ECONOMICS**

*Rationale*
Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do.

*Unit 1 Economics: Choices and Consequences*
Students come to understand how the decisions made by individuals, firms, governments and other relevant groups affect what is produced, how it is produced and who receives the goods and services. By focusing on one or more markets, a closer examination can be made of the factors that influence the prices and allocation of resources and how economic decisions are made to solve economic problems as they evolve.

*Unit 2 Economic Change: Issues and Challenges*
Students analyse the impacts of high unemployment on both society and the individual. They evaluate the effectiveness of government policies aimed at reducing unemployment and potential skills shortages, and the impact that these have on future living standards.

*Unit 3: Economic Activity*
Students examine the factors that affect the price and quantity traded in individual markets. Students investigate the importance of competition and analyse the degree of market power in different industries and how this affects the efficiency of resource allocation. They also come to appreciate that markets will not always lead to the most efficient allocation of resources. Students examine five key economic goals which may vary in importance from time to time and which are pushed for economic, political and social reasons.

*Unit 4 Economic Management*
Students learn how changes in interest rates will affect inflation, the rate of unemployment and the rate of economic growth. Students also develop an understanding of how the federal government alters the composition and magnitudes of its receipts and expenditure to influence directly and indirectly the components of aggregate demand. The relationship between the two macroeconomics demand policies is analysed in terms of their impact upon domestic economic goals.

**DRAMA**

*Rationale*
The study of Drama focuses on the creation and performance of characters, narratives and stories. The study of drama provides students with pathways to further studies in fields such as acting, direction, playwriting, production design, production management and studies in drama criticism.

*Unit 1: Dramatic storytelling*
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulate expressive skills in the creation and presentation of characters. Students also learn about stagecraft, theatrical conventions and performance styles.

*Unit 2: Creating Australian drama*
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context. This unit also involves analysis of a student's own performance work as well as the performance of an Australian work.

*Unit 3: Ensemble performance*
This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this performance.

*Unit 4: Solo performance*
This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. For a short solo performance students develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the VCAA. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.
ENGLISH AND ENGLISH AS AN ADDITIONAL LANGUAGE

Rationale
The English language is central to the way in which students understand, critique and appreciate their world, and to the ways in which they participate socially, economically and culturally in Australian society. The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of the key knowledge and skills underpins effective functioning in the contexts of study and work as well as productive participation in a democratic society in the twenty-first century. It also aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demand of employment, further education and participation in our society.

Unit 1
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

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

Unit 2
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

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

ENGLISH LANGUAGE

Rationale
The study of English Language enables students to further develop and refine their own skills in reading, writing, listening to and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades or social groups.

In this study students read widely in order to develop their analytical skills and understanding of linguistics. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use, as well as consider a range of historical and contemporary written and spoken texts.

Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. The study supports language related fields such as psychology, the study of other languages, speech and reading therapy, journalism and philosophy. It also supports study and employment in other communication-related fields, including designing information and communications technology solutions or programs.

Unit 1: Language and Communication
Language is an essential aspect of human behaviour and it is the means by which individuals relate to the world, to each other, and to the communities of which they are members. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as a highly elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children’s ability to acquire language, and the stages of language acquisition across a range of subsystems.
Unit 2: Language change
In this unit, students focus on language change. Languages are dynamic and change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past, and contemporary texts, considering how all subsystems of the language system are affected - phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered. In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language, and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.

Rationale
The study of French develops students' ability to understand and use a language which is widely learned internationally, and which is an official language of many world organisations and international events. The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world. A knowledge of French can provide students with enhanced vocational opportunities in many fields, including banking, international finance, commerce, diplomacy, translating and interpreting.

There are three prescribed themes:
• The individual
• The French-speaking communities
• The changing world

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

Unit 1
On completion the student should be able to:
• establish and maintain a spoken or written exchange related to personal areas of experience
• listen to, read and obtain information from spoken and written texts
• produce a personal response to a text focusing on real or imaginary experience.

Unit 2
On completion the student should be able to:
• participate in a spoken or written exchange related to making arrangements and completing transactions
• listen to, read, and extract and use information and ideas from spoken and written text
• give expression to real or imaginary experience in spoken or written form.

Unit 3
On completion the student should be able to:
• express ideas through the production of original texts
• analyse and use information from spoken texts
• exchange information, opinions and experiences.

Unit 4
On completion the student should be able to:
• analyse and use information from written texts
• respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities.
Rationale

Health and Human Development provides students with the skills and knowledge to make informed decisions about their own health and to recognise the importance of health in society. In undertaking this study, they will be able to actively participate in making appropriate choices that allow for good health and be able to seek appropriate advice. The study offers students a range of pathways and caters to those who wish to pursue further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

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

In this unit students are introduced to the concepts of health and individual human development. The unit focuses on the health and individual human development of Australia’s youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition for the provision of energy and growth as well as food behaviours and their impact on youth health and individual human development. Students identify issues that impact on the health and individual human development of Australia’s youth. Students also investigate strategies or programs that affect youth health and individual human development.

Unit 2: Individual human development and health issues

This unit focuses on the lifespan stages of childhood and adulthood. There are many determinants of health and development of Australia’s children; however, social environments such as the family and community are crucial, as children develop through their relationships. The lifespan of stage of adulthood represents a period of great diversity. The health and individual human development of this group can vary considerably and is influenced by a range of determinants, which include biological and behavioural factors, as well as physical and social environments.
Unit 3: Australia’s health
In this area of study students develop understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health in Australia and analyse how determinants of health, including the physical environment, biological, behavioural and social, contribute to variations in health status.

Area of Study 2 Promoting health in Australia
This area of study examines different models of health and health promotion. Students investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. They examine the role of government and non-government organisations in providing programs and support for the promotion of healthy eating.

Unit 4: Global health and human development
Area of study 1 Introducing global health and human development
This area of study explores global health, human development and sustainability. Students identify similarities and differences in the health status between people living in developing countries and Australians, and analyse reasons for the differences. The role of the United Nations’ Millennium Development Goals is investigated in relation to achieving sustainable improvements in health status and human development.

Area of Study 2 Promoting global health and human development
This area of study explores the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia’s contribution to international health programs and contributions to non-government organisations.

Rationale
History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records. The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time.

Unit 1: Twentieth Century history 1918 - 1939
The first half of the twentieth century was marked by significant change. Students consider the way that societies responded to these changes and how they affected people’s lives.

Unit 2: Twentieth Century history 1945–2000
Some of the major themes and principal events of post–World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings are studied.

Units 3 and 4: Revolutions
Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions.

Because revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state. In defence of the revolution, under attack from within and without, revolutionary governments often deploy armed force and institute policies of terror and repression. The process of revolution concludes when a point of stability has been reached and a viable revolutionary settlement made.
Unit 4: Software development

This unit focuses on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment. Students are required to engage in the design, development and evaluation stages of the problem-solving methodology and study an approved programming language and an appropriate tool for creating user documentation.

Unit 3: IT applications

The unit focuses on the World Wide Web and how it supports the information needs of individuals, communities and organisations. Students investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities. Students use web authoring software to create prototype websites for particular online communities, taking into account both technical and non-technical constraints.

Students examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of relational database management system. At the practical level, students acquire and apply knowledge and skills in the use of a relational database management system.

Students study Web authoring software and a relational database management system.

Unit 4: IT applications

Students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. A relational database management system (RDBMS) or spreadsheet software is selected and used to create solutions to information problems. Students use web authoring or multimedia authoring software to produce onscreen user documentation. When creating solutions to ongoing information problems, students apply all stages of the problem-solving methodology. Students explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity and security of data and information, and to optimise efficient information handling.

Students study a relational database management system or spreadsheet software and web authoring or multimedia authoring software.

Rationale

Information Technology focuses on the processing of data and the management of information and information systems and equips students with appropriate knowledge and skills to use ICT responsibly and to make informed personal and workplace choices about developments in this exciting field. Students are encouraged to orient themselves towards the future, with an awareness of the technical and societal implications of ICT. This study provides pathways to further studies in IT and to careers in ICT-based areas and prepares students for programs that require an IT-related subject or for a range of careers that require efficient and effective use of ICT.

Unit 1: IT in action

This unit focuses on how individuals and organisations use, and can be affected by ICT in their daily lives. Students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images to create solutions that can be used to persuade, educate, inform and entertain. Students examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks. Students study spreadsheet software, web authoring software and visualising thinking tools.

Unit 2: IT pathways

Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs. They analyse data from large repositories and manipulate selected data to create visualisations. Students develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills.

Unit 3: Software development

Students develop knowledge and skills in the use of a programming language. Students develop and apply knowledge and skills in determining the requirements of solutions, identifying relevant factors that should be taken into account when designing the solutions, and in scoping the solutions. Students engage in designing the detailed specifications of how solutions will be developed and undertake the development stage by using the selected programming language to create planned solutions.
LEGAL STUDIES

Rationale
VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society.

Unit 1: Criminal law in action
Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

Unit 2: Issues in civil law
Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals.

Unit 3: Law-making
In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society.

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

Unit 4: Resolution and justice
Students examine the institutions that adjudicate criminal cases and civil disputes. They investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They consider reforms or changes that could further improve its effective operation.

LITERATURE

Rationale
VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text’s complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts.

VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other.

Unit 1: Approaches to literature
In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Unit 2: Context and connections
In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted.
Rationale
Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical and concise. It also provides means by which people can understand and manage their environment. Essential mathematical activities include: calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling and problem posing and solving.

Satisfactory completion of Mathematics 10 is a prerequisite for entry to General Mathematics or Mathematical Methods Unit 1.

The appropriate use of technology to support and develop the learning of mathematics is incorporated throughout each VCE mathematics unit. This includes the use of technologies for various areas of study such as: Graphics and CAS calculators, spreadsheets, graphing and numerical analysis software, dynamic geometry systems, statistical analysis systems, and computer algebra systems.

Units 1 and 2: General Mathematics
This unit leads to Unit 3 and 4 Further Mathematics. The areas of study include: Arithmetic, Data analysis and simulation, Algebra, Graphs of linear and non-linear relations, Decision and business mathematics and Geometry and trigonometry.

The areas of study for General Mathematics Unit 1 and Unit 2 are Algebra and structure, Arithmetic and number, Discrete mathematics, Geometry, Measurement and trigonometry, Graphs of linear and non-linear relations and Statistics.

Units 1 and 2: Specialist Mathematics
The areas of study should be either:
• taken with Maths Methods, or
• taken by students who have achieved a high standard at Year 10 Mathematics.

The areas of study for Units 1 and 2 of Specialist Mathematics are Algebra and structure, Arithmetic and number, Discrete mathematics, Geometry, measurement and trigonometry, Graphs of linear and non-linear relations and Statistics.

Units 1 and 2: Mathematical Methods
These units are designed as preparation for Mathematical Methods Units 3 and 4. The areas of study are Functions and graphs, Algebra, Calculus and Probability. The work incorporates the use of CAS (Computer Algebra System) technology to support and develop mathematics learning.

Mathematical Methods Units 1 and 2: The areas of study are Functions and graphs, Algebra, Calculus and Probability and Statistics.

Units 3 and 4: Further Mathematics
Further Mathematics consists of the compulsory area of study Data analysis and financial modelling and then a selection of three of the following units:
• Geometry and measurement
• Graphs and relations
• Networks and decision Mathematics
• Matrices
Students must have completed Units 1 and 2 of General Mathematics to undertake this study.
Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises Data analysis and Recursion and financial modelling. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: Matrices, Networks and decision mathematics, Geometry and measurement and Graphs and relations.

**Units 3 and 4: Mathematical Methods**
The areas of study are Functions and graphs, Calculus, Algebra and Probability, which will be covered in progression from Units 3 to Unit 4. The work incorporates the use of CAS technology (Computer Algebra System) to support and develop mathematics learning, with an appropriate selection of content for each unit.

Mathematical Methods Units 3 and 4: Units 3 and 4 consist of the areas of study Functions and graphs, Calculus, Algebra and Probability and statistics

Students wishing to study Mathematical Methods Units 3 and 4 must have completed Unit 1 and 2 Mathematical Methods to at least a ‘C’ standard. It is also recommended that students undertake Units 1 and 2 General Mathematics.

**Units 3 and 4: Specialist Mathematics**
The areas of study are: Functions, Relations and Graphs, Algebra, Calculus, Vectors, Probability and Mechanics. The course content highlights mathematical structure and proof. Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of Mathematical Methods Units 3 and 4.


**MEDIA**

**Rationale**
Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students consider media texts, technologies and processes from various perspectives, including an analysis of structure and features.

The media is a diverse, dynamic and evolving collection of forms used to inform, communicate with and connect people. Media influence the way people spend their time, help shape the way they perceive themselves and others, and play a crucial role in the creation and exchange of personal, social, cultural, national and global identities. The media entertain, educate, inform and provide channels of communication.

**Unit 1: Representation and technologies of representation**
In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society.

**Unit 2: Media production and the media industry**
In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role.

**Unit 3: Narrative and media production design**
In this unit students develop an understanding of film, television or radio drama production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film, television or radio drama texts. Students examine how production and story elements work together to structure meaning in narratives to engage audiences.

**Unit 4: Media: process, influence and society’s values**
In this unit students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process.
Rationale

Music Performance Units 1-4

These units include three interrelated areas of study - Performance, Performance technique and Musicianship. As performers, students consider how to develop informed interpretations of their works and develop relevant technical skills. This is supported through study of ‘interpretation’ in the Musicianship area of study where students analyse ways in which expressive outcomes are realised in performance. They also analyse interpretive decisions evident in performances considering interpretation of elements of music and how the performers have created character in the performance. The source materials for this study is Australian music created since 1910 and performed by Australians.

Performance Repertoire

Works by Australian composers are included in all the Prescribed lists used to select Unit 3-4 (Year 12) repertoire. These are lists for 40 solo instruments from accordion, bagpipes, recorder, through orchestral, keyboard, fretted string, percussion, contemporary and band instruments, to voice (classical and voice contemporary popular) and a list of group works organised by music style and ensemble type. Students who play instruments for which there isn’t a list can apply to have their program approved. In recent years performers of balalaika, saz, tabla, koto, mallet percussion and a taiko/flute ensemble have presented programs. A feature of many approved programs is the inclusion of original works created by Australian composers, reflecting a dynamic music culture within these students’ communities. Original works created by students can also be approved for performance.

Unit 1

Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music.

Unit 2

Students build their performance and musicianship skills. They study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students devise an original composition or improvisation.

Unit 3

Students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis is works and performances by Australian musicians.

Unit 4

Students refine their ability to present convincing performances of group and solo works. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance.
Rationale
Philosophy explores some of the most enduring and influential ideas that underpin some of society’s greatest achievements in ethics, science and the arts. This, together with learning to think critically and with an open mind, fosters the reflection necessary for deep insights and ethical decision making at all levels of society.

Unit 1: Existence, knowledge and reasoning
What is nature of reality? How can we acquire certain knowledge? This unit engages students with fundamental philosophy questions through active guided investigation and critical discussion of epistemology and metaphysics. The emphasis is on philosophical inquiry - ‘doing philosophy’ - and hence the study and practice of techniques of logic are central to this unit.

Unit 2: Questions of value
What are the foundations of our judgements about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? Students explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

Unit 3: Minds, bodies and persons
Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

Unit 4: The good life
This unit considers the crucial question of what it is for a human to live well. What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? Students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary Western ideas about the good life. Students critically compare the viewpoints and arguments in set texts from both ancient and modern periods to their own views on how we should live, and use their understandings to inform their analysis of contemporary debates.
Rationale
Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe.

Unit 1: What ideas explain the physical world?
In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye.

Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Unit 2: What do experiments reveal about the physical world?
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

In the core component of this unit, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Unit 3
A detailed study is chosen from: Einstein’s special relativity, Materials and their use in structures, Further electronics, Synchrotron and its applications, Photonics, and Sound.

This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry. Motion in one and two dimensions is introduced and applied to moving objects on Earth and in space. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonic devices are introduced.

Unit 4
This unit focuses on the development and limitations of models in explaining physical phenomena. A field model of electromagnetism is applied to the generation of electricity, and the development of models that explain the complex interactions of light and matter are considered.
**PHYSICAL EDUCATION**

**Rationale**
Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity.

**Unit 1: Bodies in motion**
Students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity.

**Unit 2: Sports coaching and physically active lifestyles**
Students explore coaching practices and their contribution to effective coaching and improved performance of an athlete. They are introduced to physical activity and the role it plays in the health and wellbeing of the population. Students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan.

**Unit 3: Physical activity participation and physiological performance**
Students develop an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. They assess physical activity and sedentary levels, and analyse the data in relation to adherence to the NPAG. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe.

**Unit 4: Enhancing Performance**
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 and use the results to investigate the required fitness components and participating in a training program designed to improve or maintain performance. 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.

**PRODUCT DESIGN AND TECHNOLOGY**

**Rationale**
Students assume the role of a designer-maker In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation.

**Unit 1: Product re-design and sustainability**
Students produce a re-designed product safely using tools, equipment, machines and materials, compare it with the original design and evaluate it against the needs and requirements outlined in their design brief. If appropriate, a prototype made of less expensive materials can be presented; however, the specific materials intended for the final product would need to be indicated. A prototype is expected to be of full scale and considered to be the final design of a product before production of multiples.

**Unit 2: Collaborative design**
Students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe.

**Unit 3: Applying the Product design process**
Students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human-centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

**Unit 4: Product development and evaluation**
Students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.
Rationale
In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society and use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues.

Unit 1: How are behaviour and mental processes shaped?
Students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Unit 2: How do external factors influence behaviour and mental processes?
Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Unit 3: The conscious self
Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep. They consider the function of the nervous system in memory, investigate the ways in which information is processed, stored and utilised, they apply different theories of memory to their everyday learning experiences.

Unit 4: Brain, behaviour and experience
This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. The overall quality of functioning of the brain depends on experience, and its plasticity means that different kinds of experience change and configure the brain in different ways. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours.
**RELIGION AND SOCIETY**

**Rationale**
The beliefs, values and ideas of religious traditions can play an important part in shaping and maintaining culture. Religious beliefs about the nature of existence and the purpose of human life provide a frame of reference for understanding the world and for guiding daily personal and communal action.

**Unit 1: Religion in society**
In this unit students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity.

Students examine how religious traditions are affected and changed by individuals and groups. The unit provides the opportunity for students to understand the often complex relationships that exist between individuals, groups, religious traditions and the society in which they live.

**Unit 2: Ethics and morality**
Choosing which values to live by in principle and in practice is fundamental to being human. Ethics is a discipline that investigates the various methods for making ethical decisions; it involves reflection on what ‘right’ and ‘wrong’, and ‘good’ and ‘bad’ mean when applied to human decisions and actions. Ethics is concerned with discovering principles that guide practical moral judgment. Ethics is particularly concerned with the justification for moral choices — identifying the arguments and analysing the reasoning behind them. Ethical questions are raised at the personal, family, local, wider community, national and global level.

In this unit students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision-making and ethical perspectives, and moral viewpoints in religious traditions. It is anticipated that one of the religious traditions studied will be Judaism.

**STUDIO ARTS**

**Rationale**
The study establishes effective art practices through the application of an individual design process to assist the student’s production of a folio of artworks.

**Unit 1: Artistic inspiration and techniques**
This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through artmaking. Students explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

**Unit 2: Design exploration and concepts**
This unit focuses on students establishing and using a design process to produce artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists’ ideas and how they have created aesthetic qualities and identifiable styles.

**Unit 3: Studio production and professional art practices**
This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Students also investigate and analyse the response of artists to a wide range of stimuli, and examine their use of materials and techniques.

**Unit 4: Studio production and art industry contexts**
Students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. This unit also investigates aspects of artists’ involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks.
Rationale
Students have the opportunity to develop an informed, critical and discriminating approach to understanding and using visual communications, and develop their ability to think creatively about design solutions. The study can provide pathways to training and tertiary study in design and design-related studies, including graphic design, industrial and architectural design.

Unit 1: Introduction to visual communication design
Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. They review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design.

Unit 2: Applications of visual communication design
Students use presentation drawing methods incorporating the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field.

Unit 3: Design thinking and practice
Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Unit 4: Design development and presentation
Students utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience. Students refine and present two visual communications within the parameters of the brief.
Glossary of Terms

Coursework Assessment
The assessment of work, done mainly in class time, to establish how students are performing in Units 3 and 4. It must conform to the Study Design. Can be School Assessed Coursework or School Assessed Tasks.

ATAR (Australian Tertiary Admissions Rank)
Derived from SAC/SAT scores in Units 3 and 4 to rank students in order of merit for tertiary selection. Students need to apply for tertiary selection to be ranked.

GAT (General Achievement Test)
Consists of a test held in June. All students undertaking any studies at units 3/4 level sit the GAT. The GAT result is used for statistical purposes only and the confidential result is reported to students in December.

Learning Outcomes
What students must know, or be able to do, by the time they have finished a unit.

Prerequisite
This is a unit or units you must undertake and pass in order to be eligible for admission to a course.

Satisfactory Completion of Unit
Satisfactory completion of all units of study will be based on completion of all the outcomes prescribed for the unit of study. Where illness or other factors affect performance, students may seek Special Provision.

School Assessed Coursework (SAC)
A task done at school to assess how students are performing in Units 3 and 4. Set and marked by teachers according to Victorian Curriculum and Assessment Authority specifications.

School Assessed Task (SAT)
A model done in school to assess how students are performing in Units 3 and 4, set and marked by teachers according to Victorian Curriculum and Assessment Authority specifications. Applies only to Art, Studio Arts, Visual Communication and Design, Design and Technology: Wood and Food Technology.

TAFE
Stands for Technical and Further Education. TAFE offers short courses, apprenticeship or traineeship training, one year Advanced Certificate courses and two year Associate Diploma courses.

Units 1 and 2
Units within a VCE study designed to approximate the Year 11 level of difficulty.

Units 3 and 4
Units within a VCE study designed to approximate the Year 12 level of difficulty.

Study
A sequence of half year units (semester) in a particular area, for example; English, Mathematics, Spanish.

Study Score
The aggregate score given out of 50 for the school assessments and examinations in Unit 3/4 sequences. They are used to derive the ENTER.

Study Design
Describes the units available within the study and prescribes the objectives, areas of study, work requirements and assessment tasks.

Unit
A semester length component of a study.

VASS
VCE Administrative Software System, it is used by schools to enter VCE enrolments and results onto the VCAA database.

VET (Vocational Education and Training)
A program in which students complete TAFE subjects (modules) as part of their VCE.

VCAA
Victorian Curriculum and Assessment Authority - responsible for curriculum, assessment and certification Years 11 and 12.

VTAC
Victorian Tertiary Admissions Centre - administers a joint selection system on behalf of tertiary institutions.

VTAC Guide
A booklet for Year 12 VCE students containing a description of each Victorian University and TAFE diploma course and private provider courses. It provides an indication of ATAR scores for each course and their prerequisites.

VCAL

VCE
Victorian Certificate of Education.
“Education is the kindling of a flame, not the filling of a vessel.”

Socrates