



GLEN EIRA COLLEGE

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

Dr. Seuss

Senior School Years 10-12 COURSE HANDBOOK 2018

A unit guide for students and parents.



**GLEN EIRA
COLLEGE**

The Glen Eira 5

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 subject selection for Year 10 and the VCE (Years 11 and 12). 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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Year 10 Overview

- 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 Curriculum 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 how to select their choices. This occurs after individual counselling and the VCE Parent Information Evening have occurred 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 their VCE studies. For example, not choosing Chemistry and Physics 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 Curriculum 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 pathways planner 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". 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.

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;
- 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 best way to get from where you are to where you want to go is to plan ahead!"

Web Preferences Access Guide

AAA Tester

Home Group: ZZ For Testing

House:

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 8.0 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, TAFE 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 this 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

| Compulsory Units | Suggested Units | | | Other Units |
|--|---|--------------------------------------|-------------------------------|--------------------------|
| English 1 and/or English Language 1 and/or Lit 1 | Maths Methods CAS 1 and/or Specialist Maths 1 | Physics 1 | Visual Communication Design 1 | Any Units from VCE, VET. |
| English 2 and/or English Language 2 and/or Lit 2 | Maths Methods CAS 2 and/or Specialist Maths 2 | Physics 2 | Visual Communication Design 2 | |
| English 3 and/or English Language 3 and/or Lit 3 | Maths Methods CAS 3 | Physics 3 and/or Specialists Maths 3 | Visual Communication Design 3 | |
| English 4 and/or English Language 4 and/or Lit 4 | Maths Methods CAS 4 | Physics 3 and/or Specialists Maths 4 | Visual Communication Design 4 | |

| 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: <ul style="list-style-type: none"> • Applied Art • Building Studies • Drafting |

| UNIVERSITY |
|---|
| Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> • Architecture/Building • Visual Arts • Visual Communication • Industrial Design • Planning, Arts • Engineering (Building) • Landscape Architecture |

| CONSULT A CAREERS ADVISOR AND CHECK: |
|--|
| <ul style="list-style-type: none"> • Tertiary entry requirements • Pre-requisites • Recommended Units • Any special requirements |

BEHAVIOURAL/PSYCHOLOGICAL SCIENCE

| Compulsory Units | Suggested Units | | | Other Units |
|--|-----------------|--------------|--|--------------------------|
| English 1 and/or English Language 1 and/or Lit 1 | Biology 1 | Psychology 1 | Maths Methods CAS 1 and/or General Maths 1 | Any Units from VCE, VET. |
| English 2 and/or English Language 2 and/or Lit 2 | Biology 2 | Psychology 2 | Maths Methods CAS 2 and/or General Maths 2 | |
| English 3 and/or English Language 3 and/or Lit 3 | Biology 3 | Psychology 3 | Maths Methods CAS 3 and/or Further Maths 3 | |
| English 4 and/or English Language 4 and/or Lit 4 | Biology 4 | Psychology 4 | Maths Methods CAS 4 and/or Further Maths 4 | |

| 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: <ul style="list-style-type: none"> • Social and Community Services • Social Sciences • Nursing |

| UNIVERSITY |
|--|
| Bachelor Degrees in: <ul style="list-style-type: none"> • Social Science • Behavioural Science • some Marine Science • Cognitive Science • Psychiatric Nursing • Environmental Science |

Before Finalising Units:

| CONSULT A CAREERS ADVISOR AND CHECK: |
|--|
| <ul style="list-style-type: none"> • Tertiary entry requirements • Pre-requisites • Recommended Units • Any special requirements |

BIOLOGICAL/GEOLOGICAL/AGRICULTURAL SCIENCE

| Compulsory Units | Suggested Units | | | Other Units |
|--|---|---|---|--------------------------|
| English 1 and/or English Language 1 and/or Lit 1 | Chemistry 1 or Biology 1 or Ag & Hort 1 | Maths Methods CAS 1 and/or General Maths 1 | Biology 1 VET Conservation and Land Management | Any Units from VCE, VET. |
| English 2 and/or English Language 2 and/or Lit 2 | Chemistry 2 or Biology 2 or Ag & Hort 2 | Maths Methods CAS 2 and/or General Maths 2 | Biology 2 VET Conservation and Land Management | |
| English 3 and/or English Language 3 and/or Lit 3 | Chemistry 3 or Biology 3 or Ag & Hort 3 | Maths Methods CAS 3 and/or Further Maths 3 and/or Spec. Maths 3 | Biology 3 VET Conservation and Land Management | |
| English 4 and/or English Language 4 and/or Lit 4 | Chemistry 4 or Biology 4 or Ag & Hort 4 | Maths Methods CAS 4 and/or Further Maths 4 and/or Spec. Maths 4 | Biology 4 VET Conservation and Land Management | |

| 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: <ul style="list-style-type: none"> • 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. |

Before Finalising Units:

| CONSULT A CAREERS ADVISOR AND CHECK: |
|--|
| <ul style="list-style-type: none"> • Tertiary entry requirements • Pre-requisites • Recommended Units • Any special requirements |

BUSINESS/COMPUTING

| Compulsory Units | Suggested Units | | | Other Units |
|--|---------------------------------------|---------------|--|--|
| English 1 and/or English Language 1 and/or Lit 1 | Accounting 1 or Business Management 1 | Computing 1 | Maths Methods CAS 1 and/or General Maths 1 | VET Business Administration VET Information Technology or any units from VCE. |
| English 2 and/or English Language 2 and/or Lit 2 | Accounting 2 or Business Management 2 | Computing 2 | Maths Methods CAS 2 and/or General Maths 2 | |
| English 3 and/or English Language 3 and/or Lit 3 | Accounting 3 or Business Management 3 | Informatics 3 | Maths Methods CAS 3 and/or Further Maths 3 | |
| English 4 and/or English Language 4 and/or Lit 4 | Accounting 4 or Business Management 4 | Informatics 4 | Maths Methods CAS 4 and/or Further Maths 4 | |

| 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: <ul style="list-style-type: none"> • Information Technology • Marketing • Business Administration • Business (Accounting) • Accounting |

| UNIVERSITY |
|--|
| Bachelor Degrees in: Economics, Computing, Business, Commerce, Marketing, Office Management, Accounting, Finance, Information Systems, Property, Personnel and Industrial Relations. |

Before Finalising Units:

| CONSULT A CAREERS ADVISOR AND CHECK: |
|--|
| <ul style="list-style-type: none"> • Tertiary entry requirements • Pre-requisites • Recommended Units • Any special requirements |

COMMERCE/BUSINESS

| Compulsory Units | Suggested Units | | | Other Units |
|--|-----------------------------|--|--|--------------------------|
| English 1 and/or English Language 1 and/or Lit 1 | Accounting 1 or Economics 1 | Business Management 1 or Legal Studies 1 | Maths Methods CAS 1 and/or General Maths 1 | Any Units from VCE, VET. |
| English 2 and/or English Language 2 and/or Lit 2 | Accounting 2 or Economics 2 | Business Management 2 or Legal Studies 2 | Maths Methods CAS 2 and/or General Maths 2 | |
| English 3 and/or English Language 3 and/or Lit 3 | Accounting 3 or Economics 3 | Business Management 3 or Legal Studies 3 | Maths Methods CAS 3 and/or Further Maths 3 | |
| English 4 and/or English Language 4 and/or Lit 4 | Accounting 4 or Economics 4 | Business Management 4 or Legal Studies 4 | Maths Methods CAS 4 and/or Further Maths 4 | |

| 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

Before Finalising Units:

CONSULT A CAREERS ADVISOR AND CHECK:

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

COMPUTING

| Compulsory Units | Suggested Units | | | Other Units |
|--|-----------------------------------|---|--------------------------------------|--|
| English 1 and/or English Language 1 and/or Lit 1 | Computing 1 (Soft. Dev or Apps 1) | Maths Methods CAS 1 and/or General Maths 1 | Physics 1 or Info Tech. 3 or CISCO 1 | VET - IT VET - Media or any units from VCE, VET. |
| English 2 and/or English Language 2 and/or Lit 2 | Computing 2 (Soft. Dev or Apps 2) | Maths Methods CAS 2 and/or General Maths 2 | Physics 2 or Info Tech. 4 or CISCO 2 | |
| English 3 and/or English Language 3 and/or Lit 3 | Informatics 3 (Soft. Dev 3) | Maths Methods CAS 3 and/or Spec. Maths 3 or Further Maths 3 | Physics 3 or CISCO 3 | |
| English 4 and/or English Language 4 and/or Lit 4 | Informatics 4 (Soft. Dev 4) | Maths Methods CAS 4 and/or Spec. Maths 4 or Further Maths 4 | Physics 4 or CISCO 4 | |

| 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:

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

UNIVERSITY

Bachelor Degrees in: Economics, Computing, Business, Commerce, Marketing, Office Management, Information Systems, Games and Software Development, Information Programming and many more.

Before Finalising Units:

CONSULT A CAREERS ADVISOR AND CHECK:

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

GRAPHIC DESIGN AND VISUAL ARTS

| Compulsory Units | Suggested Units | | | Other Units |
|--|---|--|----------------------------------|--|
| English 1 and/or English Language 1 and/or Lit 1 | Studio Arts Paint/Draw or Photography 1 | | Visual Communication Design 1 | VET Media or any Units from VCE, VET. |
| English 2 and/or English Language 2 and/or Lit 2 | Studio Arts Paint/Draw or Photography 2 | | Visual Communication Design 2 | |
| English 3 and/or English Language 3 and/or Lit 3 | Studio Arts Paint/Draw or Photography 3 | | Visual Communication Design 3 | |
| English 4 and/or English Language 4 and/or Lit 4 | Studio Arts Paint/Draw or Photography 4 | | Visual Communication Design 4 | |

| 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:

- Associate Diploma Applied Science
- Architectural Drafting
- Vocational Arts Certificate
- Advanced Certificate of Art & Design
- Multimedia

UNIVERSITY

Bachelor of Arts at various institutions:

- Visual Arts
- Visual Communication
- Textiles Design
- Bachelor of Architecture at some institutions
- Multimedia

Before Finalising Units:

CONSULT A CAREERS ADVISOR AND CHECK:

- Tertiary entry requirements
- Pre-requisites
- Recommended Units
- Any special requirements i.e. Interviews and folios

ENVIRONMENTAL SCIENCES

| Compulsory Units | Suggested Units | | | Other Units |
|--|--------------------------|--|--|--|
| English 1 and/or English Language 1 and/or Lit 1 | Chemistry 1 or Biology 1 | 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. |
| English 2 and/or English Language 2 and/or Lit 2 | Chemistry 2 or Biology 2 | Maths Methods CAS 2 or General Maths 2 | | |
| English 3 and/or English Language 3 and/or Lit 3 | Chemistry 3 or Biology 3 | Maths Methods CAS 3 or Further Maths 3 | | |
| English 4 and/or English Language 4 and/or Lit 4 | Chemistry 4 or Biology 4 | Maths Methods CAS 4 or Further Maths 4 | | |

| 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:

- Applied Science
- Horticulture
- Farming
- Community Recreation

UNIVERSITY

Bachelor Degrees in:
Agribusiness, Agricultural Science, Environmental Health, Applied Science-Health, Applied Science-Environmental, Applied Science-Food Tech, Education (Environmental Science)

Before Finalising Units:

CONSULT A CAREERS ADVISOR AND CHECK:

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

HUMANITIES

| Compulsory Units | Suggested Units | Other Units |
|--|---|--------------------------|
| English 1 and/or English Language 1 and/or Lit 1 | To complete your course choose from the following: Classical Societies & Cultures 1-4 English Language 1-4 Geography 1-4 History 1-4 International Politics 1 and 2 International Politics 3 and 4 Literature 1-4 A Language 1-4 National Politics 3-4 Philosophy 1-4 | Any units from VCE, VET. |
| English 2 and/or English Language 2 and/or Lit 2 | | |
| English 3 and/or English Language 3 and/or Lit 3 | | |
| English 4 and/or English Language 4 and/or Lit 4 | | |

| 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
- 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

Before Finalising Units:

CONSULT A CAREERS ADVISOR AND CHECK:

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

ICT PATHWAYS

| Compulsory Units | Suggested Units | | | Other Units |
|--|--|---|---------|--------------------------|
| English 1 and/or English Language 1 and/or Lit 1 | Maths Methods CAS 1 and/or General Maths 1 | VET Certificate II Info Tech or Computing 1 | CISCO 1 | Any units from VCE, VET. |
| English 2 and/or English Language 2 and/or Lit 2 | Maths Methods CAS 2 and/or General Maths 2 | VET Certificate II Info Tech or Computing 2 | CISCO 2 | |
| English 3 and/or English Language 3 and/or Lit 3 | Maths Methods CAS 3 and/or Further Maths 3 | VET Certificate II Info Tech or Informatics 3 | CISCO 3 | |
| English 4 and/or English Language 4 and/or Lit 4 | Maths Methods CAS 4 and/or Further Maths 4 | VET Certificate II Info Tech or Informatics 4 | CISCO 4 | |

| 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 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:
Computing, Digital Technology, Information Systems, Applied Science (computing)

Before Finalising Units:

CONSULT A CAREERS ADVISOR AND CHECK:

- Vendor certification pathways
- Tertiary entrance requirements
- Pre-requisites
- TAFE credit transfer details

LEGAL/WELFARE

| Compulsory Units | Suggested Units | | | Other Units |
|--|---|--|--|--------------------------|
| English 1 and/or English Language 1 and/or Lit 1 | Legal Studies 1 or International Politics 1 | Psychology 1 or VET Community Services | | Any units from VCE, VET. |
| English 2 and/or English Language 2 and/or Lit 2 | Legal Studies 2 or International Politics 2 | Psychology 2 or VET Community Services | | |
| English 3 and/or English Language 3 and/or Lit 3 | Legal Studies 3 or International Politics 3 | Psychology 3 or VET Community Services | | |
| English 4 and/or English Language 4 and/or Lit 4 | Legal Studies 4 or International Politics 4 | Psychology 4 or VET Community Services | | |

| 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: Humanities, Social Science, Welfare Studies, Social Work, Law, Speech Pathology, Behavioural/Cognitive Science, Teaching, Health/Medical Records Administration, Early Childhood, Police Studies.

Before Finalising Units:

CONSULT A CAREERS ADVISOR AND CHECK:

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

MEDIA/ARTS (VISUAL AND PERFORMING)

| Compulsory Units | Suggested Units | | | Other Units |
|--|-----------------|----------------------------------|--|--|
| English 1 and/or English Language 1 and/or Lit 1 | Media 1 | Drama 1, Music 1 or Literature 1 | Studio Arts 1 or Visual Comm. 1 or Art 1 | VET Dance, VET Media, VET Music Industry or any other units from VCE, VET. |
| English 2 and/or English Language 2 and/or Lit 2 | Media 2 | Drama 2, Music 2 or Literature 2 | Studio Arts 2 or Visual Comm. 2 or Art 2 | |
| English 3 and/or English Language 3 and/or Lit 3 | Media 3 | Drama 3, Music 3 or Literature 3 | Studio Arts 3 or Visual Comm. 3 or Art 3 | |
| English 4 and/or English Language 4 and/or Lit 4 | Media 4 | Drama 4, Music 4 or Literature 4 | Studio Arts 4 or Visual Comm. 4 or Art 4 | |

| 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

Before Finalising Units:

CONSULT A CAREERS ADVISOR AND CHECK:

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

MEDICAL PROFESSIONAL

| Compulsory Units | Suggested Units | | | Other Units |
|--|-----------------|--|------------------------|--|
| English 1 and/or English Language 1 and/or Lit 1 | Chemistry 1 | Maths Methods CAS 1 and/or General Maths 1 | Physics 1 or Biology 1 | Any units from VCE, VET. Strong recommendation to consider Maths Methods and Specialist Maths at 3/4 level. |
| English 2 and/or English Language 2 and/or Lit 2 | Chemistry 2 | Maths Methods CAS 2 and/or General Maths 2 | Physics 2 or Biology 2 | |
| English 3 and/or English Language 3 and/or Lit 3 | Chemistry 3 | Maths Methods CAS 3 and/or Further Maths 3 | Physics 3 or Biology 3 | |
| English 4 and/or English Language 4 and/or Lit 4 | Chemistry 4 | Maths Methods CAS 4 and/or Further Maths 4 | Physics 4 or Biology 4 | |

| 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

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.

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

| Compulsory Units | Suggested Units | | | Other Units |
|--|---------------------|----------------|--------------------|--------------------------|
| English 1 and/or English Language 1 and/or Lit 1 | Music Performance 1 | Music Styles 1 | VET Music Industry | Any units from VCE, VET. |
| English 2 and/or English Language 2 and/or Lit 2 | Music Performance 2 | Music Styles 2 | VET Music Industry | |
| English 3 and/or English Language 3 and/or Lit 3 | Music Performance 3 | Music Styles 3 | | |
| English 4 and/or English Language 4 and/or Lit 4 | Music Performance 4 | Music Styles 4 | | |

| 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:

- Music Industry
- Entertainment (sound)
- Music Performance

UNIVERSITY

Bachelor Degrees in:

- Visual and Performing Arts
- Arts (contemporary, music, music industry, performance studies)
- Music

Before Finalising Units:

CONSULT A CAREERS ADVISOR AND CHECK:

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

NURSING/ALLIED HEALTH AND HUMAN SERVICES

| Compulsory Units | Suggested Units | | | Other Units |
|--|----------------------|--------------------------------|--------------------------|--|
| English 1 and/or English Language 1 and/or Lit 1 | Physical Education 1 | Health and Human Development 1 | Biology 1 or Chemistry 1 | VET Community Services. Strongly recommend Mathematics or any units from VCE. |
| English 2 and/or English Language 2 and/or Lit 2 | Physical Education 2 | Health and Human Development 2 | Biology 2 or Chemistry 2 | |
| English 3 and/or English Language 3 and/or Lit 3 | Physical Education 3 | Health and Human Development 3 | Biology 3 or Chemistry 3 | |
| English 4 and/or English Language 4 and/or Lit 4 | Physical Education 4 | Health and Human Development 4 | Biology 4 or Chemistry 4 | |

| 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

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

UNIVERSITY

Bachelor Degrees in: Childcare, Chiropractic, Nursing, Paramedics, Physiotherapy, Human Movement, Physical Education, Hospitality Studies, Occupational Therapy, Teaching, Public Health.
Note: Some University courses require Mathematics.

Before Finalising Units:

CONSULT A CAREERS ADVISOR AND CHECK:

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

PERFORMING ARTS

| Compulsory Units | Suggested Units | | | Other Units |
|--|--|--------------|----------------------|--------------------------|
| English 1 and/or English Language 1 and/or Lit 1 | Drama 1 and/or Theatre 1 or Dance 1 or VET Dance | Literature 1 | History 1 or Media 1 | Any Units from VCE, VET. |
| English 2 and/or English Language 2 and/or Lit 2 | Drama 2 and/or Theatre 2 or Dance 2 or VET Dance | Literature 2 | History 2 or Media 2 | |
| English 3 and/or English Language 3 and/or Lit 3 | Drama 3 and/or Theatre 3 or Dance 3 or VET Dance | Literature 3 | History 3 or Media 3 | |
| English 4 and/or English Language 4 and/or Lit 4 | Drama 4 and/or Theatre 4 or Dance 4 or VET Dance | Literature 4 | History 4 or Media 4 | |

| 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.
- 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.

Before Finalising Units:

CONSULT A CAREERS ADVISOR AND CHECK:

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

PHYSICAL SCIENCE/ENGINEERING

| Compulsory Units | Suggested Units | | | Other Units |
|--|-------------------------------|---------------------|--------------------|--------------------------|
| English 1 and/or English Language 1 and/or Lit 1 | Physics 1 and/or Chemistry 1 | Maths Methods CAS 1 | Specialist Maths 1 | Any units from VCE, VET. |
| English 2 and/or English Language 2 and/or Lit 2 | LPhysics 2 and/or Chemistry 2 | Maths Methods CAS 2 | Specialist Maths 2 | |
| English 3 and/or English Language 3 and/or Lit 3 | Physics 3 and/or Chemistry 3 | Maths Methods CAS 3 | Specialist Maths 3 | |
| English 4 and/or English Language 4 and/or Lit 4 | Physics 4 and/or Chemistry 4 | Maths Methods CAS 4 | Specialist Maths 4 | |

| 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: <ul style="list-style-type: none"> • Engineering • Applied Science |

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

Before Finalising Units:

| CONSULT A CAREERS ADVISOR AND CHECK: |
|--|
| <ul style="list-style-type: none"> • Tertiary entry requirements • Pre-requisites • Recommended Units • Any special requirements |

WOOD TRADES

| Compulsory Units | Suggested Units | | | Other Units |
|--|--------------------------|-------------------------------|---|--------------------------|
| English 1 and/or English Language 1 and/or Lit 1 | Design and Tech (Wood) 1 | Visual Communication Design 1 | VET Furnishing or VET Building & Construction | Any units from VCE, VET. |
| English 2 and/or English Language 2 and/or Lit 2 | Design and Tech (Wood) 2 | Visual Communication Design 2 | VET Furnishing or VET Building & Construction | |
| English 3 and/or English Language 3 and/or Lit 3 | Design and Tech (Wood) 3 | Visual Communication Design 3 | VET Furnishing or VET Building & Construction | |
| English 4 and/or English Language 4 and/or Lit 4 | Design and Tech (Wood) 4 | Visual Communication Design 4 | VET Furnishing or VET Building & Construction | |

| 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: <ul style="list-style-type: none"> • Engineering • Cabinet Making • Building and Construction |

| UNIVERSITY |
|--|
| Bachelor Degrees in: <ul style="list-style-type: none"> • Industrial Design • Construction Economics • University courses strongly advise Mathematics |

Before Finalising Units:

| CONSULT A CAREERS ADVISOR AND CHECK: |
|--|
| <ul style="list-style-type: none"> • 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 2018 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.

| | Year 10 2018 | | Year 11 2018 or Year 11 2019 | | Year 12 2018 or Year 12 2019/20 | |
|-----------|--------------|-------------|---------------------------------|----------------------|------------------------------------|----------------------|
| | Semester 1 | Semester 2 | Semester 1 | Semester 2 | Semester 1 | Semester 2 |
| Subject 1 | English/EAL | English/EAL | English Group Unit 1 | English Group Unit 2 | English Group Unit 3 | English Group Unit 4 |
| Subject 2 | Math | Math | | | | |
| Subject 3 | | | | | | |
| Subject 4 | | | | | | |
| Subject 5 | | | | | | |
| Subject 6 | | | | | | |

English Group; Includes subjects such as English, EAL, English Language, Literature

The Victorian Certificate of Education (VCE)

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 VCE, 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
- 95% minimum attendance

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 95% **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 3.07pm.

Attendance is compulsory for each unit. A minimum of 95% is required or students risk receiving an N, no matter how much work is done.

If a student has not attended a minimum of 95% 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 2012 for students who are in a Unit 3 and 4 program in 2019 (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, 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 2nd February 2018. 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 2017. 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.

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.
- Stage 2 Students have a choice of units and programs offered by the college.
- 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 2018:

| | | |
|----------------------------------|-------------|-------------|
| Accounting | Units 1 & 2 | Units 3 & 4 |
| Art | Units 1 & 2 | |
| Biology | Units 1 & 2 | Units 3 & 4 |
| Business Management | Units 1 & 2 | Units 3 & 4 |
| Chemistry | Units 1 & 2 | Units 3 & 4 |
| Computing - Informatics | Units 1 & 2 | Units 3 & 4 |
| Computing - Software Development | | Units 3 & 4 |
| Drama | Units 1 & 2 | |
| English / EAL | Units 1 & 2 | Units 3 & 4 |
| English Language | Units 1 & 2 | Units 3 & 4 |
| Economics | Units 1 & 2 | |
| Food Technology | Units 1 & 2 | |
| French | Units 1 & 2 | Units 3 & 4 |
| Further Mathematics | | Units 3 & 4 |
| General Mathematics | Units 1 & 2 | |
| Geography | Units 1 & 2 | |
| History | Units 1 & 2 | Units 3 & 4 |
| Health & Human Development | Units 1 & 2 | Units 3 & 4 |
| Legal Studies | Units 1 & 2 | Units 3 & 4 |
| Literature | Units 1 & 2 | Units 3 & 4 |
| Mathematical Methods | Units 1 & 2 | Units 3 & 4 |
| Media | Units 1 & 2 | |
| Music Performance | Units 1 & 2 | |
| Philosophy | Units 1 & 2 | Units 3 & 4 |
| Physical Education | Units 1 & 2 | Units 3 & 4 |
| Physics | Units 1 & 2 | Units 3 & 4 |
| Product Design and Technology | Units 1 & 2 | |
| Psychology | Units 1 & 2 | Units 3 & 4 |
| Religion and Society | Units 1 & 2 | |
| Specialist Mathematics | Units 1 & 2 | Units 3 & 4 |
| Studio Arts | | Units 3 & 4 |
| Visual Communication Design | Units 1 & 2 | Units 3 & 4 |

- 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.

VET (Vocational Education and Training) in the VCE

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 schools and TAFE Colleges.

Next year the courses offered **may** include*:

| | |
|-----------------|---|
| Certificate II | Acting |
| Certificate II | Allied Health |
| Certificate II | Applied Fashion Design and Technology |
| Certificate II | Automotive Studies (Prevocational) |
| Certificate II | Building and Construction - Carpentry |
| Certificate I | Community Services |
| Certificate II | Creative Industries Media/Game Design & Animation |
| Certificate II | Dance |
| Certificate II | Electrotechnology |
| Certificate I | Engineering Studies |
| Certificate II | Events Management |
| Certificate III | Fitness |
| Certificate II | Hairdressing |
| Certificate II | Horticulture |
| Certificate II | Hospitality |
| Certificate II | Information, Digital Media & Technology |
| Certificate III | Laboratory Skills |
| Certificate II | Music |
| Certificate I | Tourism |

* 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.

Work placement is not a compulsory part of all VET programs. However, students will be encouraged to consider a work placement at some stage during the two-year program.

The VET program could lead to:

| | |
|------------|---|
| TAFE | Begin first year of tertiary study with credit for completed modules |
| University | Various courses including: Information Technology and Software Development, Business, Multimedia, Hospitality |
| Employment | Entering the employment market with a completed or partially completed certificate Apprenticeships & Traineeship A recognised level of practical skills Being immediately useful to many employers in areas such as computers/small business, hospitality, retail. |

EXTENSION PROGRAMS

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.

Year 10 Unit Descriptions 2018

'Live as if you were
to die tomorrow.
Learn as if you were
to live forever.'

M.Gandi

ENGLISH AND ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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 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
- Exam

MATHEMATICS

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) and Specialist Maths 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:

- Topic tests
- Workbook
- Investigation reports
- Project work including the use of ICT
- 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 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.

Biology & Psychology Pre-VCE Science (Prerequisite for Biology & Psychology Unit 1&2)

Students learn about heritable characteristics and how these are transmitted from one generation to the next, in a process that involves genes, DNA and chromosomes. They will discover patterns formed by the transmission of heritable characteristics and investigate how genes can be tested and manipulated. They learn about how genetic engineering can be used in medicine and discuss the many ethical issues associated with its use.

Students will also learn about the scope of Psychology, including specialist career fields and fields of application and their contribution to understanding human behaviour. They will formulate research questions and construct testable hypotheses. They will use an appropriate experimental research design and select appropriate sampling procedures for selection and allocation of participants to research various psychological questions. Students will analyse and interpret data, and draw conclusions consistent with these research questions.

Overall students will understand that Science is constantly being reviewed, challenged and refined.

Chemistry & Physics Pre-VCE Science (Prerequisite for Chemistry & Physics Unit 1&2)

Students discover that all matter is made of atoms which are composed of protons, neutrons and electrons and how they form patterns in the Periodic Table. They look at how chemical reactions involve rearranging atoms to form new substances and prove the Law of Conservation of Mass. Students identify different types of chemical reactions that are used to produce a range of products and recognise that reactions can occur at different rates. They will investigate chemical reactions and how they are represented by balanced chemical equations.

Students will begin to look at energy flow in Earth's atmosphere and how it can be explained by the processes of heat transfer. Students explain the motion of objects in terms of forces and investigate energy exchange and how this is predicted using the laws of Physics.

Earth & Space Science

Students look at the theory of plate tectonics and how this explains global patterns of geological activity and continental movement. They will also learn about global systems, including the carbon cycle, interactions involving the atmosphere, biosphere and lithosphere. They will also investigate The Universe, discovering that it contains features including galaxies, stars and solar systems. Students will learn about how the Big Bang theory can be used to explain the origin of the Universe.

They will investigate the theory of evolution of natural selection and use this to explain the diversity of living things. Students will identify different ecosystems and describe them in relation to communities of interdependent organisms and abiotic components of the environment, including matter and energy flow.

Assessment Tasks for all Science units

- Prac Report
- Projects
- Research investigation
- Tests
- Exam

Work Requirements

- Workbook
- Project
- Practical work

Civics and Civil Rights

Civics and Civil Rights aims to develop student understanding of the interconnectedness of Australia's political and legal systems in readiness for VCE subjects. Students will identify the key principles of Australia's justice system using contemporary examples and current issues. In addition to investigating how Australia's international legal obligations influence law and government policy, students will explore what it means to be an active and informed citizen in a range of democratic contexts. Civics and Civil Rights builds the foundational skills and knowledge required for VCE Legal Studies.

Key Knowledge:

- Government and Democracy in Australia
- Case Studies in Comparative Democracy e.g. Israel & USA
- Introduction to Constitutional Law
- Australia's International Obligations
- Civil and Human Rights e.g. OHS, Anti-Bullying

Assessment Tasks:

- Inquiry Project
- Case Studies
- Exam

Geography

Students investigate geographies and human wellbeing through the environmental, economic and technological factors that influence environmental change and human responses to management and the distribution of changes. Having considered environmental worldviews of people and the implications for environmental management, students consider Traditional peoples' approach to custodian responsibility and environmental management across Australia. Students consider the application of environmental, economic and social criteria in evaluating management responses on the environment and places by comparing examples from Australia and at least one other country. This subject will build the necessary knowledge and develop the understanding of concepts and skill development as preparation for VCE Geography.

Key Knowledge:

- Contemporary Australia
- Asian Regions
- Developing Regions
- Indigenous Peoples

Assessment Tasks:

- Data Analysis
- Research Project
- Exam

History

Students will investigate the causes of World War II and the reasons why Australians enlisted to go to war. They will consider significant places where Australians fought and their perspectives and experiences in these places. In addition to researching the nature of warfare, significant events and turning points of World War II, students will identify the effects of World War II, with particular emphasis on the changes and continuities brought to the Australian home front and society. Australia's international relationships in the twentieth century will be studied, with reference to Britain, USA, Asia and the United Nations. Students will develop historical interpretations and identify contested debates about World War II and the significance of Australian commemoration of war. Understanding the post war significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration will be studied. Students will focus on the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 and the effect of the US Civil Rights Movement and its influence on Australia. Students investigate one major influence that shaped Australian society in the context of the Globalising World. This subject will consolidate historical concepts and skills, and lay the foundational knowledge for VCE History.

Key Knowledge:

- World War II
- 20th Century Australia
- United Nations - Rights and Freedoms
- Indigenous Studies and the Global World

Assessment Tasks:

- Source Analysis
- Research Project
- Exam

World of Business

World of Business aims to introduce students to some of the topics offered in a range of senior business subjects including Accounting, Business Management and Economics. Students will develop their understanding about the Australian economy including investigating Australia's place in the global economy as a trading nation. They will extend their financial literacy skills by describing how people manage financial risks and rewards in the current Australian and global financial landscape. Business environments will be explored focusing on enterprising behaviours and capabilities as well as analyzing the effects of economic and business decisions. This subject will introduce students to the world of business and develop foundational skills for VCE Business Management.

Key Knowledge:

- The Australian Economy
- Consumer and Financial Literacy
- The Business Environment
- Entrepreneur (Behaviour & Capabilities)
- Economic and Business Reasoning and Interpretation
- Work and Work Futures

Assessment Tasks:

- Research Project
- Case Study
- 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
- Australian Physical Activity and Behaviour Guidelines

Practical Components will include:

- Fitness testing
- Prescribing and adhering to a 6-week training program
- Physical activities that relate to theory

Assessment Tasks:

- Practical work and participation
- Fitness testing and program development
- Theory assessments
- Exam

Healthy Mind and 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 Tasks:

- Health Promotion Initiative
- Cancer Essay or Cancer Research Task
- Pre Natal Assessment Task
- Exam

Topics covered include:

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

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 one's 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 Tasks:

- Drink Driving Task
- Mental Health Essay
- Exam

Biomechanics and Sports Psychology

This unit aims to develop an intricate understanding of the biomechanical principles of the human body 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 Tasks:

- Practical work and participation
- Biomechanical and coaching practical laboratory tasks
- Theory assessments
- 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 art history 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 Photoshop. 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

- Folio of completed artworks
- Visual process diary
- Written analysis
- Exam

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

- Development of a design folio
- Final Presentations
- Written Analysis
- Exam

Media

Media is in preparation for VCE Media. Students will engage in film and TV studies with various topics to be looked at including representations, themes, social values and narrative. They will also look at advertising within the Media industry, including magazines, newspapers and social media.

Assessment Tasks

- Film Studies
- Oral Presentation
- Folio
- 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
- Exam

Students will develop musical skills that will provide them with the opportunity to continue onto VCE Music Performance or VET Music in Year 11 and 12. It is preferable but not mandatory that students already have skills and experience playing a musical instrument.

Cinema & Theatre Studies

Cinema & Theatre Studies is the study of the screen and the stage. The study of cinema will see students study various genres in film and watching films and then discussing them as a class and completing written work. We will cover comedy, drama, musicals, family, kids, thriller (mild) and romantic comedy. This is a good preparation for students wanting to study VCE Media Units 1- 4.

The theatre studies component of the subject that will be covered includes acting on the stage and also being a part of the technical crew (behind the scenes). Students who choose to be part of technical crew will be required to work with light, sound, props, costume and stage dressing. Students will also gain the opportunity to perform warm up games to prepare for acting on the stage. This would be in preparation for VCE Drama Units 1- 4. All curriculum resources used comply with DET guidelines for selecting Teaching and Learning Resources.

Assessment Tasks

- Film Analysis
- Performance of a play/working in a technical crew
- Exam

Dance

Year 10 Dance is in preparation for VCE Dance Units 1- 4. It will include the study of the dance making processes, movement creation, choreography, reflection, rehearsal, pre-performance and performance. Students will also develop a vocabulary of the dance industry and implement it into their writing and performance skills.

Students will perform a learnt group dance where they can show off their dance skills and also their performance style. Students in the second half of the semester will choreograph their own solo dance performance, in whatever style they wish. This is in line with the curriculum for VCE Dance Units 1- 4.

Assessment Tasks

- Group Performance
- Performance Review
- Assignment on a dance style of their choice
- Solo Performance
- 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 techniques 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 photography 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 Tasks:

- Folio of photographic work
- Design processes in Visual Diary
- Written analysis
- Exam

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

- Conversations, role plays and dialogues
- Reading comprehension
- Written response to text and creative writing
- ICT supported activities

Assessment Tasks

- Conversations in chosen topics
- Reading Comprehension
- Written response to text and creative writing
- Presentations
- Exam

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 further develop their understanding and appreciation of the French culture.

Class activities

- Dialogues, role plays
- Conversations in given themes
- Reading comprehension
- ICT supported activities
- Written response to text and creative writing

Assessment Tasks

- Conversations in chosen topics
- Presentations
- Reading comprehension
- Written response to text
- Creative writing
- Exam

For our current Year 9 students who have followed either the CNED, French 1st language program or the French Immersion class, French pathways which are on offer for 2018 are as follows:

1. Year 10 CNED Seconde (French 1st language) in 2018 leading to VCE Year 12 (Units 3 & 4) in 2019.
2. Year 11 (VCE Units 1&2) in 2018 leading to Year 12 (Units 3 & 4) in 2019.

Students who are doing Year 11 French in 2018 (VCE 1 and 2) will do French Units 3 & 4 in 2019.

Our recommendations are that

1. Students who have followed the Year 9 CNED course in 2017 select CNED seconde for 2018 (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 Immersion course in Year 9 select Year 10 Units or Year 11 (Units 1 & 2) for 2018 (on teacher's recommendation).

Japanese

Students will focus on the areas of speaking, listening and writing through authentic Japanese texts. They will study through digital medium and generate written responses and further develop their understanding and appreciation of Japanese culture.

Class Activities

- Dialogues and Role Plays
- ICT Supported Activities
- Reading Comprehension
- Written Response to Texts

Assessment Tasks

- Production Work
- Design Briefs
- Exam

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
- Falafel
- 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
- Exam

Food and You

This is a theoretical and practical unit of study that introduces students to the role food plays in our lives and the influences on our food choice. Students will be studying the relationship between diet and health. They will explore the Australian dietary health guidelines and develop an understanding of the importance of macro and micro nutrients. They will discover the major food related disorders that exist in Australia today. In addition, they will develop skills in food safety and hygiene plus develop their menu planning and catering abilities. Outlined below is a list of topics that will be covered during the unit:

- The importance of eating healthy foods
- What factors influence our food choices?
- What are major and micro nutrients?
- Why are vitamins and minerals important?
- Energy and its importance to the human body
- Nutritional requirements for teenagers
- What are dietary disorders?
- Microbes in our food
- Vegetarianism
- Evaluate food presentation and processes.

There will be a range of practical activities undertaken during the unit which complements the theory being covered.

Assessment Tasks

- Production work
- Coeliac Disease project
- Exam

Wood Technology - Furniture Making

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 research, design and build a furniture piece of their own choosing. 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.

* Additional costs will apply where material costs are high

Assessment Tasks

- Production
- Assignment
- Technical drawing folio
- Exam

IT 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
Software packages will be used to solve problems related to data analysis and management.
- Introduction to Programming
Students will be introduced to the basics of computer programming and the application of computer programming in robotics. The primary languages used will be Python and Lego Mindstorms.
- Introduction to Hardware Components
Students will investigate the function of computer component and learn how to install some of the computer devices
- Introduction to Computer Networks
Students will explore the purpose and design of computer networks.

Assessment Tasks

- Design and development projects with opportunities for extension will be completed for Robotics, Data Analysis and Programming with Python
- Topic tests
- Exam

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 design and develop solutions using a variety of software programs. Students will also develop skills in producing a video for a competition and 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
- Game Maker
- Visual Studio Express
- Audacity
- Microsoft Office
- Kahootz
- Other online software programs

Assessment Tasks

- Software application folio
- Research project
- Collaborative project
- Exam

VCE Unit Descriptions 2018

'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. Students use a commercial software package as part of the learning during the course.

Unit 3: Recording & 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 & 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 financial position. Students evaluate the information prepared and analyse the results in order to suggest strategies to the owner on how to improve the performance of the business.

ART

Rationale

Through exploration and experimentation, students develop skills in creative, critical, reflective and analytical thinking to explore, develop and refine visual artworks in a range of art forms. Students develop skills in research, analysis, art history and criticism to interpret ideas and issues that are raised in artworks from different times and cultures.

VCE Art equips students with practical and theoretical skills that enable them to follow pathways into tertiary art education or further training in a broad spectrum of art related careers. VCE Art also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art making.

Unit 1: Artworks, experience and meaning

In this unit students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks. Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity.

Students apply the Structural Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the creation of their own ideas and art making. Students develop an understanding of the use of visual language to create their own artwork by documenting their exploration and development of ideas, techniques and processes in a visual diary.

Unit 2: Artworks and contemporary culture

In this unit students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice.

In the students' own artistic practice, they continue to use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses to their final artworks.

Students investigate how artworks can be created as form of expression for specific cultural and contemporary contexts. Students begin to see the importance of the cultural context of artworks and analyse the varying social functions that art can serve. Students use the Contemporary Framework to examine artworks from different periods of time and cultures.

Unit 3: Artworks, ideas and values (Offered in 2019)

In this unit students study selected artists who have produced works before 1990 and since 1990. Students appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations.

Students link their growing theoretical understanding of art to their own practice by applying imagination and creativity to develop their ideas through the art process and visual language. Their art making is supported through investigation, exploration and application of a variety of materials, techniques and processes.

Unit 4: Artworks, ideas and viewpoints (Offered in 2019)

In this unit students build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks. They discuss how art may affect and change the way people think. From this research students choose an art idea and issue to explore. Students select the artwork/s of at least one artist not previously studied in Unit 3, and use this artwork/s and selected related commentaries and viewpoints to discuss the chosen art idea and related issues.

Students also focus on the development of a body of work using the art process that demonstrates creativity and imagination, the evolution and resolution of ideas and the realisation of appropriate concepts, knowledge and skills. At the end of this unit, students present a body of work and at least one finished artwork accompanied by documentation of artistic practice.

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 focuses 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 organisms 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: How do cells maintain life?

In this unit students investigate the workings of the cell. They explore the plasma membrane and molecular interactions based on the complementary structure of specific molecules. Students study the synthesis, structure and function of biomolecules and examine biochemical pathways. Students study the human immune system and its interactions.

Unit 4: How does life change and respond to challenges over time?

Students consider the continual change and challenges to which life on Earth has been subjected. Students focus on changes to genetic material over time and evidence for biological evolution. Students examine the impact of human culture and technological applications on biological processes.

Rationale

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case

Unit 4: Transforming a business

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

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

Students investigate the chemical properties of a range of materials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Through the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

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 explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students 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.

Unit 3: How can chemical processes be designed for optimum efficiency?

Students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's law to calculate quantities in electrolytic

reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

Unit 4: How are organic compounds categorised, analysed and used?

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products to reactions pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

Rationale

The ubiquity and rapid pace of developments in digital systems, and the increasing availability of digitised data and information are having major influences on many aspects of society and the economy. This study equips students with the knowledge and skills to be discerning users of digital systems, data and information and creators of digital solutions. They are equipped to apply new ways of thinking as well as technical and social protocols when developing intellectual and social capital.

Unit 1: Computing

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a new network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Unit 2: Computing

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Unit 3: Informatics

In Informatics Units 3 and 4 students focus on data information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution.

Unit 4: Informatics

In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project.

Unit 3: Software Development

In Software Development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. In Area of Study 1 students respond to a software design and develop a set of working modules through the use of a programming language. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills.

Unit 4: Software Development

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

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.

Rationale

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the affect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences. Through studying economics students develop a range of skills including the ability to gather, organise, analyse and synthesise a wide selection of economic information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop viable solutions to contemporary economic issues. They utilise the economic models and tools of economists effectively to analyse and evaluate the decisions made by key economic agents and, in the process, appreciate the different viewpoints about the issues that may affect a modern economy. Further study in the field of Economics can lead to a broad range of career opportunities such as stockbroking, insurance, business analysis, banking and finance, journalism and public policy.

Unit 1: The behaviour of consumers and businesses

Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action. Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour.

Unit 2: Contemporary economic issues

As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Trade-offs, where the achievement of one economic or public policy goal may come at the expense of another, are the subject of much debate in economic circles. Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals.

Unit 3: Australia's economic prosperity

The Australian economy is constantly evolving. The main instrument for allocating resources is the market but the Australian Government also plays a significant role in this regard. In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. They analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate and evaluate the effect of trade liberalisation.

Unit 4: Managing the economy

The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards. Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

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.

Unit 3: Language variation and social purpose

Students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students consider how texts are influenced by the situational and cultural contexts in which they occur. They examine how function, field, mode, setting and the relationships between participants all contribute to a person's language choices, as do the values, attitudes and beliefs held by participants and the wider community.

Unit 4: Language variation and identity

Students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents.

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.

Units 1 and 3

In these units, 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. EAL students listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions prescribed in texts.

On completion of these units 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.
- EAL students should be able to demonstrate their understanding through a range of spoken written and visual forms, including class discussion, note-taking, graphic organisers and responses to short answer questions.

Units 2 and 4

In these units students compare the presentation of these 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 these units 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.

Rationale

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Unit 1: Food Origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore the progression of food production through history. In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and the influence of immigration on food production and consumption. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Unit 2: Food Makers

Students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances.

Unit 3: Food in Daily Life

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. The practical component of this unit enables students to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4: Food Issues, Challenges and Futures

Students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. The practical component of this unit provides students with opportunities to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

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
- 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

This study focuses on the geography of place and change. Geographers investigate the changing patterns of place using a range of geographical resources and skills. They observe, describe, explain and analyse patterns of phenomena, which affect places at or near the surface of the Earth.

Unit 1: Hazards and disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

Unit 2: Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. The study of tourism at local, regional and global scales emphasises the interconnection within and between places.

Unit 3: Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate three major processes that are changing land cover in many regions of the world.

Unit 4: Human population

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Rationale

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

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

Unit 2: Managing health and development

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

Unit 3: Australia's health in a globalised world

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

Unit 4: Health and human development in a global context

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

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

Students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. Students also focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period.

Unit 2: Twentieth Century history 1945–2000

Students explore the causes of the Cold War in the aftermath of World War Two. They investigate significant events and developments and the consequences of nations and people in the period 1945-1991. Students also focus on the ways in which traditional ideas; values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000.

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.

Rationale

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

Unit 1: Guilt and liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. Students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Unit 2: Sanctions, remedies and rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected

in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Unit 3: Rights and justice

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

Unit 4: The people and the law

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

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

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

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.

Unit 3: Form and Transformation

Students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

Unit 4: Interpreting Texts

Students develop critical and analytic responses to texts. They consider the context of their responses to text as well as the ideas explored in the texts, the style of the language and point of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

MATHEMATICS

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 or Specialist Maths 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 and Decision and business mathematics.

Units 1 and 2: Specialist Mathematics

The areas of study should be taken with Maths Methods.

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 Unit 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.

Students wishing to study Mathematical Methods Units 3 and 4 must have completed Unit 1 and 2.

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.

Students wishing to study Specialist Maths Units 3 and 4:

- Must have completed Math Methods Unit 1 and 2 to at least a 'C' standard
- Must have a current enrolment in, or previous completion of Math Methods Units 3 and 4
- Are strongly recommended to have completed Specialist Maths Units 1 and 2

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.

MUSIC PERFORMANCE

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 material 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 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 critical reflection necessary for deep insights and ethical decision making at all levels of society. Philosophy develops excellent reading and writing skills necessary for academic writing.

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 judgments 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 a range of philosophers against their own views and contemporary debates. Philosophical debates encompass philosophical questions and viewpoints.

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. Students 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: How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of the conceptual models and theories.

Unit 4: How can two contradictory models explain both light and matter?

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter - which initially seem to be quite different - have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter.

Students design and undertake investigations involved at least two continuous independent variables. The student-designed practical investigation is related to waves, fields or motion.

Unit 1: The human body in motion

Area of Study 1 How does the musculoskeletal system work to produce movement?

On completion of this unit students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

Unit 2: Physical activity, sport and society

Area of Study 1 What are the relationships between physical activity, sport, health and society?

On completion of this unit the student should be able to collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.

Area of Study 2 What are the contemporary issues associated with physical activity and sport?

On completion of this unit the student should be able to apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

Unit 3: Movement skills and energy for physical activity

Area of Study 1 How are movement skills improved?

On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.

Area of Study 2 How does the body produce energy?

On completion of this unit the student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

Unit 4: Training to improve performance

Area of Study 1 What are the foundations of an effective training program?

On completion of this unit the student should be able to analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.

Area of Study 2 How is training implemented effectively to improve fitness?

On completion of this unit the student should be able to participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

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: How does experience affect behaviour and mental processes?

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary

research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4: How is wellbeing developed and maintained?

In this unit students examine that nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

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.

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 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

ATAR (Australian Tertiary Admissions Rank)

Calculated using Unit 3/4 scaled study scores to rank students in order of merit for tertiary selection. Students need to apply for tertiary selection to be ranked.

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.

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 ATAR.

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

Victorian Certificate Applied Learning.

VCE

Victorian Certificate of Education.



*“Education is the kindling of
a flame, not the filling
of a vessel.”*

Socrates



**GLEN EIRA
COLLEGE**

2018