Developing individuals, learners and members of the community to thrive in life.

Dear Parents,

Welcome to the Pathways Guide for the senior students of Greater Shepparton College (interim name).

Greater Shepparton College (interim name) was formed as part of the wider Shepparton Education Plan. This plan aims to transform student outcomes. Our focus on student experience, high quality teaching practices and the best conditions for learning, will equip student to create successful pathways as life-long learners.

Our new college is the amalgamation of McGuire College, Mooroopna Secondary College, Shepparton High School and Wanganui Park Secondary College.

Our commitment is that we will honour the past while preparing our students to lead our community into the future. We will bring the best from our shared histories to create a bright and dynamic education for the students of Greater Shepparton.

Greater Shepparton College (interim name) will continue the strong partnership with both La Trobe University and GOTAFE, so that our students have greater access to senior pathways and courses and are able to experience a seamless transition to tertiary education without leaving Shepparton if that is their choice.

Genevieve Simpson, Executive Principal
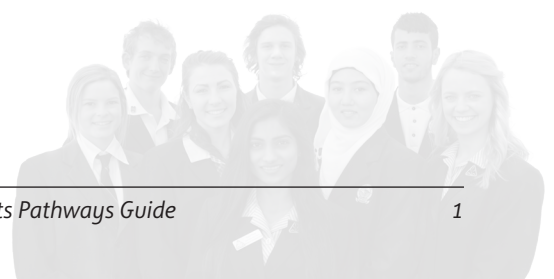
State Education in Greater Shepparton

Senior Students
Pathways Guide 2020

McGuire Campus

Wilmot Road, Shepparton 3630
P.O. Box 6605, Shepparton 3632
Tel: (03) 5858 9800   Fax: (03) 5831 2404

2020 Campus Principal: Mr John Sciacca

Mooroopna Campus

Cnr Echuca and MacIsaac Roads, Mooroopna 3629
Tel: (03) 5825 2344 Fax: (03) 5825 3747

2020 Campus Principal: Mr Stephen Bolton

Wanganui Campus

Parkside Drive, Shepparton, Victoria, 3630.
Tel: (03) 5820 9900 Fax: (03) 5820 9999

2020 Campus Principal: Mr Ken Murray

gotafe

**A partnership between GOTAFE and regional
schools to deliver first class vocational training**
Wanganui Rd, Shepparton 3630
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LA TROBE UNIVERSITY
AUSTRALIA

**Together Alliance and provide aspiration for
students from the Goulburn Valley to pursue tertiary education.**
La Trobe University | Shepparton Campus
210 Fryers Street, Shepparton VIC 3630
Tel: (03) 5820 8600
Email: Shepparton@latrobe.edu.au
www.latrobe.edu.au

Contents

Pathway Choices

There are two broad pathways offered to students:

1. The Victorian Certificate of Education (VCE) see this page;
2. The Victorian Certificate of Applied Learning (VCAL)

Vocational Education Training (VET) subjects can be undertaken as part of a VCE program and are an essential part of a VCAL program.

School Based New Apprenticeships (SBNA) can be undertaken as part of a VCE or VCAL program.

Choosing a Program

- Identify your interests and strengths and link these with appropriate work/career choices.
- Read the information on Pathways to get some ideas about how to select a VCE program that leaves your options open for University or TAFE.
- Seek help from careers teachers regarding prerequisite subjects you may need for University courses that interest you.
- Read information related to a VCAL program. Discuss with your classroom teachers and year level coordinator, to identify if this program suits your learning needs and future pathways.
- If you are interested in Vocational Education (VET) Program read the relevant sections

Assistance with Pathway Choices

When making choices about your program for 2017, you should seek advice and information from your classroom teachers, your year level coordinator and careers teacher.

Choosing a Year 12 Subject in Year 11

Students may choose a Year 12 3/4 unit for completion in Year 11 (Fast Tracking).

This option is best suited to students who:

- are well organised, with demonstrated time management and work completion record;
- are achieving above average grades within the subject or similar subject area they would like to select as their Year 12 unit.
- have completed a 1/2 unit at Year 10.

Course Restrictions

Units offered throughout this Program Guide will only run if minimum class sizes are met and teachers are available.

What is a VCE Program?

A VCE Program is a set of semester length units undertaken over a minimum period of two years.

This program is designed by students to meet their needs within the rules laid down by the Victorian Curriculum and Assessment Authority (VCAA).

VCAA Requirements

Students must successfully complete 3 units of English.

Any other units may be chosen to make up the program, ensuring that the balance of subjects suits the students' post-VCE pathway.

Students must satisfactorily complete a minimum of 16 units including:

- 3 units of English;
- 3 other unit 3/4 sequences (6 units).

The 16 units may include an unlimited number of units of Vocational Education and Training (VET).

For the purposes of obtaining an ATAR, students must complete a 3/4 sequence from the English grouping and at least 3 other scored 3/4 sequences, scored VET studies or 10% non scored VET studies.

What is a VCE, VCALPathway?

Why Pathways?

1. To help you and your parents identify connections between VCE, VCAL TAFE and University.
2. To provide coherence to your program of studies.
3. To provide purpose and direction to your program of studies.

How to use the Pathways

This section is meant to guide you to the correct source of information rather than supply the information. It is important to remember that prerequisites for courses and careers change from year to year; so it is
vital that you seek out the most recent information, and then regularly update it.

Course selection is important in determining a career direction. Once the career direction is identified, you should work 'backwards' to decide which VCE, VCAL Pathway and combination of units will lead you there.

At this stage you should ask yourself three questions:

1. Do I have some ability in the units I wish to pursue?
2. Do I enjoy that field of work they would lead me to?
3. How do these units relate to my career intention?

See your Careers Adviser for further details.

Students are strongly advised to consult the VTAC Guide for advice on subject choice, tertiary courses and pathways.

Biological

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

		Compulsory Units	Recommended Units		
First Year	Unit 1	An English 1	Maths Methods 1	Physics or Biology 1	Chemistry 1
First Year	Unit 2	An English 2	Maths Methods 2	Physics or Biology 2	Chemistry 2
Second Year	Unit 3	An English 3	Maths Methods 3	Physics or Biology 3	Chemistry 3
Second Year	Unit 4	An English 4	Maths Methods 4	Physics or Biology 4	Chemistry 4

This program may lead to:

Related Units	Tafe	University	Employment
You could complete your program by choosing from: ● Environmental Science ● General Maths ● Specialist Maths 3 & 4 ● Agriculture and Horticulture ● Geography	Associate Diplomas, Advanced Certificates and Certificates in: ● Horse Studies ● Horticulture ● Resource Management ● Urban Park Operations	Bachelor Degrees in: ● Agriculture ● Applied Biology ● Health ● Horticulture ● Forest Science ● Biological Science ● Veterinary Science	● Agriculture ● Animal Care ● Conservation ● Environmental Science ● Farming Fisheries ● Forestry ● Horticulture

Childcare and Nursing

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

		Compulsory Units	Recommended Units		
First Year	Unit 1	An English 1	Health & Human Dvelopment 1	Psychology 1	Biology 1
First Year	Unit 2	An English 2	Health & Human Dvelopment 2	Psychology 2	Biology 2
Second Year	Unit 3	An English 3	Health & Human Dvelopment 3	Psychology 3	Biology 3
Second Year	Unit 4	An English 4	Health & Human Dvelopment 4	Psychology 4	Biology 4

This program may lead to:

Related Units	Tafe	University	Employment
You could complete your program by choosing from: ● Chemistry ● Legal Studies ● Physical Education ● Physics ● Maths ● Studio Arts ● Drama ● VET Community Service	Associate Diplomas, Advanced Certificates and Certificates In: ● Child Care Assistant ● Social Science - Childcare	Bachelor Degrees in: ● Early Childhood Studies ● Teaching - Early Childhood ● Applied Science - Nursing	● Early Childcare Education ● Home Care ● Nursing ● Pre-School Care ● Youth/Welfare Work

Commerce

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

		Compulsory Units	Recommended Units		
First Year	Unit 1	An English 1	Maths	Accounting 1	Economics 1
First Year	Unit 2	An English 2	Maths	Accounting 2	Economics 2
Second Year	Unit 3	An English 3	Maths	Accounting 3	Economics 3
Second Year	Unit 4	An English 4	Maths	Accounting 4	Economics 4

This program may lead to:

Related Units	Tafe	University	Employment
You could complete your program by choosing from: ● Business Management ● Legal Studies ● History ● Information Technology ● LOTE ● Mathematics ● VET Business	Associate Diplomas, Advanced Certificates and Certificates in: ● Office Administration ● Accounting ● Marketing ● Information Technology ● Office & Secretarial	Bachelor Degrees in: ● Accounting ● Arts ● Business ● Commerce ● Finance	● Accounting ● Administration/ Management ● Advertising ● Banking & Finance ● Economics ● Marketing ● Personnel ● Public Relations ● Real Estate

Computing

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

		Compulsory Units	Recommended Units	
First Year	Unit 1	An English 1	Maths Methods 1	Computing 1
First Year	Unit 2	An English 2	Maths Methods 2	Computing 2
Second Year	Unit 3	An English 3	Maths Methods 3	Computing 3
Second Year	Unit 4	An English 4	Maths Methods 4	Computing 4

This program may lead to:

Related Units	Tafe	University	Employment
You could complete your program by choosing from: ● Mathematics ● Business Management ● Chemistry ● Physics ● VET Information Technology ● Design & Technology	Associate Diplomas, Advanced Certificates in: ● Applied Science ● Business ● Computing ● Engineering ● Information Technology ● Science	Bachelor Degrees in: ● Applied Science ● Business ● Computing ● Information Systems ● Science ● Technology	● Computing ● Design & Manufacture ● Computer Science ● Data Processing ● Information Systems ● Programming ● Information Technology

Engineering

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

		Compulsory Units	Recommended Units			
First Year	Unit 1	An English 1	Maths Methods 1	Physics 1	Specialist Maths 1	Chemistry 1 or Biology 1
	Unit 2	An English 2	Maths Methods 2	Physics 2	Specialist Maths 2	Chemistry 2 or Biology 2
Second Year	Unit 3	An English 3	Maths Methods 3	Physics 3	Specialist Maths 3	Chemistry 3 or Biology 3
	Unit 4	An English 4	Maths Methods 4	Physics 4	Specialist Maths 4	Chemistry 4 or Biology 4

Related Units

You could complete your program by choosing from:

- Chemistry
- VET Engineering

This program may lead to:

Tafe	University	Employment
Associate Diplomas, Advanced Certificates and Certificates in: • Applied Science • Engineering • Technology (various)	Bachelor Degrees in: • Architecture • Applied Science • Computing • Education • Engineering • Medicine • Science • Technology	• Architecture • Applied Science • Computing • Education • Engineering • Medicine • Science • Technology

Electrical/Electronics

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirement and check the VTAC Guide.

		Compulsory Units	Recommended Units			
First Year	Unit 1	An English 1	Design & Tech 1	Computing 1	Visual Comm. & Design 1	General Maths 1
	Unit 2	An English 2	Design & Tech 2	Computing 2	Visual Comm. & Design 2	General Maths 2
Second Year	Unit 3	An English 3	Design & Tech 3	Computing 3	Visual Comm. & Design 3	General Maths 3
	Unit 4	An English 4	Design & Tech 4	Computing 4	Visual Comm. & Design 4	General Maths 4

Related Units

You could complete your program by choosing from:

- Systems & Technology Electronics
- VET Electronics
- Further Maths 3 & 4

This program may lead to:

Tafe	University	Employment
Associate Diplomas, Advanced Certificates and Certificates in: • Electrical & Electronics • Basic Electronics • Industrial Electronics • Instrument Technology	• While the above program may lead to some TAFE Associate Diploma and University Bachelor Degree courses, the Science - Engineering Program would be more appropriate for these	• Electrical Sales/Store Person • Electrical Mechanic • TV/Video Repair person • Instrument Tradesperson • Refrigeration Mechanic • Electrical Technician

Environmental Science/Studies

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it si most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

		Compulsory Units	Recommended Units		
First Year	Unit 1	An English 1	Maths Methods or General Maths 1	Enviro Science 1	Chemistry or Biology 1
First Year	Unit 2	An English 2	Maths Methods or General Maths 2	Enviro Science 2	Chemistry or Biology 2
Second Year	Unit 3	An English 3	Maths Methods or Further Maths 3	Enviro Science 3	Chemistry or Biology 3
Second Year	Unit 4	An English 4	Maths Methods or Further Maths 4	Enviro Science 4	Chemistry or Biology 4

This program may lead to:

Related Units	Tafe	University	Employment
You could complete your program by choosing from: • Physics • Information Technology • Outdoor and Environmental Education • Agriculture and Horticulture • Geography • VET Water Industry Operations • Conservation Land Management • Specialist Maths 3 & 4	Associate Diplomas, Advanced Certificates and Certificates in: • Resource Management • Parks Management • Travel & Tourism	Bachelor Degrees in: • Engineering (Environmental) • Tourism • Environmental Science • Environmental Management • Science • Public Health • Geomatics	• Environmental Management • Teaching • Engineering • Law • Environment Science • Town Planning/ Surveying • Cartography • Meteorology Tourism • Landscape Architecture

Food/Catering

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

		Compulsory Units	Recommended Units		
First Year	Unit 1	An English 1	Food Technology 1	Business Management 1	Health & Human Development 1
First Year	Unit 2	An English 2	Food Technology 2	Business Management 2	Health & Human Development 2
Second Year	Unit 3	An English 3	Food Technology 3	Business Management 3	Health & Human Development 3
Second Year	Unit 4	An English 4	Food Technology 4	Business Management 4	Health & Human Development 4

This program may lead to:

Related Units	Tafe	University	Employment
You could complete your program by choosing from: • Accounting • Biology • Chemistry • Mathematics • Information Technology • Legal Studies • LOTE • VET Hospitality	Associate Diplomas, Advanced Certificates and Certificates in: • Bread making & Baking • Butchering • Cake Decorating • Commercial Cooking • Food Technology • Hospitality Studies	Bachelor Degrees in: • Applied Science • Hospitality Studies • Food Technology • Business • Catering Hotel/ Management	• Baking • Bartending • Butchering • Catering • Cooking • Food & Drink Waiting • Food Technology • Hospitality • Hotel Management

Health

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

		Compulsory Units	Recommended Units		
First Year	Unit 1	An English 1	Biology 1	General Maths or Maths Methods 1	Chemistry 1 or Health and Human Development 1
First Year	Unit 2	An English 2	Biology 2	General Maths or Maths Methods 2	Chemistry 2 or Health and Human Development 2
Second Year	Unit 3	An English 3	Biology 3	Further Maths or Maths Methods 3	Chemistry 3 or Health and Human Development 3
Second Year	Unit 4	An English 4	Biology 4	Further Maths or Maths Methods 4	Chemistry 4 or Health and Human Development 4

This program may lead to:

Related Units	Tafe	University	Employment
You could complete your program by choosing from: ● Health & Human Development ● LOTE ● Physical Education ● Psychology ● Information Technology ● Physics ● Additional Maths ● VET Community Services ● Certificate III in Health Services Assistance	Associate Diplomas, Advanced Certificates and Certificates in: ● Ambulance Officer ● Audiometry ● Cardiac Technician ● Enrolled Nursing ● Dental Nursing ● Dental Technology	Bachelor Degrees in: ● Applied Science ● Dental Science ● Health Science ● Medicine ● Nursing ● Pharmacy ● Physiotherapy ● Optometry	● Audiology ● Chiropractic ● Dentistry ● Medicine ● Medical Radiations ● Nursing ● Occupational Therapy ● Optometry ● Pharmacy

Humanities: General
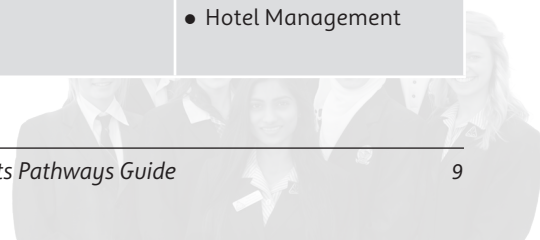
This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

		Compulsory Units	Recommended Units		
First Year	Unit 1	An English 1	History 1	Literature 1	Legal Studies 1 or Sociology 1
First Year	Unit 2	An English 2	History 2	Literature 2	Legal Studies 2 or Sociology 2
Second Year	Unit 3	An English 3	History 3	Literature 3	Legal Studies 3 or Sociology 3
Second Year	Unit 4	An English 4	History 4	Literature 4	Legal Studies 4 or Sociology 4

This program may lead to:

Related Units	Tafe	University	Employment
You could complete your program by choosing from: ● LOTE ● Mathematics (any) ● Environmental Studies ● Geography ● Sociology ● Philosophy ● International Politics	Associate Diplomas, Advanced Certificates and Certificates in: ● Professional Writing and Editing ● Social & Community Services etc.	Bachelor Degrees in: ● History ● Journalism ● Language ● Media Studies ● Public Relations ● Social Science	In a wide range of occupational fields including: ● Acting ● Banking ● Education ● Law ● Librarianship ● Journalism ● Management and Sales ● Social Work

Legal

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

		Compulsory Units	**Recommended Units**		
First Year	Unit 1	An English 1	Legal Studies 1	Psychology 1	Mathematics 1
	Unit 2	An English 2	Legal Studies 2	Psychology 2	Mathematics 2
Second Year	Unit 3	An English 3	Legal Studies 3	Psychology 3	Mathematics 3
	Unit 4	An English 4	Legal Studies 4	Psychology 4	Mathematics 4

This program may lead to:

Related Units
You could complete your program by choosing from:
● Economics History
● Business Management
● Mathematics
● LOTE

Tafe	**University**	**Employment**
Associate Diplomas, Advanced Certificates and Certificates in:	Bachelor Degrees in:	● Correctional Services
● Social & Community Services	● Arts	● Criminology
● Law & Security	● Social Science	● Defence Studies
● Humanities	● Law	● Law
	● Education	● Law Enforcement
	● Behavioural Science	● Police
		● Security

VCE Studies

English	The Arts	Health & Physical Education	Studies of Society and Environment	Languages Other Than English	Mathematics	Science	Technology
English/EAL	Art	Health & Human Development	Accounting	Auslan	Foundation Maths	Biology	Product Design & Technology
English Language	Drama	Outdoor & Environmental Studies	Business Management	Italian	Further Maths	Chemistry	Food Studies
Foundation English	Dance	Physical Education	Economics	Japanese	General Maths	Environmental Science	Computing
Literature	Media		Geography		Mathematical Methods	Physics	
	Music		History		Specialist Maths	Psychology	
	Studio Arts		Industry & Enterprise			Sociology	
	Theatre Studies		Australian and Global Politics				
	Visual Communication		Legal Studies				
			Philosophy				

Pathways for Newly Arrived Students (EAL Students)
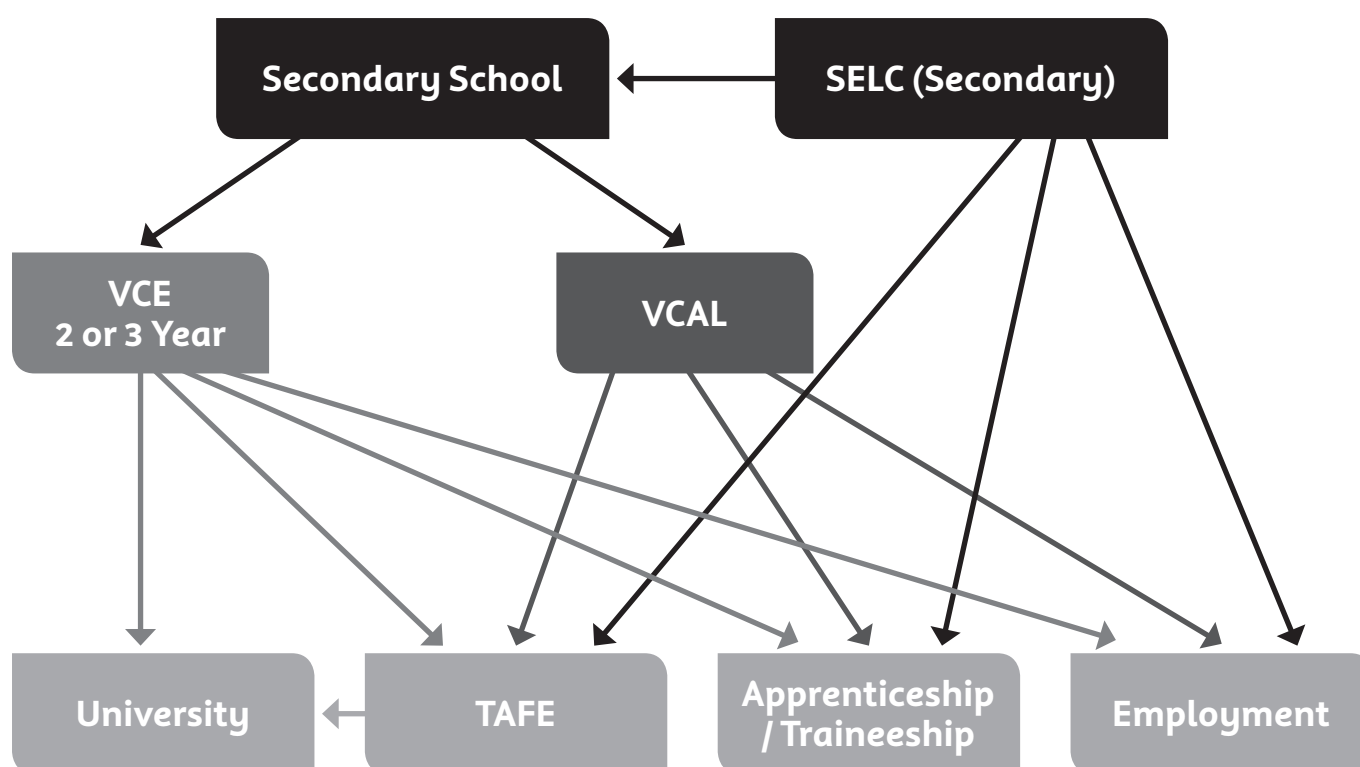
Completion at year 12 or equivalent, may take a longer period than two years.

Frequently Asked Questions about the VCE

Q. How many Units should I choose each semester in the VCE?

A. You should choose 6 Units in each of semesters 1 and 2 (Year 11) and 5 Units in semesters 3 or 4 (Year 12).

Q. How many Units should I choose in total for my VCE?

A. You may choose as low as the minimum of 16 or as high as 26. Your 10 units in Year 12 must include Unit 3 & 4 in English plus a minimum of three additional Unit 3 & 4 sequences. Most full-time students attempt the range of 20-24 Units over the two years or three years; the vast majority of these complete 22 Units (12 in Year 11 and 10 in Year 12).

Q. Can I take longer than 2 years to complete my VCE?

A. Yes. You may spread your VCE over 3 or more years.

Many students select a VCE Unit in their Year 10 program.

Q. Can I do some Unit 3 & 4 studies while in my first year of VCE?

A. Yes. It is actually a very good idea to Fast Track a Year 12 subject particularly if you have Fast Tracked in Year 11 and if you intend going on to University. It gives you the 'experience' of the standard of Year 12 and the forms of assessment and also increases your ATAR score.

Q. Can I change my VCE course for the second semester?

A. Yes, for Unit 2. However, Units 3 & 4 must be done as a sequence and so can't be changed halfway through.

Q. What if I am away on the day a SAC is due in?

A. If you are absent then you must provide a medical certificate and arrange an alternative time to sit the SAC.

Q. What if I find I am having difficulty with my VCE work?

A. You would need to consult with your teacher firstly, then, if the problem still exists see your Year Level Coordinator or the VCE Coordinator. (A last possible option would be for your course to be reduced).

Q. Can I repeat a Unit?

A. Yes, you can do a Unit twice if you want to but you can only get credit once for your certificate.

Q. What if I have an extended illness/absence and I miss a large section of the work?

A. You will need to consult with your teacher/VCE Coordinator and your options is Special Provision.

NOTE: There may be the possible option of some work expectations being omitted.

Q. Do I have to stay at school until I complete my VCE?

A. No, you may leave when you like and you will receive credits for the Units you have completed. You may then choose to leave permanently or you may choose to resume your studies at a later date. For instance, you may choose to complete your course at a TAFE College.

Q. If I begin a subject and then decide that I would like to alter my course what do I do?

A. For Unit 1 and 2 you may alter your course of study in the first three weeks of the study. After that time your course can only be altered at the end of semester. For Unit 3 & 4 you may only alter your course in the first three weeks of the school year. No changes will occur at the end of semester.

Q. What happens if I miss a lot of classes?

A. All VCE teachers keep a roll and if your absences are over ten per cent (10%) in one semester (i.e. approx. eight classes) then you will have to formally justify the absences to the VCE Committee.

Q. What if I move schools during VCE?

A. You will obtain credit for work completed so far. Your results up to date will be sent to the new school on a computer disk.

Q. What if I want to do a VCE / VET subject that is not offered at my school?

A. You can enrol in a subject not available at your school at one of the other Alliance schools - subject to the availability on the timetable and suitable numbers for that VCE / VET unit/s.

2018 Scaling Report

VCAA provides VTAC with study scores (relative positions). These study scores are scaled in order to calculate scaled aggregates and Australian Tertiary Admission Ranks (ATARs). Candidates are in the 2018 scaling population if, excluding small studies, they have obtained at least one VCAA study score in 2018, at least four in total, at least one in an English study [English, English (EAL), English Language or Literature], but do not already have an ATAR. The scaling population is therefore a subset of the entire population. The means and standard deviations below pertain to the scaling population in 2018.

The following table gives the 2018 scaled means and standard deviations as well as the VTAC scaled study scores (rounded to the nearest integer) corresponding to the study scores of 20, 25, 30, 35, 40, 45 and 50. The formal aggregation process uses VTAC scaled study scores to two decimal places, but the following information gives an indication of how scaling adjusts scores in the various studies.

Code	2018 Study	Mean	St.Dev.	20	25	30	35	40	45	50
AC	Accounting	30.6	7.2	20	25	30	36	41	46	50
AH	Agricultural & Horticultural Studies	24.5	6.9	14	19	23	28	34	41	50
AL03	Algorithmics (HESS)	35.1	6.5	24	30	35	40	44	48	50
AT	Art	27.2	7.6	14	20	26	32	38	45	50
BI	Biology	30.5	7.2	20	25	30	36	41	46	50
BM	Business Management	26.7	7.2	16	21	26	31	37	43	50
CH	Chemistry	33.8	7.2	22	28	34	39	44	47	50
CC	Classical Studies	30.1	7.6	19	24	30	36	41	46	50
	Computing									
IT02	Informatics	25.7	6.9	14	19	24	30	36	43	50
IT03	Software Development	27.7	6.9	16	21	26	32	38	44	50
DA	Dance	28.3	6.7	19	24	29	34	39	44	50
DR	Drama	27.9	7.2	17	22	27	33	39	44	50
EC	Economics	32.3	7.0	22	27	32	37	42	46	50
EN	English	28.1	7.5	17	22	28	33	39	45	50
EF	English (EAL)	29.4	7.9	17	23	29	35	41	46	50
EG	English Language	32.8	7.0	22	28	33	38	43	47	50
EV	Environmental Science	28.4	7.2	18	22	28	33	38	44	50
XI03	Extended Investigation	32.3	7.2	21	27	32	38	43	47	50
FT	Food Studies	24.0	7.2	14	18	23	28	35	42	50
GE	Geography	28.8	7.1	18	23	29	34	40	45	50
HH	Health and Human Development	26.5	7.3	16	21	26	31	37	43	50
	History:									
HI17	Ancient History	27.8	8.1	15	21	27	34	40	46	50
HA	Australian History	27.9	8.1	16	21	27	33	40	45	50
HR	Revolutions	29.3	7.6	18	23	29	35	40	46	50
IE	Industry and Enterprise	22.5	7.3	9	14	20	27	35	43	50
	Languages:									
AR	Arabic	29.4	6.8	18	24	29	34	40	45	50
AM	Armenian			Small Study or no candidates						
AU	Auslan	30.8	7.3	20	25	30	35	40	45	50
LO50	Bosnian			Small Study or no candidates						
LO53	Chin Hakha	30.5	5.6	21	25	28	32	37	42	50
CN	Chinese First Language	35.3	7.4	20	28	34	40	45	48	50
CK	Chinese Second Lang. Adv.	38.0	7.3	26	32	38	43	47	51	53
CL	Chinese Second Language	40.4	6.6	30	36	41	45	49	52	54
AG	Classical Greek	39.6	6.7	29	35	41	45	48	51	53
CR	Croatian	31.6	6.4	22	28	33	39	43	47	50
DU	Dutch			Small Study or no candidates						
FP	Filipino	31.6	6.4	21	25	30	35	39	44	50
FR	French	40.3	6.6	30	36	41	45	49	52	53
GN	German	38.4	6.4	29	34	39	43	47	49	51
MG	Greek	34.2	6.3	24	29	34	39	43	47	50
HB	Hebrew	41.1	6.2	31	37	43	47	50	52	54
HI	Hindu	35.7	7.2	20	27	34	40	45	49	50
HU	Hungarian			Small Study or no candidates						
AU	Indigenous Languages			Small Study or no candidates						
IN	Indonesian First Language			Small Study or no candidates						
IX	Indonesian Second Lang.	37.0	6.5	26	33	38	42	46	48	50
IL	Italian	36.5	6.0	27	33	37	41	44	47	50
JA	Japanese First Language			Small Study or no candidates						
JS	Japanese Second Language	38.1	6.7	27	33	39	43	47	50	51
LO55	Karen	23.6	5.9	17	21	25	29	34	40	50
KH	Khmer	28.5	5.6	19	23	28	32	37	43	50
KO	Korean First Language			Small Study or no candidates						
KS	Korean Second Language	39.0	5.8	27	34	39	44	47	49	51
LA	Latin	45.0	6.1	35	41	46	50	52	54	55

MA	Macedonian	31.3	5.1	25	28	31	35	38	42	50
ML	Maltese	Small Study or no candidates							
PN	Persian	27.9	6.6	16	21	26	32	38	44	50
PO	Polish	35.3	5.9	24	29	34	38	42	46	50
PG	Portuguese	31.7	3.5	23	27	30	34	38	43	50
LO49	Punjabi	31.5	7.3	19	25	31	37	42	47	50
RO	Romanian	Small Study or no candidates							
RU	Russian	36.5	7.2	24	31	37	42	46	49	51
SE	Serbian	31.2	4.8	23	26	30	33	37	42	50
SI	Sinhala	35.5	6.2	24	29	34	39	43	47	50
SP	Spanish	35.0	7.0	23	29	35	40	44	48	50
SW	Swedish	Small Study or no candidates							
TA	Tamil	Small Study or no candidates							
TU	Turkish	30.3	7.4	17	22	28	34	39	45	50
UK	Ukranian	Small Study or no candidates							
LO54	Vietnamese First Language	32.4	6.3	21	27	32	37	42	46	50
VT	Vietnamese Second Lang.	36.0	6.7	24	30	36	40	45	48	50
	All small LOTES			24	30	35	40	44	48	51
LS	Legal Studies	28.3	7.5	17	22	28	34	39	45	50
LI	Literature	30.8	7.3	20	25	31	36	41	46	50
	Mathematics:									
NF	Further Mathematics	27.7	7.1	18	23	27	33	38	44	50
NJ	Mathematical Methods	34.0	8.4	21	28	35	40	45	49	51
NS	Specialist Mathematics	40.3	8.1	27	35	41	47	51	53	55
ME	Media	26.3	7.3	15	20	25	31	37	44	50
	Music:									
MC05	Music Investigation	30.0	7.2	21	25	28	32	36	41	50
MC04	Music Performance	29.8	7.1	19	24	30	35	40	45	50
MD	Music Style and Composition	31.1	7.4	19	25	32	38	43	47	50
OS	Outdoor and Environmental Studies	25.0	6.9	15	19	24	29	34	41	50
PL	Philosophy	29.2	7.6	17	23	29	34	40	45	50
PE	Physical Education	27.2	7.3	17	21	27	32	38	44	50
PH	Physics	32.0	7.2	21	26	32	37	42	47	50
	Politics:									
PS03	Australian Politics	32.1	7.2	21	27	32	38	42	47	50
PS05	Global Politics	32.3	7.2	21	27	33	38	42	47	50
DT	Product Design and Technology	24.2	7.0	13	18	23	28	35	42	50
PY	Psychology	28.3	7.3	18	23	28	33	39	45	50
RS	Religion and Society	28.6	7.5	18	23	28	34	39	45	50
SO03	Sociology	25.5	7.5	15	19	25	30	36	43	50
SA	Studio Arts	26.1	7.4	14	19	24	30	37	44	50
SE03	Systems Engineering	25.6	6.5	15	19	24	30	36	42	50
TT	Texts and Traditions	29.5	7.8	20	24	29	34	39	44	50
TS	Theatre Studies	28.7	7.2	18	23	28	34	39	45	50
VC	Visual Communication Design	26.8	7.2	16	21	26	32	38	44	50
	VCE VET:									
BU23	VCE VET Business	25.7	7.2	15	19	23	28	34	41	50
CT41	VCE VET Community Services	24.2	6.9	14	18	23	28	34	41	50
MU07	VCE VET Creative and Digital Media	25.4	6.7	16	20	25	30	35	42	50
DN06	VCE VET Dance	27.0	7.0	18	22	27	32	37	43	50
EG16	VCE VET Engineering Studies	23.9	5.8	18	21	25	30	34	40	50
EQ05	VCE VET Equine Studies	27.3	7.4	16	20	26	31	37	44	50
FN19	VCE VET Furnishing	24.0	5.3	18	21	25	30	34	40	50
IN60	VCE VET Information Technology	25.5	6.2	16	20	24	29	34	41	50
ET16	VCE VET Integrated Technologies	23.6	7.7	13	17	22	28	35	43	50
HS32	VCE VET Hospitality (Kitchen Operations)	25.4	6.6	15	19	24	29	34	41	50
HS31	VCE VET Hospitality	26.0	7.2	15	20	25	30	36	42	50
LB21	VCE VET Laboratory Skills	30.8	6.5	20	25	31	36	41	46	50
MI19	VCE VET Music Performance	26.8	6.6	17	21	26	31	36	42	50
MI30	VCE VET Music Sound Production	26.5	6.8	16	20	25	29	35	41	50
SR41	VCE VET Sport and Recreation	23.8	6.7	14	18	22	27	33	40	50

For more information on scaling in 2018 you can visit: http://www.vtac.edu.au/reports.html

VICTORIAN CERTIFICATE of EDUCATION (VCE)

Accounting

Scope of study

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

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

Structure

The study is made up of four units:

Unit 1: Establishing and operating a service business..AC01

Outcome 1: Describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.

Outcome 2: Identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.

Unit 2: Accounting for a trading business.......AC02

Outcome 1: Record financial data and report accounting information for a sole trader.

Outcome 2: Record financial data and report accounting information for a single activity sole trader using commercial accounting software, and discuss the use of ICT in the accounting process.

Outcome 3: Select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.

Unit 3: Recording and reporting for a trading business..AC03

Outcome 1: Record financial data for a single activity sole trader using a double entry system, and discuss the function of various aspects of this accounting system.

Outcome 2: Record balance day adjustments and prepare and interpret accounting reports.

Unit 4: Control and analysis of business performance AC04

Outcome 1: Record financial data using double entry accounting and report accounting information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system.

Outcome 2: Prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.

Agriculture & Horticulture

Agricultural and horticultural studies involves a hands on approach to learning about the raising of animals and the growing of plants, factors that affect these and the running of a relevant enterprise. Practical skills are developed outside the classroom with many varied practical activities and excursions to local farms, Seymour Farm Expo, etc. Each student will be expected to plan, manage and evaluate their own agricultural or horticultural enterprise with the aim of making a profit.

Unit 1: Agricultural & Horticultural Operations AH01

This Unit focuses on requirements for production in agriculture and horticulture, basic animal and plant biology, raising of animals & plants and the factors that have led to where particular agricultural or horticultural products are produced. Students will carry out experiments in growing and propagating different types of plants, study the rearing of animals of local relevance and run their own enterprise over the whole semester.

Unit 2: Production AH02

This Unit looks in more detail at nutrition, reproduction and genetics in plants and animals and how these relate to agricultural and horticultural systems. The roles of agribusiness and horticultural business in adding value to products is studied, especially in relation to where certain types of production are found in Australia and why.

Practical work will involve tasks in raising animals and/or growing plants, including methods of plant reproduction and propagation. Students will complete an ATARprise, that they plan, research and carry out over the semester and evaluate as a success or otherwise.

Unit 3: Technology, Innovation and Business Design AH03

This Unit looks at ways in which the environment is modified for agricultural/horticultural purposes and how technology can be introduced into operations. Aspects such as techniques to deal with pests and disease and modification of soil, climate and topography of the land are examined. We also look at past, present and possible future technology and how this relates to agricultural/horticultural operations. A plant/animal enterprise will be developed by each student and this runs over the course of the year.

Unit 4: Sustainable Management.................. AH04

This Unit focuses on the concept of sustainability in agriculture/horticulture and on management practices within agricultural/horticultural systems. Areas touched on will include ecological principles of management relating to energy, cycling of matter, protecting the diversity of life and land degradation. Students will be involved in preparing a plan for sustainable production of a whole agricultural/horticultural enterprise - this will involve excursions, interviews and researching the topic.

Art

Art is about expressing ideas and the focus of these units is to help develop your own ideas in new and creative ways ranging from the traditional to the bizarre and exotic. The practical component will focus on the trialling and development of a variety of techniques and media. Students will select the practical art area(s) they wish to specialise in for Units 3 & 4.

Unit 1: AR01

Artworks and Meaning

Students investigate the meanings and messages of artworks through analysis, investigation and interpretation. Historical and contemporary artworks from a range of societies and cultures will be studied.

Artmaking and Meaning

Students will present visual creative responses that demonstrate their personal interests and ideas through trialling techniques, materials and processes. Appropriate reflection and documentation will be used to support the artwork.

Unit 2: AR02

Contemporary Artworks and Culture

This area of study focuses on the ways in which art reflects and communicates the values, beliefs and traditions of societies. Students will use formal and cultural frameworks to analyse, compare and contrast the artworks of at least 4 artists.

Artmaking and Contemporary Culture

Students will explore areas of personal interest and cultural identification to experiment with a range of materials, techniques, art forms and processes to develop their skills in artmaking.

Unit 3: AR03

Interpreting Art

Students undertake research to support analysis of the meanings and messages of artworks using specific frameworks. Students will study and interpret artists and artworks made before and since 1970.

Investigation and Interpretation through artmaking.

In this area of study students develop their own art responses inspired by ideas, concepts and observations. Students will explore personal ideas and concepts through a conceptual and practical investigation including at least one finished artwork. Students will use analytical frameworks to reflect upon and annotate their work.

Unit 4: AR04

Discussing Art

Students will discuss and debate art issues and research artworks related to their discussion. At least one art issue and artist will be studied. Students will present informed opinions with the support of commentaries on art, analytical frameworks and analysis of selected artists and artworks.

Realisation and Resolution.

Students will continue to develop the body of artwork commenced in Unit 3 and complete at least one finished artwork. Students will work towards resolved ideas and concepts and apply appropriate analysis, reflection and experimentation.

Australian and Global Politics

VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain, analyse and evaluate national and global political issues, and events

Australian Politics is the study of how power is gained and exercised. It considers the significant ideas about organising political systems and features of the way politics is practised in Australia. Global Politics is the study of the political, social, cultural and economic forces that shape interactions between states and other global actors in the contemporary world.

Unit 1: Ideas, actors and power

In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

Unit 2: Global connections

This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability. This unit is contemporary in focus and students must use examples and case studies from within the last 10 years. However, contemporary issues and events may need to be contextualised for students and this may require some investigation prior to this timeframe.

Unit 3: Evaluating Australian democracy

This unit introduces students to the core principles and operation of the Australian political system. Area of Study 1 focuses on the values and principles that underpin the Australian political system. It introduces the key elements of liberal democracy and representative government and explores how they operate in theory and practice. Area of Study 2 evaluates the Australian liberal democratic system further by comparing it with the political system of the United States of America (USA). Students analyse key aspects of the US political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms. VCE Australian Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years.

Unit 3: Global actors

In this unit students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which ONE Asia-Pacific state uses power to achieve its objectives. VCE Global Politics is a contemporary study and focus must be on examples and case

studies from within the last 10 years. However, contemporary issues and events may need to be contextualised for students and this may require some investigation prior to this timeframe.

Unit 4: Australian public policy

This unit focuses on Australian federal public policy formulation and implementation. During the formulation stage of many public policies, the government is subject to pressures from competing stakeholders and interests. As the government responds to these influences and pressures, policy proposals are often subject to change and compromise. Students investigate the complexities the government faces in putting public policy into operation.

Unit 4: Global challenges

In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding TWO ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them. VCE Global Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years. However, contemporary issues and events may need to be contextualised for students and this may require some investigation prior to this timeframe.

Biology

The study of Biology is the study of life. Biology is about understanding the natural world. It involves studying living organisms, life processes and the interactions of organisms with their natural environments and with each other. The relevance of new technologies and modern life to organisms and their survival is a key area of the course.

Unit 1: How do living things stay alive? BI01

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

A student practical investigation related to the survival of an organism or species is undertaken.

### Unit 2: How is continuity of life maintained? .BI02

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

Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is to be undertaken.

Unit 3: How do cells maintain life? BI03

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors
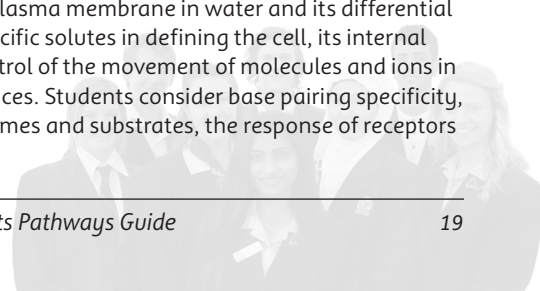
to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.

Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Unit 4: How does life change and respond to challenges over time? BI04

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species.

Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Business Management

Business Management combines theoretical study with business contact in the community involving small and large businesses. The contact will take the form of on-site visits, guest speakers, interviews, videos and other activities. Students will assess both large and small business with focuses on human resource management, operations management, public relations, advertising and corporate management.

Unit 1: Planning a Business...........................BM01

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 BM02

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.........................BM03

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

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

Unit 4: Transforming a business BM04

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.

Chemistry

Chemistry gives us an understanding of how materials are formed and how they interact with us. These units draw heavily on applications of chemistry in everyday life and on current developments in this subject, such as the synchrotron, synthesis of medicines, green chemistry and environmental issues. Chemical principles are used to explain these applications and others, and to relate the subject to everyday life.

Unit 1: How can the diversity of materials be explained? CH01

In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices 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. Throughout 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? CH02

In this unit 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, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Unit 3: How can chemical processes be designed to optimise efficiency? CH03

In this unit 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, including fossil fuels, biofuels, galvanic cells and fuel cells. 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 laws 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. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

Unit 4: How are organic compounds categorised, analysed and used? CH04

In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. 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 of reaction 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.

Computing

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems. VCE Computing is underpinned by four key concepts: approaches to problem solving, data and information, digital systems and interactions and impact.

Unit 1: Computing CO01

This unit focuses on how data, information and networked digital systems can be used to meet a range of users' current and future needs. Students collect primary data and create a digital solution that graphically presents the findings of an investigation. Students also examine wireless and mobile networks, and security controls to protect stored and transmitted data. They also acquire and apply knowledge of information architecture and web authoring skills when creating a website.

Unit 2: Computing CO02

This unit focuses on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students develop their computational thinking skills when using a programming or scripting language to create solutions. Students develop an understanding of data and how a range of software tools can be used to extract data and present it in a clear, usable and attractive manner. Students will also use problem-solving methodology to create a solution using database management software.

Unit 3: Informatics CO03

This unit focuses on data, information and information systems. Students investigate the way organisations acquire data using interactive online solutions, such as websites and applications. They create the first part of a project, framing a hypothesis and selecting, acquiring and organising data from multiple data sets using spreadsheets or databases to help analyse and interpret it.

Unit 4: Informatics CO04

This unit focuses on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. Students draw on the analysis and conclusion of their hypothesis from Unit 3 and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. Students will also explore how different organisations manage the storage and disposal of data and information.

Unit 3: Software Development CS03

This unit focuses on the application of a problem-solving methodology and underlying skills to create purpose designed solutions using a programming language. Students use a programming language to create working software modules. They also analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

Unit 4: Software Development CS04

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 transform their detailed design prepared in Unit 3 into a software solution. Students also apply systems thinking skills when explaining the relationship between two information systems that share data.

Dance

In the study students use sources of inspiration to generate, choreograph and present performances of complete dance works. VCE Dance prepares students to be creative, innovative, skilled and productive contributors to the art form, as well as discerning, reflective and critical viewers. It provides pathways to training and tertiary study in dance performance and dance criticism.

Unit 1 .... DA01

Dance Perspectives - Outcome 1

On completion of this unit the student should be able to describe and document the expressive and technical features of their own and other choreographers' dance works, and discuss influences on their own dance-making.

Choreography and performance - Outcome 2

On completion of this unit the student should be able to choreograph and perform a solo or group dance work and complete structured improvisations.

Dance technique and performance - Outcome 3

On completion of this unit the student should be able to safely and expressively perform a learnt solo or group dance work.

Awareness and maintenance of the dancer's body - Outcome 4

On completion of this unit the student should be able to describe aspects of the physiology, and demonstrate the safe use and maintenance, of the dancer's body.

Unit 2 .... DA02

Dance Perspectives - Outcome 1

On completion of this unit the student should be able to analyse use of the elements of movement – time, space and energy – in selected dance traditions, styles and dance works.

Choreography, performance and dance-making analysis - Outcome 2

On completion of this unit the student should be able to choreograph and perform a solo or group dance work, complete structured improvisations, and describe the dance-making processes and performance practices used in their own works.

Dance technique, performance and dance analysis - Outcome 3

On completion of this unit the student should be able to choreograph and perform a solo or group dance work, complete structured improvisations, and describe the dance-making processes and performance practices used in their own works.

Unit 3 .... DA03

Dance perspectives - Outcome 1

On completion of this unit the student should be able to analyse selected solo dance works.

Choreography, performance and dance-making analysis - Outcome 2

On completion of this unit the student should be able to choreograph, rehearse and perform a solo dance work and analyse the processes and practices used.

Dance technique, performance and analysis - Outcome 3

On completion of this unit the student should be able to learn, rehearse and perform a group dance work created by another choreographer and analyse the processes and practices used.

Unit 4.. DA04

Dance Perspectives - Outcome 1

On completion of this unit the student should be able to analyse a selected group dance work.

Choreography, performance and dance-making analysis - Outcome 2

On completion of this unit the student should be able to choreograph, rehearse and perform a solo dance work and analyse the processes and practices used.

Drama

Drama gives students the opportunity to rehearse and perform in front of an audience. They explore character development and look at different forms of drama. Students learn about stagecraft and have the opportunity to see a live theatre performance.

Unit 1: Introducing performance styles DR01

Outcome 1

On completion of this unit the student should be able to use play-making techniques to devise solo and/or ensemble drama work/s based on experiences and/or stories, as well as describe the dramatic processes used to shape and develop this performance work/s.

Outcome 2

On completion of this unit the student should be able to use expressive skills, theatrical conventions and stagecraft to perform stories and characters to an audience.

Outcome 3

On completion of this unit the student should be able to analyse the development and performance of work created and presented in Outcomes 1 and 2.

Outcome 4

On completion of this unit the student should be able to identify and evaluate use of performance styles, and describe use of theatrical conventions, stagecraft and dramatic elements, as well as analyse the portrayal of stories and characters in a professional drama performance.

Unit 2: Australian Identity DR02

Outcome 1

On completion of this unit the student should be able to use a range of stimulus material to create a solo or ensemble performance work as well as document and record the play-making techniques used to shape and develop this performance work.

Outcome 2

On completion of this unit the student should be able to present a devised performance that reflects aspects of

Australian identity and contemporary drama practice.

Outcome 3

On completion of this unit the student should be able to analyse and evaluate the creation, development and performance of characters, as well as the use and manipulation of theatrical conventions, stagecraft and dramatic elements as applied to the performance style/s of the student's own performance work.

Outcome 4

On completion of this unit the student should be able to analyse a performance of an Australian drama work. The student should be able to identify use of theatrical conventions, describe performance style/s and analyse and evaluate how dramatic elements have been used in a drama work by Australian practitioners".

Unit 3: Ensemble Performance DR03

Outcome 1

On completion of this unit the student should be able to develop and present character/s within a non-naturalistic ensemble performance

Outcome 2

On completion of this unit the student should be able to analyse play-making techniques used to construct and present ensemble works including the work created for Outcome 1.

Outcome 3

In this outcome students analyse and evaluate a professional drama performance.

Unit 4: Solo Performance DR04

Outcome 1

On completion of this unit the student should be able to create and present a short solo performance based on stimulus material, and evaluate the processes used.

Outcome 2

On completion of this unit the student should be able to create, develop and perform a character or characters within a solo performance in response to a prescribed structure.

Outcome 3

On completion of this unit the student should be able to describe, analyse and evaluate the creation, development and presentation of a solo performance.
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Economics

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 living standards.

Economics is a compulsory subject in most first year university Business/Commerce courses. Therefore, it is highly recommended for students who are considering this future pathway. The study of Economics may lead a student into a variety of career and study options including:

• Business/Commerce/Arts Degrees
• Journalism
• Politics
• Any career in the business world – including in banking, financing, human resources, public relations, accounting, marketing & sales, logistics & distribution

Unit 1: The Behaviour of Consumers and Businesses..ECO01

The Australian economy uses the market-based system to allocate resources. This unit looks at the role of consumers and businesses in the economy, and the factors that influence their decision making. Students will investigate one or more key markets (eg. Fitness and personal training market) to determine how prices and quantities traded change within the market. An examination of how various factors may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Unit 2: Contemporary Economic Issues ECO02

This unit looks at the meaning and importance of economic growth, and its effect on living standards. Economic growth is generally thought to promote improvements in living standards, however there may be a trade-off between the goal of economic growth and the goal of environmental sustainability. Students consider the effect of economic growth on future generations and begin to appreciate some of the current environmental challenges that have been created from economic decisions. Students will also investigate the factors that may lead to income disparity in Australia and one other nation, and why the income of some people is below the poverty line. A global economic issue is also studied in Unit 2

Unit 3: Australia's Economic Prosperity ECO03

The Australian economy is constantly evolving. In this unit students investigate the role of the market in answering the key economic questions of what and how much to produce, how to produce and for whom to produce. Using a recent case study, students will identify instances where the market fails to allocate resources efficiently, and assess if Government intervention leads to a more efficient allocation of resources. Australia's economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students will analyse how international transactions are recorded, and the impact of these transactions on the Australian economy. The Australian Government's goals of low inflation, strong and sustainable economic growth and full employment are also studied.

Unit 4: Managing the Economy ECO04

This unit examines how the Australian Government and the Reserve Bank can utilise budgetary and monetary policy to influence the level of aggregate demand in the economy. They evaluate the relative effectiveness of each policy by focusing on its strengths and weaknesses, and explain how each policy has been utilised by the Australian Government in the past two years. Students will examine the important role of aggregate supply policies in creating a stronger macroeconomic environment so that domestic macroeconomic goals can be more easily achieved. They investigate the different approaches that government may take to promoting competition and efficiency.

English

Bridging EAL
(Bridging English as an Additional Language)

Bridging English as an Additional Language (EAL) is the intensive and explicit study of English language in a range of socio-cultural contexts and for a range of purposes, including further education and the workplace.

Students develop their language skills and confidence, assisting them to communicate effectively in a range of contexts, including academic and everyday, using a range of registers of spoken and written Standard Australian English. This contributes to students being able to participate effectively in Australian life. Bridging EAL focuses on language skills needed by students for whom English is an additional language. Students develop knowledge and skills in speaking, listening, reading, viewing, writing and thinking, and progress from informal use of language to more formal, academic and technical language use.

Unit 1:..EB01

In this unit, students build their understanding of how spoken and written Standard Australian English (SAE) is used to communicate effectively in a variety of contexts and for a range of purposes. Students develop the ability to listen, speak, read and write for everyday and academic purposes. They explore how language features, structures and conventions can be used to express ideas and opinions, and to create their own spoken and written texts.

Outcome 1

English for everyday and academic purposes

Outcome 2

English for self-expression

Unit 2:..EB02

In this unit the elective areas of study enable students to extend their understanding of how English is constructed and used to communicate in a variety of contexts and for a range of purposes.

Two of the following areas of study must be selected for study in Unit 2:

- Area of Study 1: English for academic purposes
- Area of Study 2: English literature
- Area of Study 3: English in the media
- Area of Study 4: English for the workplace

Each area of study in Unit 2 has key knowledge and key skills specific to each outcome.

Outcome 1

English for academic purposes

Outcome 2

English literature

Outcome 3

English in the media

Outcome 4

English for the workplace

English

VCE English focuses on how English Language is used to create meaning in written, spoken and multimodal texts of varying complexity. The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity.

Unit 1.. EN01

In this unit students 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.

Outcome 1: Produce analytical and creative responses to texts

Outcome 2: Analyse how argument and persuasive language can be used to position readers and create texts intended to position readers.

Unit 2:... EN02

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

Outcome 1: Compare the presentation of ideas, issues and themes in two texts.

Outcome 2: Identify and analyse how argument and persuasive language are used in texts that attempt to influence an audience and create a text which creates a point of view.

Unit 3:... EN03

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

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

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

Unit 4:... EN04

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Outcome 1: Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

Outcome 2: Construct a sustained and reasoned point of view on and issue currently debated in the media.

English as an Additional Language

EAL English is a common study that encourages students to regard reading, writing, listening, speaking and thinking as active and integrated processes. The study of English encourages the development of literate individuals capable of critical and imaginative thinking and creativity.

A student is eligible for EAL status if he or she has been a resident in Australia for no more than 7 calendar years immediately prior to 1 January of the year in which the study is undertaken at Units 3 and 4. For students undertaking Unit 3 and 4 EAL in 2017 that means 1 January 2009.

Unit 3:

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

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

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

Outcome 3: Comprehend a spoken text.

Unit 4:

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Outcome 1: Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

Outcome 2: Construct a sustained and reasoned point of view on and issue currently debated in the media.

English Language

VCE Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. In this study students read widely 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 written and spoken texts.

Unit 1: Language and Communication.......... EL01

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.

Outcome 1: The nature and function of human language.

Outcome 2: Language Acquisition

Unit 2: Language Change EL02

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process.

Outcome 1: English across time.

Outcome 2: The global spread of English

Unit 3: Language Variation and Social Purpose...EL03

In this unit, we investigate English Language in the Australian social setting, considering how texts are influenced by the situation and cultural contexts in which they occur. We focus primarily on the differences between informal and formal texts.

Outcome 1: Informal language

Outcome 2: Formal language

Unit 4: Language Variation and Identity....... EL04

In this unit, we focus on the role of language in creating, establishing and challenging different identities. This includes a focus on accent, regional variations, social variation, and attitudes to these variations.

Outcome 1: Language variation in Australian society

Outcome 2: Individual and group identities

In all areas of English Language, you will be required to read regularly and widely, write using Standard English and participate in class discussions. An interest in English and more specifically language would be of some benefit for those of you contemplating doing English Language. If you enjoy English, then English Language will enhance your knowledge, assist your writing skills and develop your understanding. This is an excellent subject to consider for fast-tracking if you are a good English student.

Foundation English

Unit 1 & 2 ....FE1 & FE2

All students complete

Essentials of English

This area of study focuses on developing learning strategies and literacy skills.

Outcome 1

On completion of this unit the student should be able to write summaries of short texts.

Outcome 2

On completion of this unit the student should be able to write for a specific purpose for a workplace, personal or community audience.

Students complete two areas of the following.

Communication and the workplace

This area focuses on developing the skills in effective workplace communication.

Outcome 1

On completion of this unit the student should be able to write work-related documents.

Outcome 2

On completion of this unit the student should be able to make an oral presentation for a work-related context.

Technology and communication

This area of study focuses on strategies for using information and communications technology to improve students' knowledge of various information technologies.

Outcome 1

On completion of this unit the student should be able to present to an audience ideas and information in print and non-print form, using information and communications technology.

Outcome 2

On completion of this unit the student should be able to make an oral presentation using information and communications technology.

The study of texts

This area of study focuses on developing the skills required to read a range of texts, including literary, factual, media, multimodal, visual and everyday texts, and develop oral and written responses.

Outcome 1

On completion of this unit the student should be able to identify and comment on similarities and differences between short literary, everyday or media texts, in written responses.

Outcome 2

Students should be able to present and give considered reasons for an oral interpretation of a key aspect of a short literary, everyday or media text.

The analysis and construction of argument

This area of study focuses on developing the ability to analyse the oral and written arguments of others, and the skills to support an argument orally and in writing.

Outcome 1

On completion of this unit the student should be able to comment in writing on the oral and written arguments of others.

Outcome 2

On completion of this unit the student should be able to effectively deliver a reasoned point of view in an oral presentation to a familiar audience.

Information literacy

This area of study focuses on developing the students ability to recognise the need for credible information when communicating to an audience. Students develop skills in literacy with the ability to understand and interpret information rather than merely reproduce it.

Outcome 1

On completion of this unit the student should be able to provide written information to an audience about a topic of their choice.

Outcome 2

Student should be able to present an oral report to an audience based on the results of researching relevant information on a topic.

Literature

In VCE Literature students undertake close reading of texts and analyse how language and literary elements function within a text. Students consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. Students are encouraged to be independent, innovative and creative, developing the ability to read widely and to establish and articulate their views through creative and analytical responses.

Unit 1: LI01

In this unit students focus on the ways in which the relationship between the text and reader creates meaning.

Outcome 1: Respond to a range of texts and reflect on influences shaping these responses.

Outcome 2: Analyse the ways in which texts reflect or comment on the ideas and concerns of individuals and particular groups in society.

Unit 2: LI02

In this unit students explore the ways literary texts connect with each other and with the world.

Outcome 1: Analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.

Outcome 2: Compare texts considering the dialogic nature of texts and how they influence each other

Unit 3: LI03

These units involve students analysing a range of texts from different periods, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

Outcome 1: Students complete a written response on how meaning changes when the form of a text changes.

Outcome 2: Students respond imaginatively to a text in a piece of writing and in a second piece comment on the connections between the text and the response.

Unit 4 .... LI04

This unit follows on from Unit 3 and continues studies of novels, plays and some poems.

Outcome 1: Students produce an interpretation of a text using different literary perspectives to inform their view.

Outcome 2: Students complete two written analysis of features of a text relating them to an interpretation of the text as a whole.

Environmental Science

Environmental Science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change.

The subject is ideal for students who are interested in and concerned about the environment, or for those wishing to pursue a career in an environmental area.. It would provide important background to courses such as environmental engineering, environmental law, environmental architecture, town planning as well as park ranger other resource management areas.

Unit 1: How are the Earth's systems connected? EV01

This unit examines Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students explore the physical requirements for life and consider the effects of natural and human-induced changes in ecosystems. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

Unit 2: How can pollution be managed? EV02

This unit explores the concept of pollution and associated impacts on the Earth's four systems. Students analyse the effects of pollutants on the health of humans and the environment. Students compare three pollutants of national and/or global significance with reference to their effects in the atmosphere, biosphere, hydrosphere and lithosphere, and discuss management options. This unit includes an in-depth case study of the management strategies that apply to a pollutant of local concern related to ecosystem monitoring and/or change.

Unit 3: How can biodiversity and development be sustained? EV03

This unit focuses on environmental management through the examination and application of sustainability principles. Students analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students investigate through field and practical activities how biodiversity is measured. They also explore definitions of sustainability and consider how these may be interpreted and applied in addressing environmental issues.

Unit 4: How can the impacts of human energy use be reduced? EV04

This unit looks at the social and environmental impacts of energy production and use on society and the environment. Students investigate through field and practical activities the extent, availability, consequences, and alternative forms of energy available while considering the environmental, social and ethical challenges involved. They will also compare natural and enhanced greenhouse effects and their significance for sustaining ecological integrity.

Food Studies

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. Practical work is integral to Food Studies.

Unit 1: Food origins FY01

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

Unit 2: Food makers FY02

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs and circumstances.

Unit 3: Food in daily life FY03

This unit investigates the many roles and everyday influences of food. Students explore the science of food – they consider the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Students also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4: Food issues, challenges and futures....FY04

In this unit students examine debates about global and Australian food systems. Students focus on issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Students also investigate individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. Students' food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Geography

The study of geography is underpinned by several key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could it change in the future? How is it different from other places and phenomena? How are places and phenomena connected? These questions are explored through fieldwork and the investigation of a wide range of secondary sources.

Unit 1: Hazards and disasters GE01

This unit includes the study of hazards and the responses to them by people. Students will undertake a study of several specific hazards that may include, coastal erosion, alien animal invasion, floods and oil spills amongst others. Students also explore the nature and effectiveness of specific measures such as predication and warning programs, community preparedness and land use planning, as well as actions taken after hazards become harmful and destructive disasters.

Unit 2: Tourism GE02

This unit involves investigating the characteristics of tourism including, where it has developed, its various forms, how it has changed and its impacts on people, places and environments. Students will investigate in detail at least one tourism location using appropriate fieldwork techniques as well as one other location elsewhere in the world.

Unit 3: Changing the land GE03

This unit involves the study of changes to land use over time as well as changes to natural land cover. Land use change in the local area is studied through fieldwork and secondary sources of information. The study of changes to natural land cover will look into deforestation, desertification and melting glaciers and ice sheets. Students investigate the processes of these changes as well as the global responses to the impacts of land cover change.

Unit 4: Human population - trends and issues.. GE04

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. This study is supported with examples from within and between countries with different economic and political conditions and social structures.

Health & Human Development

VCE Health and Human Development provides students with an understandings of health and wellbeing and how important it is to themselves and their families, the community and the broader global community. Students will explore the relationship between biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. Health and Human Development offers students a range of pathways including further study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

Unit 1: Understanding health and wellbeing HH01

In this unit students will 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 will look at the influences on health and wellbeing and the indicators used to measure and evaluate health status. The focus of this unit is youth.

Unit 2: Managing health and development...HH02

This unit investigates the transitions in health and wellbeing, and development, from a lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. Students will investigate the Australian healthcare system 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 HH03

Students will explore health and wellbeing as a global concept. They will consider the benefits of optimal health and wellbeing. They will look at the fundamental conditions required for health improvement. They will use this knowledge to analyse and evaluate variations in the health status of Australians. Students will examine health promotion and improvements in population health over time. Students will look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

Unit 4: Health and human development in a global context..HH04

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. Students will 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 will consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Students also investigate the role of non-government organisations and Australia's overseas aid program.

History

History helps you to organize ideas, draw conclusions based on observations and evidence; understand the present and anticipate the future; and interpret a variety of representations. The subject is valued by tertiary institutions for its insight into the nations' background and for the research and analysis skills developed by the study. The subject also is a nice compliment to other subjects because it helps you to write effective essays and teaches you skills important in developing new ideas.

Unit 1: Global Empires HI11

This unit examines how the Portuguese, Spanish, French, British and Dutch empires harnessed new ideas and technologies to seize the power of the established empires of Venice, China and the Ottoman Empire. Students will investigate the reasons for European voyages of exploration and analyse the motivations of new globally oriented empires. Students will also examine how new ideas and discoveries challenged old certainties and strengthened European empires.

Unit 2: Global Empires HI12

This unit explores the operation of European colonies and the challenges they faced from within and without. In each Area of Study, students will examine in depth at least one European colony in the Americas, Africa or the Caribbean. Students will analyse the methods used by European powers to establish colonies and investigate the difficulties faced by colonial powers and their effectiveness at dealing with these challenges and assess the empire's global standing by 1775.

Unit 1: 20th Century History HI01

This unit explores the nature of political, social and cultural change in the period between the world wars. Students will investigate the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two. Students will also focuses their studies on the profound changes to social life and culture, and analyses the factors which influenced change in the inter-war years.

Unit 2: 20th Century History.......................... HI02

This unit explores the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. Students will investigate the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War. Students will 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.

Unit 1: Ancient History.....................................HI11

This unit is an in depth investigation into Ancient Mesopotamia. Students investigate the creation of city-states and empires. They will examine the invention of writing – a pivotal development in human history. This unit highlights the importance of primary sources (the material record and written sources) to historical inquiry about the origins of civilisation. The study of Ancient Mesopotamia provides important insights about the growth of cities.

Unit 2: Ancient History.................................. HI12

This unit examines the foundation and development of either Ancient Egypt or Early China.

Ancient Egypt:
Students will explore the distribution of power in Old Kingdom

Egypt and the First Intermediate Period, the social, political and economic reasons for the construction of pyramids, and Egyptian beliefs concerning the afterlife. Students will also explore the use and representation of power in Middle Kingdom Egypt and the Second Intermediate Period.

Early China:
Students will explore the development of civilisation in Ancient China and examine the rise and fall of the Qin and Han empires.

Unit 3 & Unit 4: Ancient History .... HI13 & HI14

In each of Units 3 and 4, students explore the structures of either: Ancient Egypt, and or Rome and a period of crisis in its history.

Students will investigate how life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, all three societies experienced dramatic crises which caused massive disruption. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society. These units highlight the importance of primary sources to historical inquiry about ancient civilisations.

Unit 3: Australian History HI08

This unit explores the transformation of the Port Phillip District (later Victoria) from the 1830s through to the end of the gold rush decade in 1860. Students will consider the dramatic changes introduced by the British colonisers and examine transformations in the way of life of the Aboriginal peoples and to the environment. Students explore the type of society Australians attempted to create in the early years of the newly federated nation and will evaluate the effect that Australian involvement in World War One had on the country's egalitarian and socially progressive aspirations.

Unit 4: Australian History HI09

This unit investigates the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. In Area of Study 1 students focus on one of the crises faced by the nation: The Great Depression or World War Two. In Area of Study 2 students explore social, economic and political changes in the latter part of the twentieth century. Students will examine two changes drawn from: Australia's involvement in the Vietnam War, Aboriginal land rights, equality for women, new patterns of immigration and/or a global economy.

Unit 3 & Unit 4: Revolutions HI33, HI34

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology.

In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

Teachers will select two revolutions to be studied from the following, one for Unit 3 and one for Unit 4:

- The American Revolution of 1776.
- The French Revolution of 1789.
- The Russian Revolution of October 1917.
- The Chinese Revolution of 1949.
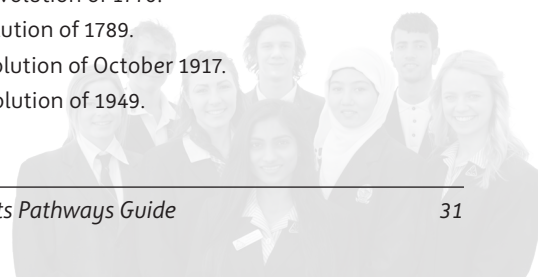
Industry & Enterprise

VCE Industry and Enterprise investigates work and its place in work settings, industries and society. The study explores the vocational, economic, social and cultural aspects of work and encourages students to undertake a theoretical and practical investigation of these aspects throughout the four units. Students investigate trends and patterns in Australian workplaces and industries and significant issues affecting Australian industries, and analyse the industry responses to these issues. A key feature of VCE Industry and Enterprise is the structured workplace learning that students are required to undertake. Integral to this study are work-related skills, which cover a range of skills that are seen as being important for entry-level employees to develop and for life generally. Students develop work-related skills across a range of personal, community and work settings.

Unit 1:...IE01

Workplace participation

This unit prepares students for effective workplace participation. Their exploration of the importance of work-related skills is integral to this unit. Students develop work-related skills by actively exploring their individual career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students build work-related skills that assist in dealing with issues affecting participants in the workplace.

Unit 2:...IE02

Being enterprising

In this unit students explore the development of enterprising behaviour, leadership and innovation in different settings within industry and in the context of significant issues faced by industry.

Unit 3:...IE03

Enterprise culture

In this unit students focus on the development of enterprise culture in community and/or work settings and within Australian industries. The future of Australian industry relies on the ongoing development of a successful enterprise culture. Work settings within Australian industries are continually affected by ongoing forces for change and to succeed they need to respond in enterprising ways. Integral to understanding enterprise culture is the students' exploration of the importance of work-related skills.

Unit 4:...IE04

Industry change and innovation

Australian industry is faced with ongoing pressures and opportunities for change: the role of

government; international competitiveness; changing societal values and attitudes; and environmental sustainability. In this unit students investigate the enterprising responses by industry to these pressures and opportunities and how these are transforming the Australian workplace.

Legal Studies

This study is about the processes of law-making and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on the Australian society. This study also considers basic legal rights and responsibilities. Please note that Legal Studies in 2018 will have a new Study Design and subsequently students will need new textbooks.

Unit 1:...LS01

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.

In this unit 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:...LS02

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:...LS03

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.

Unit 4: LS04

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.

L.O.T.E.

The study of L.O.T.E. provides students with the opportunity to learn a language which is different from English; to broaden their knowledge of another culture and people through language and to experience success in communicating in a different language.

The L.O.T.E. course includes a study of the country, its history and traditions through a variety of medium such as reading, videos and discussion with native speakers. The course concentrates on improving the students' ability to use the L.O.T.E. in appropriate forms in the four skill areas of speaking, listening, reading and writing.

The main function of the Four Units is to provide students with a personal level of knowledge of the particular LOTE which will enable them to communicate and understand essential information in daily life situations. These Units are designed to increase student's skill in speaking, listening, reading and writing.

The topics in each Unit will be chosen to enable students to satisfy their own specific interests and, at the same time, to link the Four Units together as part of the building blocks for any further study.

It is highly recommended that students should have completed both Year 9 and 10 study in the language before attempting VCE LOTE.

Languages currently offered include Auslan LO03; Italian LO14; Japanese LO46: Persian LO32

Unit 1: Establish your skills LO01

This Unit will focus on reorganising previous information. Students will be allowed to move at their own level and pace, use the language in familiar situations, link and build vocabulary resource. In order to complement the relevant skills of listening, speaking, reading and writing, students will be encouraged to use examples of personal writing to be transformed into a possible conversation or a narration.

Unit 2: Use the language LO02

The purpose of this Unit is to allow the students to use the language in a conversation-interview situation and be able to answer impromptu questions. Practicing and building up vocabulary will be an essential part of the Unit. Students will develop strategies for improving their performance. Audio recording could be used to encourage students' constructive criticism of themselves and others.

Unit 3: Practice your skills with others LO03

Speaking to inform is a vital aspect in any language. This Unit will prepare students to select appropriate discourse to convey the desired messages.

Examples of written activities to help in this task could be presented in the form of set instructions, record of process of events a report or others. Clarity of expression and accuracy of linguistic elements will be considered as part of the outcome of this Unit.

Unit 4: Present your point LO04

In this final Unit, students will further develop the capacity to express and support their view and opinions in their LOTE. In presenting their view to a small audience the students can use some illustrative material and provide some comments to questions. There will also be some reorganisation of written information.
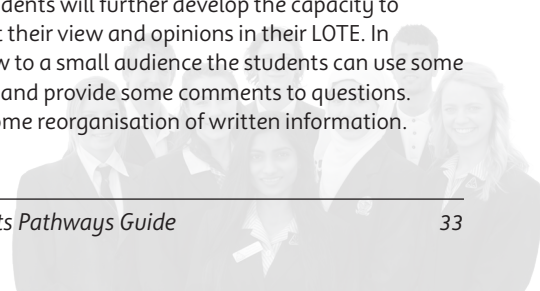
Mathematics

Mathematics is a key subject in the VCE and is often a prerequisite for many courses that require students with well developed analysis and problem solving skills. It promotes the understanding of patterns and change in the world around us so that we may alter them to our advantage eg the gathering, displaying and analysing of data can allow us to find out what particular adjustment causes the best change. The need for ordered presentation of work, logical stepwise thinking and abstract understanding and explanations ensures that successful students are suited for a variety of employment and further education positions. Mathematics is necessary for simple functions such as checking your grocery bill up to more complex functions such as calculating the average speed of your car that will minimise your total running cost. Plan to maximise your mathematical learning because you will use it for the rest of your life!

Foundation Mathematics Units 1 and 2

Unit 1:..MA101
Unit 2:..MA102

Foundation Mathematics has a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. It provides a course of study for the continuing development of students entering VCE who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics.

Foundation Mathematics Units 1 and 2 consists of the areas of study: Space, Shape and Design, Patterns and Number, Data and Measurement.

General Mathematics Units 1 and 2

Unit 1:...MA071
Unit 2:...MA072

The Areas of Study can vary depending on student needs and are selected from; 'Algebra and Structure', 'Arithmetic and Number', 'Discrete Mathematics', 'Geometry, Measurement and Trigonometry', 'Graphs of Linear and Non-Linear Relations', and 'Statistics'.

General Mathematics Advanced

Unit 1:... MAA71
Unit 2:... MAA72

These Units are suitable for students who achieved high grades in Year 10 Extension Mathematics and want to develop their mathematical understanding in Year 11 and intend to attempt Specialist Mathematics and/or Mathematical Methods in Year 12.

The Areas of Study include the following: Statistics and Probability, Arithmetic, Functions and Graphs, Algebra, Geometry and Trigonometry.

Mathematical Methods Units 1 and 2

Unit 1:..MA111
Unit 2:..MA112

The Area of Study are: 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and Statistics'.

Specialist Mathematics Units 1 and 2

Unit 1:..MA091
Unit 2:..MA092

Specialist Mathematics provides a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

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

These units along with Units 1 and 2 of Mathematical Methods are required to undertake Specialist Mathematics Units 3 and 4.

Further Mathematics

Unit 3:...MA073
Unit 4:...MA074

Further Mathematics Unit 3 consists of a compulsory Core area of study comprising of Data Analysis and Recursion and Financial Modelling.

Unit 4 is an Applications area of study consisting of two of the following modules: Matrices, Networks and Decision Mathematics, Geometry and Measurement or Graphs and Relations.

These Units are most suitable for students who have completed Units 1 and 2 of General Mathematics.

Mathematics Methods (CAS)

Unit 3:...MA113
Unit 4:...MA114

Areas of Study are: 'Functions and Graphs', 'Calculus', 'Algebra' and 'Probability and Statistics'.

Specialist Mathematics

Unit 3:...MA093
Unit 4:.. MA094

These Units are suitable for students who have successfully completed Mathematical Methods 1 and 2 and General Mathematics Advanced and/or Specialist Mathematics 1 and 2 and require another rigorous Year 12 Mathematics. The Areas of Study are: Functions, Relations and Graphs, Complex Numbers, Circular Functions, Calculus, Vectors, Mechanics and Kinematics.

Media

Scope of Study

The media is ubiquitous in today's world. Working on a personal, local, national and global level, media is deeply embedded within life and culture. It entertains, teaches, informs, and shapes audiences' perception of their lives and the worlds in which they live.

Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories narratives are constructed that engage, and are read, by audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever increasing technological sophistication, ease and speed to engage audiences.

Developments in technologies have transformed media at a rapid pace. The interplay between print and broadcast media and multinational-networked database platforms has enabled creative communication opportunities and reworked notions of key media concepts including audiences, forms and products, storytelling, influence, institutions and industries.

Media audiences are no longer constrained by physical, social and political boundaries. Audiences are consumers, users, creative and participatory producers and product. This has created a dramatic increase in communicative, cultural and creative possibilities. The greater involvement of audiences has generated enormous changes in the media economy and issues of content control.

Students examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products.

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Unit 1: Media forms, representations and Australian stories...................ME01

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product.

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Unit 2: Narrative across media forms...........ME02

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Unit 3: Media narratives and pre-production ME03

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Unit 4: Media production and issues in the media ME04

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Music Performance

Scope of Study

VCE Music is based on active engagement in, and considered response to, all aspects of music. Students develop and refine musicianship skills and critical awareness of their relationship with music as listener, performer, composer, consumer and user of music technologies. Students explore, reflect on, and respond to the music they listen to, create and perform and consider its contexts, associations and interactions.

Students study music styles and genres from diverse cultures, times and locations. They analyse and evaluate live and recorded performances and learn to incorporate, adapt and interpret musical elements and ideas from the work of leading practitioners. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performer and/or composer.

Students build fundamental musicianship skills by developing and refining their use of the rhetorical, technical and theoretical language of music through studies in aural and written analyses of performed, recorded and notated music. They use this knowledge and understanding to describe, define and express in music the intricacies and nuances of musical form and style. The practical application of this knowledge also assists students to compose, arrange, interpret, reimagine, improvise and critique music in an informed and a creative manner.

Unit 1: Music Performance..........................MC031

This unit focuses on building students' performance and musicianship skills to 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 endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 2: Music Performance..........................MC022

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 3: Music Performance..........................MC023

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance.

They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 4: Music Performance..........................MC024

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

Music Investigation

In this study students research performance practices relevant to a music style, tradition or genre. The music style, tradition or genre selected for study may be representative of music practice in a specific time, place or culture, and/or the work of a particular performer or composer. Students design an Investigation Topic as the basis for study of performance techniques and conventions, interpretative possibilities and contextual issues. Through this study they develop listening, aural, theoretical, interpretative and technical musicianship skills and demonstrate findings through performance of established repertoire, music they have composed, improvised or arranged, and commentary about issues that have informed their interpretation of a representative program of works.

Throughout Music Investigation the terms style, tradition and/or genre may refer to one or more styles, traditions and/or genres. Students electing to undertake this study choose whether they will present their end-of-year performance examination program as members of a group OR as soloists.

In each unit students:

- critically listen to and analyse performances and music works
- research, learn, interpret and rehearse a representative and characteristic program of works
- build required technical and expressive skills
- select and create exercises to support development and refinement of specific techniques
- explore relevant contextual issues and performance conventions
- design and present performances to communicate their knowledge and understanding
- compose, improvise or arrange music in a style, tradition or genre relevant to their Investigation Topic.

Unit 3: Music Investigation

In this unit students design and conduct an investigation into performance practices that are characteristic of a music style, tradition or genre. They describe and explore their selected Investigation Topic and its practices through critical listening, analysis and consideration of technical, expressive and contextual issues, and through composition, improvisation or arrangement and performance. Students begin by researching a representative sample of music and related contextual issues. They develop their knowledge and understanding of techniques and ways of achieving expressive outcomes and other aspects relevant to performance practice in the style, tradition or genre they are investigating. In this study research involves critical listening, analysis of live and recorded performances and study of scores/charts and other texts as appropriate to the Investigation Topic. Students develop and maintain a portfolio to document evidence of their research and findings. The portfolio also includes exercises, sketches or recorded improvisations that demonstrate their developing understanding of the Investigation Topic. Concurrently, students select, rehearse and prepare to perform a program of works that are representative and characteristic of their Investigation Topic. Through performance,
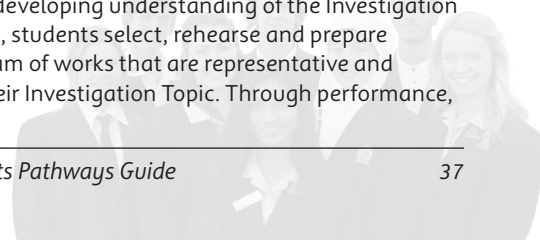
students demonstrate knowledge and understanding of expressive and instrumental techniques and conventions and other relevant aspects of performance practice. As they learn and practise each work in the program, students use findings from their research to trial and make decisions about interpretative options and develop their ability to master technical and expressive features of the music.

Investigation Topic approval

All students submit an Investigation Topic Proposal to the VCAA outlining the scope of their investigation and performance program. At least one work in the program must be selected from either the Prescribed List of Group Works or the Prescribed List of Notated Solo Works as published on the VCAA website.

Students who choose to present their programs as soloists must:

- select an instrument from the Prescribed List of Notated Solo Works
- select a work from a current Prescribed List published on the VCAA website or receive approval to perform an alternative work. This work is the basis for the investigation and performance program.

Students wishing to perform as soloists on an alternative instrument must receive approval for the instrument and one work from the VCAA.

Students who choose to present their end-of-year examination program as members of a group must:

- select an instrument or instruments (no approval is required)
- form or select a group/s
- select a work from a current Prescribed List published on the VCAA website or receive approval to perform an alternative work. This work is the basis for the investigation and performance program.

Unit 4: Music Investigation

In this unit students refine the direction and scope of their end-of-year performance program. They also compose, improvise or arrange and perform a work that is characteristic of the music style, tradition or genre they are investigating and continue developing their understanding of relevant performance practices. Students continue to listen to the work of other performers and develop their ability to execute technical and expressive demands and apply performance conventions to realise their intended interpretations of each work.

Music Style and Composition

In Music Style and Composition Units 1 to 4 students explore ways sound can be organised in music to create expressive outcomes. Through critical listening, analysis and composition, students develop understanding of ways music is organised, created and performed in a range of styles and traditions. Study of music works in diverse styles and traditions involves aural and visual analysis and consideration of the organisation and context of each work. Students' analysis and knowledge of how composers use ideas, stimuli and creative processes becomes a starting point for creating their own music.

In each unit students:

- Listen and respond to a wide variety of music excerpts in familiar and unfamiliar styles. They develop skills in aural analysis as they focus on ways in which elements of music are treated and compositional devices are used to elicit responses.
- Undertake focused aural and/or visual analysis of selected works, thereby uncovering music characteristics of these works and their associated styles. Investigation of the context from which the works have emerged, and study of the ways composers/creators may have developed music ideas within the work, deepens their understanding of ways in which sound can be organised in music.
- Create their own music.

Unit 1: Music Style and Composition

In this unit students explore and develop their understanding of the diverse practice of music creators working in different times, places and traditions. As they listen and respond to a wide range of music they become familiar with ways composers/music creators treat elements of music and use compositional devices to create music works that communicate their music ideas. Students analyse selected works from three distinct music styles including music that is not from the Western art music or popular repertoires, and consider the role that context plays in the creation of these works. They compose and/or arrange brief creative exercises in response to their understanding of the music and the creative processes they have studied.

Unit 2: Music Style and Composition

In this unit students extend their understanding of the diverse practices of music creators as they investigate ways composers and/or creators treat elements of music and use compositional devices to create effects and elicit responses in multi-disciplinary forms. As students listen and respond to music from a wide range of music styles, they improve their familiarity with elements of music and ways composers/music creators treat these elements and use compositional devices to create specific effects. Students analyse specific multi-disciplinary works that combine music and non-music elements and investigate how music combines with these other elements to achieve specific effects and elicit responses. They compose and/or arrange music for a multi-disciplinary work of their choice in response to their understanding of the music and the creative processes they have studied.

Unit 3: Music Style and Composition

In this unit students continue their exploration of music works in a range of styles and genres to develop an understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of ways composers/music creators manipulate elements of music and use compositional devices to create style and elicit responses. Students apply this knowledge as they develop skills in making critical responses to music excerpts. Students develop knowledge about the music characteristics and style of two selected works or collections of minor works, one of which must be by an Australian composer/creator, and develop understanding of the role that context plays in the creation of these works. Students compose brief creative exercises in response to their understanding of the music characteristics and the creative processes evident in the works selected for study.

Unit 4: Music Style and Composition

In this unit students consolidate their understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of the ways composers/music creators manipulate elements of music and use compositional devices to create style, structure music works and elicit subjective responses. They apply this knowledge as they formulate and present critical responses to music excerpts. Students develop knowledge about the music characteristics and style of one short work, single movement or small collection of minor works created since 1950, and develop understanding of the role that context has played in the creation of this work. Students create an original music work and document their creative processes from initial intention to final outcome.

Outdoor & Educational Studies

The Outdoor and Environmental Studies (OES) course focuses on the way people relate with natural places, the impact we have on these places and strategies for ensuring these places are protected for the future. There will be two or three trips each unit of three to four days each, in which adventure activities - including hiking and overnight camping - are used as a means of journeying through and studying natural environments. Trips are a compulsory part of the OES course. A medical certificate or note counter-signed by the school principal or VCE Coordinator must be provided to the OES teacher if unable to attend a trip.

Unit 1: Understanding Outdoor Environments... OS01

This Unit examines the ways in which humans understand and relate to nature through experiences of natural environments. The focus is on the individual and his/her personal relationship with the natural environment. It investigates why people spend time in natural environments and the ways we use natural environments.

Unit 2: Discovering Outdoor Environments .. OS02

This Unit looks at different types of natural environments, how they change over time, the impacts people have (both negative and positive) on natural environments, codes of conduct, and the impact of new technologies on natural environments.

Unit 3: Relationships with Outdoor Environments OS03

There are two areas of study in this Unit. The first area explores how perceptions of, and relationships with natural environments change over time; from Australian indigenous people through to early settlers to how we perceive the land now. The second area explores contemporary relationships with the Australian environment, including recreational, commercial and conservation.

Unit 4: Sustainable Outdoor Relationships .. OS04

There are two areas of study in this Unit. The first area looks at the contemporary state of the Australian environments, and explores the importance of having healthy natural environments.

The second area looks at conflicts of interest between people involved in uses of natural environments, and develops a clear understanding of the methods and processes commonly used in attempts to resolve these conflicts.

Philosophy

VCE Philosophy is a challenging and stimulating study, which nurtures curiosity, problem-solving skills, and open-mindedness. The ability to think philosophically is highly regarded in careers where analysis, strategic thinking, insightful questioning and carefully reasoned arguments are needed.

Unit 1: Existence, Knowledge and Reasoning … PL01

Students explore two key areas of philosophy — metaphysics and epistemology. Metaphysics is the study of the basic structures and categories of what exists, or of reality. Students analyse metaphysical problems like: What is consciousness? How real is virtual reality? Is everything we do determined by forces beyond our control? Epistemology is the philosophy of knowledge. Students analyse problems such as: What is the difference between knowledge and belief? Should we trust our senses? Does science offer objective truths? Students explore what it means to think philosophically, and apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments.

Unit 2: Questions of Value PL02

In this unit, students consider if there are basic principles and underlying ideas of morality. For example, the laws of our society reflect a position that murder and theft are wrong, but a philosopher is interested in the justifications for these convictions. Students also analyse problems in value theory (which considers social, political and aesthetic value), and develop their abilities to analyse philosophical arguments, apply techniques of logic, construct and manipulate chains of reasoning, identify and describe reasoning errors, and analyse and develop analogies.

Unit 3: Minds, Bodies and Persons PL03

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates.

Unit 4: The Good Life PL04

This unit considers what it is for a human to live well. What does an understanding of human nature tell us about what it is 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.

Physical Education

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

The integration of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

The accreditation period for VCE Physical Education has recently been updated and changes will now stay consistent until 2021. Units 1 & 2 have been redeveloped this year, with Units 3 & 4 being updated in 2018.

Unit 1: The human body in motion PE01

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.

Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Unit 2: Physical activity, sport and society … PE02

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

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits across various stages of the human lifespan.

Unit 3: Movement skills and energy for physical activity PE03

Students will be introduced to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Training to improve performance PE04

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level.

Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Physics

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the ways matter and energy in interact through observation, measurements and experiments, physicist gain a better understanding of the underlying laws of nature.

VCE Physics provides students with opportunities to explore questions related to the natural and constructed world in topics such as thermodynamics, mechanics, electricity and quantum physics. Throughout the course, students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and has continued to evolve in response to new evidence and discoveries. Students studying physics will undertake a range of inquiry tasks that will develop key science skills and interrogate the links between theory and practice. Physics requires students to investigate and evaluate issues, changes or alternative proposals by considering both shorter and longer term consequences for the individual, environment and society.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Unit 1: PH01

### What idea explains the physical world?

In Unit 1, students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

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: PH02

What do experiments reveal about the physical world?

In this unit students explore the power of experiments in developing models and theories. In the core components of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students may choose to investigate one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear physics, optics, sound and sports science. The options enable students to pursue an area of interest by investigating a selected question.
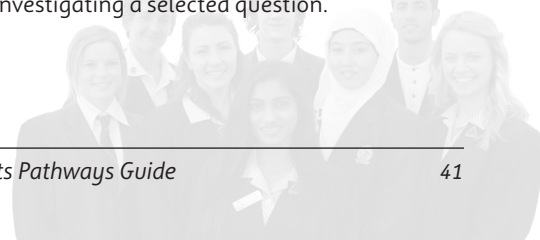
Unit 3 .... PH03

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 conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

Unit 4 .... PH04

How can two contradictory models explain both light and matter?

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. Students further investigate light by using a particle model to explain its 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 learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

Product Design and Technology
Wood - DTW; Plastics - DTP; Textiles - DTT;
Metals - DTM

Product Design and Technology involves students in technological tasks that call on their knowledge and understanding of materials and production processes to design and make products suitable for their intended purpose. Throughout each unit, students' apply learning experiences to the application of new technologies, including information and communication technologies for design purposes, along with a wide range of materials and graphic media.

Unit 1: DT01

Product re-design and Sustainability

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability.

Knowledge of material use and suitability for particular products is essential in product design. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined.

Unit 2: DT02

Collaborative design

In this unit 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.

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe. In this unit students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Unit 3: DT03

Applying the product design process

In this unit 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. Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a 'one-off situation' in a small 'cottage' industry or a school setting. Although a product design process may differ in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the Product design process as they design for others.

In the initial stage of the Product design process, a design brief is prepared. It outlines the context or situation around the design problem and describes the needs and requirements in the form of constraints or considerations.

Unit 4: DT04

Product development and evaluation

In this unit 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.

Psychology

Studying Psychology will help you to understand human behaviour, develop research skills, analytical and creative thinking skills and the skill of making inferences. Students are encouraged to develop an understanding of concepts and theories by relating them to real life experiences and research.

Psychology is the study of thoughts, feelings and behaviour. Psychology aims to use Science to describe, explain and predict behaviour. In particular, students learn about the social, developmental, perceptual, cognitive and physiological aspects of human behaviour. Students will also develop an appreciation of the ethical considerations in psychological research, and apply these to current issues and theories in Psychology.

Unit 1: How are behaviour and mental processes shaped?......................PY01

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

### Unit 2: How do external factors influence behaviour and mental processes?.................PY02

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

Unit 3: How does experience affect behaviour and mental process? PY03

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.

Unit 4: How is wellbeing developed and maintained?...PY04

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum 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 a mental disorder can be considered as an interaction between biological, psychological and social factors.
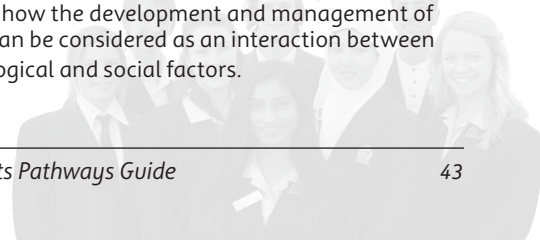
Sociology

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. Sociology students are encouraged to question their assumptions and to reflect on their understandings and ideas about social relations. There are many different ways that students can gather information for analysis in the course of their study, such as case studies, surveys and participant observation.

Structure

The study is made up of four units:

Unit 1: Youth and family

This unit uses sociological methodology to explore the social categories of youth and adolescence and the social institution of family. Students explore how and why the experience of being young differs across time and space. Students also investigate the social institution of the family. In a multicultural society like Australia, different communities have different kinds of families and experiences of family life.

Unit 2: Social norms: breaking the code - Deviance and Crime

In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as age and socioeconomic status.

Unit 3: Culture and ethnicity

This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups. Culture and ethnicity refer to groups connected by shared customs, culture or heritage. Students learn how these classifications can define inequality and opportunity, shape cultural activities and provide a sense of purpose.

Unit 4: Community, social movements and social change

In this unit students explore the ways sociologists have thought about the idea of community and how the various forms of community are experienced. They examine the relationship between social movements and social change.

Studio Arts

Studio Arts is designed to provide students with intensive experience in practical studio-based work. Students may choose to specialise making virtually anything they desire.

All four units require the students to be involved in drawing which assists in the development of forms and ideas.

Students also need to keep a current journal of the work they undertake. Each unit also involves the theoretical element involving the investigation of the working methods.

To complete these projects we often travel to view the original works to be studied.

Unit 1: Studio inspiration and techniques SA01

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

Unit 2: Studio exploration and concepts SA02

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice.

Unit 3: Studio practices and processes SA03

In this unit students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms.

Unit 4: Studio practice and art industry contexts.....................................SA04

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

Theatre Studies

VCE Theatre Studies focuses on the development of skills in acting along with skills in various stage crafts such as: set design, costume design, lighting etc. This is developed through workshop intensives and the rehearsal process.

Unit 1: Theatrical Styles of the Pre-modern Era.. TS01

Outcome 1

On completion of this unit the student should be able to identify and describe the distinguishing features of play scripts from the pre-modern era.

Outcome 2

On completion of this unit the student should be able to apply acting and other stagecraft to interpret play scripts from the pre-modern era.

Outcome 3

On completion of this unit the student should be able to analyse a performance of a play script from the pre-modern era in performance.

Unit 2: Theatrical Styles of the Modern Era ..TS02

Outcome 1

On completion of this unit the student should be able to identify and describe the distinguishing features of play scripts from the modern era of theatre.

Outcome 2

On completion of this unit the student should be able to apply stagecraft to interpret playscripts from the modern era.

Outcome 3

On completion of this unit the student should be able to analyse and evaluate stagecraft in a professional performance of a play script from the modern era.

Unit 3: Producing Theatre TS03

Outcome 1

On completion of this unit the student should be able to apply stagecraft to interpret a play script for performance to an audience and demonstrate understanding of the stages of the production process.

Outcome 2

On completion of this unit the student should be able to outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production.

Outcome 3

On completion of this unit the student should be able to analyse and evaluate ways in which a written play script selected from the prescribed play list is interpreted in its production to an audience.

### Unit 4: Performance Interpretation TS04

Outcome 1

On completion of this unit the student should be able to describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene.

Outcome 2

On completion of this unit the student should be able to interpret and present a monologue and orally justify and explain their interpretive decisions.

Outcome 3

On completion of this unit the student should be able to analyse and evaluate acting in a production from the prescribed play list.
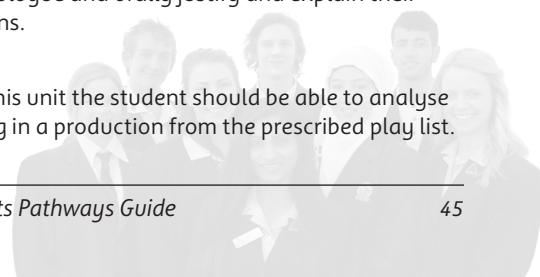
Visual Communication Design

Introduction

The design and creation of visual communications requires the selection and application of methods, media, materials, design elements and design principles and final presentations. Collectively these are the resources of visual language. Visual language is integral to the design process and refers to the communication of ideas through experiences, images and objects. Students use visual language to communicate their ideas at all stages of the process including research, generation of ideas and development of concepts, refinement and resolution.

Unit 1: Introduction to visual communication design..........................VC01

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design.

Unit 2: Applications of visual communication within design fields VC02

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of 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. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Unit 3: Visual communication design practices VC03

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

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

Unit 4: Visual communication design development, evaluation and presentation VC04

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

LA TROBE UNIVERSITY

VCE Plus 2020

A university experience for high school students

VCE Plus is an exciting opportunity for Year 12 students to complete two first-year university subjects and have them recognised as part of their VCE.

As a VCE Plus student, you'll choose a pair of first year university subjects to complete during Year 12. You'll get a taste for university early as well as the chance to challenge yourself and gain credit towards your degree.

What you'll get

ATAR Boost
All VCE Plus subjects are approved by VCAA and count as Unit 3 and 4 sequences, contributing to your VCE and ATAR. To receive the ATAR boost, satisfactory completion of both VCE Plus subjects must be achieved.

A new challenge
VCE Plus provides an academic challenge whilst you engage in university-style teaching and learning. Completing an extension studies program can improve your study skills overall, and many students notice an improvement in their VCE studies.

Save on university fees
Subject fees through VCE Plus are significantly lower than the normal charges for first year university subjects, providing excellent overall savings should you choose to continue your education with La Trobe.

Transition to university early
Students enrolled in VCE Plus are students of the University, with full access to a range of student services and resources.

Add value to your resume
VCE Plus is an extension studies program where you'll go above and beyond most high school students, a notable point of difference on your resumé.

For more information including how to apply, subject information and answers to frequently asked questions, visit:

latrobe.edu.au/vceplus

Gain university credit towards your undergraduate degree
A pass mark in both VCE Plus subjects may provide you with Advanced Standing into the associated degree - this means a lighter study load in your first year at university

What you can study
VCE Plus offers an extensive range of subjects across each of our Victorian campuses, from areas including Arts, Social Sciences & Communications, Business, Health, Engineering, Law and Science.

- Aboriginal Studies
- History
- Journalism
- Globalisation, Society & Place
- Criminology (pending approval)
- Sociology
- Arts & Humanities
- Accounting (pending approval)
- Business (pending approval)
- Economics
- Event Management (pending approval)
- Marketing (pending approval)
- Human Biosciences
- Engineering (pending approval)
- Chemistry
- Physics & Astronomy
- Biology
- Law

2018 Key dates
- Applications open Monday 16 July
- Applications close Friday 23 November
- Supporting documentation due Friday 14 December
- Accept your offer by Monday 31 December

CRICOS Provider 00115M   DC 35076   06/18

VICTORIAN CERTIFICATE of APPLIED LEARNING (VCAL)

Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a 'hands-on' option for students in Years 11 and 12. The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

Like the VCE, the VCAL is a recognised senior secondary qualification. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on 'hands-on learning'. Students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12. NB: If you start VCAL or VCE you can transfer into the other certificate and some of the units you have completed can count towards your certificate. A certificate and Statement of Results will be issued to students who successfully complete their VCAL.

During this subject students will:	Assessment includes:
● Participate/plan community based work projects	● Participation
● Investigate different jobs/careers through research and workplace visits	● OHS certificates
● Complete resume and applications letters	● Presentations
● Learn about employer expectations	● Work placement
● Participate in work placement	

VCAL CERTIFICATE

The VCAL's flexibility enables you to undertake a study program that suits your interests and learning needs. There are three levels of VCAL: Foundation, Intermediate and Senior. To successfully complete VCAL you must select from four compulsory strands:

- ### Work Related Skills

   In order to develop employability skills, VCAL gives you the choice of undertaking a structured work placement, or a part-time apprenticeship/traineeship, or part-time work. You can also study units and modules that will help prepare you for work.

- ### Personal Development Skills

   As part of your VCAL program you will participate in projects and activities in your community or school that will help develop your teamwork skills, self-confidence and other skills important for life and work.

- ### Literacy and Numeracy Skills

   Your VCAL program must include literacy and numeracy subjects. These can be selected from VCAL literacy skills and VCAL numeracy skills units and/or VCE English and Mathematics units.

- ### Industry Specific Skills

   Your VCAL program will include components of nationally recognised VET qualifications, which can be obtained through VET in schools, TEC or SBATs. You must complete the required number of hours according to your certificate level.

   To successfully complete a VCAL certificate you must pass at least 10 VCAL/VCE/VET units. From these there must be at least 1 unit from each category in the table.

VOCATIONAL EDUCATION and TRAINING (VET)

Vocational Education and Training (VET)

What is a VET subject?

VET subjects are nationally recognised courses in the Australian Qualifications Framework (AQF) and provide students with the opportunity to undertake industry or skills training. VET courses involve competency-based learning.

What are the course requirements for VET?

VET subjects can be studied in either a VCE or VCAL course. Students can obtain an AQF Certificate Level II or III qualification in addition to the VCE or VCAL. VET subjects may contribute to the ATAR in one of two ways. Some VET subjects offer scored assessment and these include Hospitality, Business, Furnishing, Interactive Digital Media ((formerly Multimedia) Community Services, Engineering, and Equine. Other VET subjects are treated in the ATAR as a fifth or sixth subject and score 10% of the average of the best four subjects.

What are the requirements for structured workplace learning?

VET subjects also require or recommend structured workplace learning to complement and extend learning. Work placements will be organised by the school or by the TEC which provides the VET subject. Work placements are typically undertaken in school vacations but other arrangements may be negotiated with schools and employers. Industry and employability skills are assessed in the workplace and contribute to the assessment of a VET subject.

Why choose a VET subject in your VCE or VCAL course?

As preparation for employment:

- Students have experience of a specific occupation and therefore know it is the right career choice for them.
- Students develop work-ready skills and are introduced to potential employers or referees.
- Students complete an industry specific certificate and fast-track their pathway to the occupation.

As preparation for further TAFE study:

- Students have the opportunity to demonstrate interest in a particular industry which will assist them to gain a place in a GOTAFE course.
- Students who complete AQF Certificate Level II courses gain time exemption from AQF Certificate Level III courses undertaken at GOTAFE after school.

As preparation for University study:

- Students have the opportunity to demonstrate an interest in a particular industry which will assist them to gain a place in a university course.
- Some VET subjects count in the students ATAR.
- Students will develop essential work skills which, in turn, will help them obtain part time work.
- Students will develop an appreciation of being an employee.

Arrangements for VET Subjects in 2020

The following VET subjects will be offered at Greater Shepparton College and by the Shepparton Technical Education Centre. Students are encouraged to select VET subjects, or register their interest with their school, in the normal subject selection process.

These VET subjects will be available at various sites:

- Some subjects will operate as normal classes in your school.
- Some subjects will be undertaken at the Shepparton TEC (GOTAFE's William Orr, Archer Street and Fryers Street campuses) or at another school.
- Equine and Animal Studies will be studied flexibly - a mixture of online and practical training .

Students who undertake TEC courses at GoTAFE will be jointly enrolled at their school and at GOTAFE. Students will need to complete Enrolment documentation (provided by GOTAFE) and attend an interview with the TEC team prior to enrolment.

VET programs offered at Greater Shepparton College

VET Program Descriptors

(These programs are available for students who undertake a VCE or VCAL program)

- Certificate II in Business BSB20115

  The Certificate II in Business allows students to gain a variety of skills and knowledge needed to undertake administrative roles in a business environment. This course is designed for students looking to move into a business administration position in the future and caters for a range of different students.

  Areas covered include:
  - communication in the workplace
  - business technology use
  - customer service
  - the business industry
  - producing workplace documents
  - environmental sustainability

- Certificate II in Community Services CHC20115

  The Certificate II in Community Services qualification allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including childcare, the elderly and the disability sector. This program is perfect for students looking to move into a range of areas of the community services sector and is the perfect building block for developing a sound educational base specific to the fastest growing sector in Australia.

  Areas covered include:
  - an introduction to the community services industry
  - working with diverse people
  - communication in the workplace
  - work health and safety
  - working with clients and providing first point of contact.
  - industry areas, childcare, aged care and disability services

- Certificate III in Information, Digital Media and Technology ICT30115

  This certificate allows students to explore a variety of areas in ICT. This program can be specialized or broad depending upon the needs of the students.

  Areas covered include:
  - producing digital images
  - social media
  - operating software packages
  - building websites
  - the I.T industry
  - environmental sustainability
  - providing ICT assistance
  - equipment maintenance

- Certificate III in Sport and Recreation SIS30115

  The Certificate III in Sport and Recreation (VCAA Program 3) is our most popular VET in schools course, delivered over two-years this course offers students a vocational qualification as well as VCE units 1 to 4. Students will develop the skills and knowledge required to support the operation of facilities and assist in conducting sport and recreation programs as well as develop a comprehensive understanding of the Sport and Recreation industry.

  Areas covered include:
  - planning a session and facilitating groups
  - conducting warm-up and cool-down programs
  - safety and the sport environment
  - social media and creative thinking
  - first aid and emergency situations
  - managing conflict

- Certificate II in Creative Industries CUA20215

  The Certificate II in Creative Industries allows students to explore a variety of areas in the arts and creative industries field. This program can be specialized or broad depending upon the needs of the students and structures of the school and offers alternative vocational pathways to students within the school setting. The course can be incorporated into an existing VCAL program or VCE program offering students the opportunity to gain VCE units 1&2 and is an examinable subject with students completing a VCAA exam at the end of the units 3&4 sequence.

  Learning Areas covered include:
  - working with others
  - communication
  - critical thinking
  - social and cultural sensitivity
  - personal finances
  - skill development
  - personal management and self awareness

- Certificate II Engineering Studies:

  VET Engineering

  Students work on a range of engineering skills through the use of module books, practical tests and theory assessments to meet the required competencies. VET Engineering is a two year (400 Nominal hours) course and is designed to deliver basic skills and knowledge for students interested in entering the engineering industry. On successfully completing the course, students will receive a Certificate II in Engineering Studies from TAFE.

- Certificate II VET Dance

  There are no pre-requisites but due to the physical nature of the course, physical ability is an important consideration. Previous dance experience would be beneficial.

  Areas covered include:
- Work with others
- Follow direction
- Self-motivate
- Apply suitable attire, hair and makeup for the occasion
- Adapt quickly to changes
- Gain self-confidence

- Certificate II in Music Industry CUA20615

  Certificate II in Music provides students with the foundation knowledge and skills required for entry into the music industry. Core units of competency in the program include developing and updating industry knowledge, participating in work, health and safety processes and working effectively with others.

  Areas covered include:
- performing simple pieces
- composing simple pieces
- mixing sound in a broadcasting enviroment
- repairing and maintaining audioequipment

Please be aware that delivery of these programs depends on the number of students who select them.

For program details please refer to:
http://www.vcaa.vic.edu.au/Pages/vet/programs/index.aspx

Complementary VET subjects

Students have the opportunity to select two complementary VET subjects to enhance their career prospects. Complementary VET studies offer students breadth in their learning and also assists students to confirm career choices.

Typical combinations include the following:
- Animal Studies & Equine
- Building & Construction, Plumbing and Furnishing.
- Engineering, Automotive and Electrical.
- Electrical, Electronics and CISCO.
- Hairdressing and Retail Cosmetic Services.
- Agriculture, Horticulture and Water Management.
- Hospitality (Kitchen Operations), Hospitality (Food and Beverage).
- Equine, Community Services and Community Recreation.
- Information Technology and Interactive Digital Media.

Australian School Based Apprenticeships

Students may consider undertaking a part-time Australian School Based Apprenticeship (ASBA) as another vocational option in their VCE or VCAL course.   Students with ASBAs undertake their training with an employer in the workplace and their competency is assessed by GOTAFE. See your Senior School, VCE, VCAL and/or VET Co-ordinator.

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Fast Track your way to an Apprenticeship or further study

GOTAFE delivers VET programs for Secondary School students enabling you to fast track your career or further study. Tailored for young people currently completing Year 10, Year 11, Year 12 VCE or VCAL study at Secondary School.

Study at GOTAFE, either on campus or online. We'll prepare you with job ready skills and knowledge plus you'll get to experience an adult learning environment away from school.

Operate industry equipment and use materials that are relevant to today's workplace. Learn key vocational and personal skills, getting you ready for employment.

Studying with GOTAFE means you'll get a head start in an Apprenticeship or gain extra credit towards your ATAR for university, depending on your choice of field.

You'll find you are a head of the pack when it comes to gaining part time work while you complete your study; Employers look for candidates with job ready skills and experience.

Whatever path you choose, a VET program through GOTAFE can help you get there.

TAFE VICTORIA **gotafe.vic.edu.au | 1300 GOTAFE (468 233) | enquiry@gotafe.vic.edu.au**

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Attention Year 10 & 11 Students

NATIONALLY RECOGNISED TRAINING

GOTAFE is enrolling for 2020 VET programs for Secondary School students from July 2019

VET programs for Secondary School students

- Animal Studies (Online)
- Automotive
- Baking
- Building and Construction
- Community Services
- Design Fundamentals
- Education Support (Closes Sept 20, 2019)
- Electrical
- Engineering
- Equine Studies (Online)
- Events
- Furniture Making
- Hairdressing
- Health (Closes Sept 20, 2019)
- Information, Digital Media and Technology
- Landscaping
- Make-Up
- Kitchen Operations
- Plumbing
- Sport and Recreation

Enrolments for all courses (except Education Support and Health) close on Friday November 29, 2019

For course information visit *gotafe.vic.edu.au/tec* or phone 1300 GOTAFE (468 233).

Please speak to your VET or Careers Coordinator if you require further help or guidance.

Please note: all campus based courses require sufficient numbers to run.

This training is delivered with Victorian and Commonwealth Government funding. GOTAFE is the trading name of Goulburn Ovens Institute of TAFE RTO 3094 | CRICOS 03654D 05/18

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