RESILIENCE

PERSISTENCE

MUTUAL RESPECT

Warrnambool
COLLEGE

SENIORS

2018

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"At Warrnambool College we achieve success through persistence, resilience and mutual respect."

Our students:

- **Are empowered to be global citizens who are equipped with relevant skills for the 21st century.**
- **Are caring and confident.**
- **Accept that mistakes are normal but with resilience, view this is an opportunity for learning.**
- **Communicate effectively by thinking creatively and critically.**
- **Are independent learners who also work effectively in a team.**
- **Transfer their learning to solve problems beyond the school gates.**

Pathway Policy

Rationale

At Warrnambool College we believe that student learning is an individual pathway, supported via a whole school approach. This includes teachers, parents and the wider community working together to ensure that all students apply themselves to achieve the best possible outcome.

We believe that students have the right to choose their individual pathway and as a school we provide students with that opportunity by providing the support and guidance to achieve this. To this end students need to demonstrate that a **consistent effort** has been applied across all subjects in the areas of class work, Common Assessment Tasks, Attitude and Effort, behaviour and maintaining an appropriate level of attendance.

This effort will be evidenced via feedback from Compass records and summative assessments from subject teachers who have been working individually with each student. In turn teachers will provide appropriate learning experiences to support student improvement. There is an expectation that students will seek support if they are unable to manage the tasks. It is the classroom teacher's responsibility to contact the parent/guardian of any student who is at risk of receiving a "Not Satisfactory" in that subject and thus not progressing.

Attitude and Effort scores of 70% and above will used to determine the continuation and/or selection of students for following programs:

- Continued inclusion in SEAL (years 7 - 10)
- Sporting Pathway Program (years 7 – 10)
- 10Plus
- International trip participation
- School and House leadership
- Certain elective and/or VCE subjects

Students in Years 7 – 10:

In these year levels students' academic progress and Attitude and Effort will be closely monitored at regular intervals in each subject, with particular emphasis placed on literacy and numeracy, as they are the building blocks for development across all learning areas. Referencing will be via, but not limited to, the following means:

- Chronicle entries and Learning Tasks
- Regular progress report

Teachers will allocate a level of performance in the following categories outlined in reports:

- Attitude and Effort toward learning
- Academic Performance

A student who does not meet the expected standards of Attitude and Effort toward learning in a particular subject will work with their subject and/or tutorial teacher to put strategies in place for success. Students who continue to not meet these standards across a range of subjects will be required to undertake a consultation process with their parent / guardian and House Leader to consider the best course of action leading into the following semester / year.

This may include Individual Learning Plans, modified learning arrangements and replacement of up to two elective choices in middle years with an alternate program to best suit the needs of the student to enhance student learning and engagement. Students entering Year 11 for the following year will need to meet the

required Literacy and Numeracy levels to enter mainstream VCE. A student who does not meet this requirement may be required to undertake an alternate pathway or program to achieve the best possible outcome.

Students in Year 11 and 12:

Students in Year 11 progressing towards Year 12 will have their Attitude and Effort towards learning closely monitored and reported on throughout the school year. This will include progress reports, Chronicle entries and Learning Task evaluation.

A student who receives an N in two or more units or an N in an English unit in VCE or MiVCE will be required to undertake a consultation process with their tutor and/or House Leader. The meeting will take place with a parent /guardian to consider the best course of action leading into the following year.

Students who achieve less than six semester based 1-2 units in VCE or MiVCE (The minimum required to successfully undertake Year 12) will be required to undertake a consultation process with their tutor and/or House Leader. The meeting will take place with a parent /guardian to consider the best structure for the following year/s. This will most probably include undertaking a three-year senior program or exploring TAFE options. Members of the Later Years team will be consulted with to ensure a significant pathway is established.

Students undertaking unit 3 & 4 subjects who do not meet the minimum average requirement of 70% in Attitude and Effort, will engage in ongoing discussions around suitable senior VCE pathways including undertaking an 'unscored' VCE.

TWO STEP CONSULTATION PROCESS FOR ALL STUDENTS YEARS 7 -12

Step One: Students with unsatisfactory progress in Attitude and Effort (below 50% in two or more subjects) towards learning in two or more subjects will be flagged by their House Leader. Parents and key stakeholders will be informed of the situation and reminded of the pathway policy. Where appropriate a parent, student, and Tutorial Teacher will undertake a Student Support Group meeting (SSG) and if required support from the Learning Needs Coordinator. Ways of moving forward will be discussed and appropriate plans put in place to support student learning and engagement. Students may be placed on an Individual Learning Plan (ILP) to support student learning and engagement.

Step Two: Students who have been flagged for a second time will undertake an SSG meeting with their Parent/Guardian, House Leader or Tutorial Teacher and where appropriate, support from the Learning Needs Coordinator. Student's pathway / subject choices will be altered in accordance with the policy to support student learning and engagement.

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APPLIED LEARNING AT WARRNAMBOOL COLLEGE

Warrnambool College values their Applied Learning Programs. As such, entrance is not guaranteed into MiVCE or VCAL. Students **MUST** display a consistent **Attitude and Effort score of 60%** and above **during Semester 1** in all subjects to be automatically eligible. Additionally, interested students will display **VET Readiness** by completing a **USI number** application prior to the subject selection day. Students will be reassessed mid-year to remain in either of the Applied Learning Programs to ensure the expected high standards of Attitude and Effort are maintained by all involved.

MiVCE IN YEAR 11

Warrnambool College offers a modified applied learning program in Year 11 to cater for the changing needs of the student cohort. The structure of MiVCE is as follows:

- Three days a week at Warrnambool College completing FOUR VCE subjects from:
  - ✓ English (General or Foundation) Units 1 and 2 (Compulsory)
  - ✓ Maths (General or Foundation) Units 1 and 2 (Compulsory)
  - ✓ Industry & Enterprise Units 1 and 2 (Compulsory)
  - ✓ Food Studies or Product Design & Technology (Wood) Units 1& 2
  - ✓ Studio Art Units 1 and 2
  - ✓ Outdoor and Environmental Education Units 1 and 2

  Not all these subjects may run: dependent on student interest and class sizes
- 1 day at work – either Structured Work Placement or School Based Apprenticeship
- 1 day at South West TAFE, the Trade Training Centre or a Registered Training Organisation.

The students and their families must arrange the work arrangements; various structures are put in place by the school to support this process.

In Year 12 students are able to transfer into a full VCE or either Senior or Intermediate VCAL (Victorian Certificate of Applied Learning) dependent on level of English successfully completed and meeting the minimum credit and Attitude and Effort requirements.

MiVCE program offers students the unique opportunity to experience applied learning whilst with undertaking an academic course. Only students interested in this combination should consider the program.

VCAL IN YEAR 12

Warrnambool College understands and values differentiating and personalising learning for its students. Part of this philosophy is the provision of VCAL within the Senior School.
The Victorian Certificate of Applied Learning (VCAL) is an integral part of Warrnambool College's Year 12 program. The success of the program is reflected in the opportunities it creates for students to develop work related skills and pursue further pathways beyond school including TAFE, traineeships and apprenticeships.
The Senior VCAL is structured the same as MiVCE with 3 days at school and 2 days undertaking a combination of training and structured on the job learning.
Subjects studied are set:

- Literacy Intermediate or Senior
- Numeracy Intermediate or Senior
- Personal Development Skills Intermediate or Senior
- Skills for Further Study Senior
- VCE subject Units 1 & 2
- VET (Vocational Education & Training) subject or school-based apprenticeship (SBAT)

VCAL is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). VET and Further Education (FE) form an integral part of VCAL. VET training is a compulsory requirement for completion of VCAL certificates at Intermediate and Senior level.

V.C.E. AT WARRNAMBOOL COLLEGE

The V.C.E. contains a range of studies, each study being broken up into four Units. Units 1 & 2 of the studies selected by a student are generally completed during Year 11, and Units 3 & 4 are usually completed during Year 12.

Most students will enrol in 22 Units over two years of V.C.E., 12 Units in their first year and 10 in their second.

The Victorian Curriculum and Assessment Authority (VCAA) sets out certain types of units you must include in your two-year program, as well as a number and pattern of units you must satisfactorily complete to get the V.C.E.

To meet the graduation requirements of V.C.E. each student must satisfactorily complete no fewer than 16 units.

These units **must** include-

- Three units of English: Any 3 of 4 units for VCE; 3 /4 sequence plus one of 1/2 for ATAR
- At least four, unit 3 / 4 sequences.
- One sequence must be from the English group.

Students in their first year of V.C.E. can undertake some Unit 3 and 4 studies; however, the student must obtain a recommendation if they had not completed the subject as a Unit 1 and 2 in year 10.

Students select a program for two years that satisfies the various requirements mandated by the Curriculum and Assessment Authority to ensure breadth of study. Whilst the program maps the course of study for a period of two years there is provision for students to change direction or focus during that time; however, it is vital that all students undertake a meaningful course of study which will provide pathways into further study or employment.

WHEN CHOOSING A PROGRAM STUDENTS SHOULD:

- Consider where you wish to go after V.C.E. e.g. University, TAFE, Apprenticeship, Employment etc

Students should gather as much information as possible on what is required.

MAIN SOURCES:

VTAC Guide (Newspaper supplement from the 'AGE')
TAFE Course Directory
Careers Teacher
Guide to the V.C.E.

Other Considerations should include:

- Am I interested in this study?
- Is it a study containing the right level of difficulty for me?
- Do my parents and teachers think it is a wise choice?

It is important to realize that subjects will only run in 2017 if there is sufficient demand from students. The feasibility of a class running is dependent on many variables and constraints: the timetable, the minimum class size and the physical/human resources available to the College. Many of these issues cannot be dealt with until late in the year when students' results are known and the program for the rest of the College has been determined. However, we always endeavour to satisfy the choices and requirements of as many students as possible.

Course and subject selections are conducted via a conference.

English Requirements

Three units of English may be selected from English, English Language, ESL and Literature Units 1 to 4.
No more than two units at Units 1 and 2 levels can be selected from English Units 1 and 2, ESL Units 1 and 2, English Language Units 1 and 2, and Literature Units 1 and 2 may count towards the English requirement.
An English sequence will count as a sequence other than English when:
(a) it is additional to a student satisfying three units from the English group, or
(b) the student has satisfied more than one sequence from the English group.

English Guidelines

English is a core subject for all year levels. Students must gain a satisfactory pass in three Units of English (including a Unit 3/4 sequence) to gain their VCE.

English @ Year 10	YEAR 11	YEAR 12
Advanced English *Students with a strong interest in reading and Literature and the ability to write fluently should consider this option.*	**General English 1&2** **Literature 1&2**	**English 3&4** **Literature 3&4**
Core English *Year 10 students with a satisfactory understanding of reading and writing should choose this course.*	**General English 1&2** **Literature 1&2**	**English 3&4** **Literature 3&4**
Foundation English *Year 10 students who struggle with the basic principles of literacy, including reading and writing, should consider this course.*	**MiVCE English** **General English 1 & 2**	**VCAL Literacy Senior** **English 3&4 (with recommendation).**

Maths Guidelines

To be considered for Mathematical Methods students must have successfully completed the Year 10 Advanced General Maths subject.
Students will need to be studying / have completed Mathematical Methods 1 & 2 in to study Specialist Mathematics 1&2.

The following table indicates possible VCE pathways given their maths selection in year 10.

Mathematics @ Year 10	YEAR 11	YEAR 12
Advanced Maths *Students with a strong interest in mathematics and an excellent knowledge of algebra should consider these options.*	**Mathematical Methods (CAS) 1&2 Specialist Mathematics (CAS) 1&2**	**Specialist Mathematics 3&4 and Mathematical Methods (CAS) 3&4**
Advanced Maths *Students with a strong interest in mathematics and an excellent knowledge of algebra should consider these options.*	**Mathematical Methods (CAS) 1&2**	**Specialist Mathematics 3&4 and Mathematical Methods (CAS) 3&4**
Advanced Maths *Students with a strong interest in mathematics and an excellent knowledge of algebra should consider these options.*	**Further Mathematics 3&4 and Mathematical Methods (CAS) 1&2**	**Specialist Mathematics 3&4 and Mathematical Methods (CAS) 3&4**
Advanced Maths *Students with a strong interest in mathematics and an excellent knowledge of algebra should consider these options.*	**Further Mathematics 3&4 and Mathematical Methods (CAS) 1&2**	**Mathematical Methods (CAS) 3&4**
Advanced Maths *Students with a strong interest in mathematics and an excellent knowledge of algebra should consider these options.*	**Mathematical Methods (CAS) 1&2**	**Mathematical Methods (CAS) 3&4**
Advanced Maths *Students who find Year 11 Mathematical Methods challenging can consider Further Mathematics in Year 12.*	**Mathematical Methods (CAS) 1&2**	**Further Mathematics 3&4**
Core Maths *Year 10 students with a good understanding of general mathematics principals should consider this course*	**General Mathematics 1&2**	**Further Mathematics 3&4**
Core Maths *Year 10 students who struggle with basic mathematics principals should consider this course*	**Foundation Mathematics 1&2**	**VCAL Numeracy Senior**

HOW THE A.T.A.R IS CALCULATED?

Each Subject (Study Score)

A student's study score for subjects is made up of their SAC results, Exam performance and G.A.T results. For each subject a student will receive a score out of 50.

Please note **ALL SAC** scores will be adjusted based on **EXAM PERFORMANCE AND G.A.T. RESULTS.**

Combination of Subjects (A.T.A.R.)

A maximum of 6 subjects will be utilised in the calculation of a student's A.T.A.R. This will include English and the next three highest scores along with 5% for each of their 5th and 6th subjects respectively. Students who undertake more than 6 subjects will only have their top 6 subjects used in their calculation. The student's total score is then ranked against everyone else in the state from highest to lowest. The top group of students in the state is then given 99.95; the next group of students receives 99.90 and so on.

ADVANCING YOUR V.C.E. PROGRAM

There are several ways in which you can gain additional advantage from your V.C.E.

a. Acceleration Program

Warrnambool College endeavours to provide all students with the opportunity to maximise their learning potential whilst at the school. All students, where it would improve their educational outcomes, may accelerate their VCE program by studying a Unit 1 and 2 subject in Year 10 and a Unit 3 and 4 sequence in Year 11. This acceleration allows for a more challenging and stimulating program for the students in their senior years. It also allows them to maximise their ATAR score by completing six Units 3 and 4 sequences instead of five.

b. Enhancement Programs

Some students may be given the opportunity of doing tertiary studies during their final year. These studies are completed in addition to the normal Year 12 program and would therefore involve out-of-hours classes. Successful completion of an approved tertiary study contributes to a student's A.T.A.R. as a sixth study. A student who successfully completes a tertiary study may gain exemption or credits from the University towards their degree course.

c. Undertaking Vocational Units

As described in detail in the following section, students may gain credit and/or extra qualifications by undertaking TAFE linked vocational units while also completing their V.C.E. A pre-apprenticeship program is also available in selected areas that may suit the aspirations of some students.

Students wishing to take up any of these options must consult with Pathways Coordinator and Careers Teacher to ensure they fully understand the implications.

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Important Subjects for Tertiary Study in Victoria

The list below is by no means complete but is certainly a useful guide to the majority of courses. Please visit https://www.vtac.edu.au/pdf/publications/victer2018.pdf for more detailed information

COURSES	PRE-REQUISITE VCE SUBJECTS
ARTS & HUMANITIES PSYCHOLOGY/LAW	English/ Literature
AVIATION	English/ Literature Maths – preferably Maths Methods
BIOMEDICINE/ BIOMEDICAL SCIENCE/ BIOLOGICAL SCIENCE LABORATORY MEDICINE	English/ Literature Maths – Further or Methods Chemistry one of Methods/ Biology/ Physics/Specialist
BIOTECHNOLOGY BIOSCIENCE	English/ Literature Maths – Further or Methods Chemistry One of Biology/Physics/Geography/Psychology/ Health & Human Devpt/ PE/ Specialist Maths
BUILDING & CONSTRUCTION ARCHITECTURE INDUSTRIAL DESIGN PLANNING/PROPERTY SURVEYING/GEOSPATIAL	English/ Literature Maths – Further or Methods one of VisCom or Studio Art
BUSINESS/ACCOUNTING FINANCE/MARKETING	English/ Literature Maths – Further or Methods
COMMERCE/ECONOMICS PROJECT MANAGEMENT	English/ Literature Maths – Methods or Specialist
DANCE/DRAMAMUSIC PERFORMING ARTS	English/ Literature Specialisation (e.g. Grade 7 in Music)
DENTISTRY/ ORAL HEALTH MEDICNE/ OPTOMETRY PHYSIOTHERAPY/ PHARMACY PARAMEDIC/ ORTHOPITICS/ PROSTHETICS/ PODIATRY OCCUPATIONAL THERAPY/ CHIROPRACTIC/ MEDIAL RADIATIONS/ SPEECH/ OSTEOPATHY/ BEHAVIOURAL NEUROSCIENCE	English/ Literature one or two of Biology/ Chemistry/ Health & Human Psychology/ Physics/ Physical Education Maths Methods Specialist Maths
ENGINEERING	English/ Literature Maths – Methods or Specialist Physics/ Chemistry

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EXERCISE SCIENCE/ SPORT SCIENCE/ HUMAN MOVEMENT	English/ Literature one or two of Maths (any)/ Physics/ Chemistry/ Biology/ PE/ Outdoor Ed/ Health & Human/ Psychology
HEALTH SCIENCES/ HEALTH INFORMATION MANAGEMENT	English/ Literature One of Biology/ Chemistry/ Maths (any) Physical Education or Physics
INFORMATION TECHNOLGY/ COMPUTER SCIENCE/ BUSINESS INFORMATION SYSTEMS	English/ Literature Maths – some courses require Maths Methods
NURSING/ MIDWIFERY	English/ Literature Maths – some courses require Maths Methods One of Biology/ Chemistry/ Health & Human/ Physics or Psychology
NUTRITION/ FOOD SCIENCES/ FOOD SCIENCE & TECHNOLOGY	English/ Literature Maths (any) Chemistry
SCIENCE/ APPLIED SCIENCE NANOTECHNOLOGY/ FORENSIC SCIENCE/ MEDICAL BIOSCIENCE ENVIRONMENTAL SCIENCE	English/ Literature Maths Methods One of Biology/ Chemistry/ Physics/ Geography/ Psychology/ or Specialist Maths
TEACHING/ PHYSICAL EDUCATION/ SPORT & OUTDOOR RECREATION/ EARLY CHILDHOOD EDUCATION	English/ Literature Units 1&2 in General Maths or Maths Methods Units 3&4 Maths Methods if plan to teach MATHS one or two of Biology/ Chemistry/ PE/ Outdoor & Enviro Studies/ Health & Human
SOCIAL SCIENCES/ SOCIAL WORK/ HUMAN SERVICES/ YOUTH WORK/ COUNSELLING	English/ Literature
VETERINARY SCIENCE/ ANIMAL & VETERINARY BIOSCIENCE/ WILDLIFE & CONSERVATION/ ZOOLOGY	English/ Literature Chemistry one of Maths Methods/ Physics/ Biology/ Geography/ Psychology
VISUAL ARTS/ GRAPHIC DESIGN/ ILLUSTRATION/ FASHION TECHNOLOGY/ DESIGN/ MULTIMEDIA	English/ Literature One of Studio Art/ VisCom & Design

V.C.E. STUDIES AT WARRNAMBOOL COLLEGE

The following section provides information on the studies and units that will be offered at Warrnambool College in 2017. It is probable that all Units will not run. This will depend upon student numbers choosing units and staff availability.

Learning Area		Units	2017 Staff Contacts
English	ENGLISH	1234	Ms Stacey or any VCE English teacher
	ENGLISH (ESL)	1234	Ms Stacey
	FOUNDATION ENGLISH	12	Ms Stacey/ Mr Matthews
	LITERATURE	1234	Ms Blythe/Ms McKenzie
Mathematics	MATHS: FOUNDATION	12	Mr Jenkins
	MATHS: GENERAL	12	Mr Faris/ Mr Yates
	MATHS: FURTHER	34	Mr Green/Mr Faris/ Mr Yates
	MATHS: SPECIALIST	34	Mr Boote
	MATHS: METHODS	1234	Mr O'Sullivan/Mr Thomson
Science			
	BIOLOGY	1234	Ms Ewensen/ Ms Crute
	CHEMISTRY	1234	Ms Toogood/Ms Eweensen
	PHYSICS	1234	Mr Raby
	PSYCHOLOGY	1234	Ms Hammond/ Mr Henriksen
Humanities	ACCOUNTING	1234	Mr J Dart/Mr Sullivan
	BUSINESS M'MENT	1234	Mr Finn/ Mr Sullivan
	GEOGRAPHY	1234	Ms Brennan
	HISTORY: 20TH Century	12	Mr R Dart
	HISTORY: Revolutions	34	Mr Hodson
	LEGAL STUDIES	1234	Ms Vella
	EXTENDED INVESTIGATION	34	Ms Penn
	GLOBAL POLITICS	34	Ms Penn
	INDUSTRY & ENTERPRISE	1234	Mr Sullivan
Language	FRENCH	1234	Mr Garnier
	INDONESIAN (2nd L)	1234	Ms Ladhams
The Arts	MEDIA	1234	Ms Crevola
	MUSIC PERFORMANCE	1234	Mr Clisby
	STUDIO ARTS (General & Photo)	1234	Ms Locket
	THEATRE STUDIES	1234	Ms Cavanagh
	VISUAL COMM & DESIGN	1234	Mr McNeill
Technology Studies	FOOD STUDIES	1234	Ms Hollis
	PRODUCT, D & T(Wood)	1234	Mr Alger /Mr Bell
Health & PE	HEALTH & HUMAN DVP	1234	Ms Skilbeck/Ms Cresear
	OUTDOOR & ENVIRON.	1234	Mr Owen/Ms Douglas
	PHYSICAL EDUCATION	1234	Mr Dowie/ Mr Hall/ Mr McCluggage
VET	all subjects	1234	Mr Bollard

Warrnambool College VET Study Program Options

VET stands for **V**ocational **E**ducation and **T**raining and this refers to senior school educational programs that primarily have a vocational focus. Each program is designed to meet the needs of industry in terms of preparing students for employment. Each Certificate II **VET** program is recognized by the ***Australian Qualifications Framework*** as meeting the national benchmark in terms of quality education and training.

VCE VET Program	Attendance Days / AM/PM	Registered Training Organization
Certificate in Aviation (Commercial Pilot License)	Thursdays PM	TVSA Training Warrnambool Airport
Certificate II Automotive Studies.	Thursdays PM	South West Institute of TAFE
Certificate II Building & Construction. (Carpentry)	Thursdays PM	South West Institute of TAFE
Certificate II Community Services (year 11 & 12 students only)	Thursday PM Part on-line	South West Institute of TAFE
Certificate II Conservation and Land	Thursdays PM	South West Institute of TAFE
Certificate II Electrical Technology (year 11 & 12 students only)	Thursday PM	South West Institute of TAFE
Certificate II Engineering Technology	Thursdays PM	South West Institute of TAFE
Certificate II Hairdressing	Thursday PM	South West Institute of TAFE
Certificate II Hospitality (Year 1)	Thursdays PM	South West Institute of TAFE
Certificate II Hospitality Kitchen Operations (Year 2)	Thursdays PM	South West Institute of TAFE
Certificate II Make Up – Retail Makeup and Skin Care (Year 1)	Thursday PM	South West Institute of TAFE
Certificate III Allied Services Assistance (Year 11 or 12 Students Only)	Thursday PM Part on-line	South West Institute of TAFE
Certificate III Beauty Services (Year 2 of Makeup students only)	Thursday PM	South West Institute of TAFE
Certificate III Digital Media	Thursdays PM	South West Institute of TAFE
Certificate III Music	Thursday PM	Emmanuel College
School Based Apprenticeships (1 Day or 2 Days per Week)	Wednesdays AM/PM or Thursdays AM/PM	Various RTOs

- ***For full Course Descriptions and other program options Please see Mr Bollard – Careers Centre***

Year 11SPP @ Warrnambool College

Warrnambool College offers the only Sporting Pathway Program outside of the major cities in Victoria. This new initiative aims to use the passion of sport to engage and expand a student's learning opportunities at our school. This program involves partnerships with the Exercise and Health Science Faculty at Federation University – Ballarat campus, and a range of elite local coaches and qualified fitness instructors.

The program aims to develop the 'whole athlete' with a focus on applied science Strength and Conditioning Programs along with advanced fitness sessions using the latest advances in fitness styles, techniques and equipment. All students involved in the program will complete a minimum three sessions per week in the recently developed High Performance Centre which is fully equipped with the most up to date sports science equipment so that all students have the opportunity to use the same equipment that elite athletes such as AFL footballers, Hockeyroos players and A-League soccer players use as a part of their strength and conditioning programs.

Students will also undertake two sport specific training sessions per week. These sessions will be scheduled before and after school. All sport specific training sessions will be conducted by elite coaches who have been very successful, and in some cases represented their sport at the highest level. For most sports there will be a before and after school training session that students and families will need to make a commitment to.

How is the course structured in Year 11

Year 11 students involved in the Sporting Pathway Program will use 1 of the 3 period VCE electives and the 1 period allocated for Study Hall for the SPP (4 periods in total)

What is involved in the four periods per week?

- Cardio enhancement fitness sessions – fully supervised by qualified personal fitness instructors.
- Unit 2 PE theory sessions – building on knowledge from unit 1 PE studied in Year 10
- Strength and conditioning program developed by Defy Fitness and supported by Federation University Sport Science staff.

There is a high accountability mechanism built into the program. All students must maintain a 70% or above 'Attitude and Effort' grade across all subjects to access the full offerings of the Sporting Pathway Program. If a student drops below this expectation then consequences will be discussed.

English OR English as a Second Language

Rationale: This study aims to develop students' competence in understanding and using English for a variety of purposes and to equip them for further education and/or post school employment. It emphasises reading, writing, speaking, listening and thinking. It values student diversity and encourages learning where students take responsibility for their language development so that they grow in confidence and in language skill and understanding.

Structure: This study comprises four units.

Unit 1: Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences

Unit 2: 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.

Unit 3: Once again students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences

Unit 4 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

Entry:
There are no prerequisites for Units 1, 2 and 3. Students must complete Unit 3 prior to undertaking Unit 4.

Students must successfully complete three English units to satisfy the requirements of the VCE. They must include Units 1 or 2 of either English, Literature or MiVCE and Units 3 and 4 of English or Literature. A study score for an English subject must be included in the calculation of an ATAR.

If students plan to complete only one English study in Year 12 it should be the core subject, although it is recommended that students for whom this is an area of strength complete both English 1-4 and Literature 1-4.

Assessment:
Units 1 and 2: are assessed internally, including end of year exams. Internal assessments comprise: timed written responses to texts; a writing folio, a 5 - 8 minute oral presentation on an issue in the media or to one of the texts studied

Unit 3: School Assessed Coursework: 25% (text response, media analysis, 5-8 minute oral presentation on issue and context response).

Unit 4: School Assessed Coursework: 25% (text response and context response)

End of Year exam: 50% (3 hours exam comprising one text response, media analysis and context response).

Literature

Rationale:

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

Structure:
The study is made up of four units:

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

Unit 2: Context and connections
In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted.

Unit 3: Form and transformation
In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

Unit 4: Interpreting texts
In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

Assessment:

Units 1 and 2:

The individual school will determine levels of achievement, including end of year exam.

Units 3 and 4:

Unit 3 school-assessed coursework: 25 %

Unit 4 school-assessed coursework 25%

Unit 3 & 4 examination: 50%

Mathematics

Rationale:
The underlying principle of Mathematics study is that students will:

1. Develop mathematical knowledge and skills;
2. Apply mathematical knowledge to analyse, investigate, model and solve problems in a variety of situations
3. Use technology to support the learning of mathematics.

These three types of mathematical activities form the basis of each unit of Mathematics.

Structure: **VCE Foundation Mathematics Units 1 and 2**
VCE Standard General Mathematics Units 1 and 2
VCE Mathematical Methods Units 1 and 2
VCE Specialist Mathematics Units 1 and 2

VCE Further Mathematics Units 3 and 4
VCE Mathematical Methods Units 3 and 4
VCE Specialist Mathematics Units 3 and 4

VCE Foundation Mathematics:
Units 1 and 2 provide for the continuing mathematical development of students entering VCE needing mathematical skills to support their other VCE subjects including VET studies, and who do not intend to undertake Unit 3 & 4 studies in VCE Mathematics. There is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study, and use of technology is encouraged. Areas of study are: **1. Space and Shape 2. Patterns in number 3. Handling data 4. Measurement and design**

VCE Standard General Mathematics:
Units 1 and 2 may be taken alone or with Mathematical Methods Units 1 and 2. They contain knowledge and skills needed for Further Mathematics Units 3 and 4.
Areas of study are: **1. Arithmetic 2. Data Analysis 3. Algebra 4. Graphs 5. Decision and business mathematics 6. Geometry and Trigonometry 7. Matrices 8. Networks**

VCE Mathematical Methods:
Units 1 and 2 have sequenced material intended as preparation for Mathematical Methods Units 3 and 4. Areas of study are: **1. Functions and graphs 2. Algebra 3. Rates of change and Calculus 4. Probability**

VCE Specialist Mathematics:
Unit 1 and 2 are taken in conjugation with and extend on material from Mathematical Methods Unit 1 and 2 and are intended for those with strong interests in mathematics and those who wish to undertake further study in mathematics and related subjects. Areas of study are:
1. Linear and Non Linear Relations 2. Algebra 3. Geometry, Measurement and Trigonometry
4. Statistics 5. Arithmetic and Number.

VCE Further Mathematics:
Units 3 and 4 may be taken alone or with Mathematical Methods Units 3 and 4. They provide general preparation for employment or further study. The assumed knowledge and skills for this subject are drawn from General Mathematics Unit 1 and 2 and Mathematical Methods Unit 1 and 2 students. Areas of study are: **1. Data Analysis 2. Matrices 3. Networks 4. Geometry and Trigonometry.**

VCE Mathematical Methods:
Units 3 and 4 may be taken alone or in conjunction with Further Mathematics or Specialist Mathematics 3 and 4. Areas of study are: **1. Functions and graphs 2. Algebra 3.Calculus 4.Probability.**
This provides an appropriate background for further study in, for example, science, humanities, or economics.

VCE Specialist Mathematics:
Unit 3 and 4 extends material from Mathematical Methods Unit 3 and 4 and are intended for those with strong interests in mathematics and those who wish to undertake further study in mathematics and related subjects. Areas of study are:
1. Functions, relations and graphs 2. Algebra 3. Calculus 4. Vectors 5. Statistics 6. Mechanics

Entry:
There are no prerequisites for entry to General Mathematics Units 1 and 2, Mathematical Methods Units 1 and 2 or Specialist Maths Units 1 and 2. However students attempting Mathematical Methods and Specialist Mathematics are expected to have a sound background in number, algebra, function and probability. Additionally students should have completed Advanced Maths in year 10.

Units 3 and 4 are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study.

Enrolment in Specialist Mathematics Units 3 and 4 assumes current enrolment in or successful completion of Mathematical Methods Units 3 and 4.

Assessment:
Units 1 and 2: These units are assessed internally, including end of year exams.

Further Mathematics

Unit 3 School-assessed Coursework: 20%

Unit 4 School-assessed Coursework: 14%

Units 3 and 4 examination 1: 33%

Units 3 and 4 examination 2: 33%

Mathematical Methods (CAS)

Unit 3 School-assessed Coursework: 20%

Unit 4 School-assessed Coursework: 14%

Units 3 and 4 examination 1: 22%

Units 3 and 4 examination 2: 44%

Specialist Mathematics

Unit 3 School-assessed Coursework: 14%

Unit 4 School-assessed Coursework: 20%

Units 3 and 4 examination 1: 22%

Units 3 and 4 examination 2: 44%

Biology

Rationale: Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival, all life forms share a degree of relatedness and a common origin. The study explores the interactions between organisms and their non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of biology leads students to appreciate the interconnectedness of the content areas both within biology, and across biology and the other sciences

Structure:

Unit 1: How do living this stay alive?
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. 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 its habitat. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Unit 2: How is continuity of life maintained?
In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. They examine the process of DNA replication and compare cell division in organisms. Students explore the mechanisms of asexual and sexual reproduction, and consider the advantages and disadvantages of these. The role of stem cells and their potential use in medical therapies is considered. Students use chromosome theory to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They consider the role of genetic knowledge and screening and its social and ethical issues in decision making about inheritance of genetic conditions.

Unit 3: How do cells maintain life?
In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the plasma membrane in controlling the movement of substances in and out of the cell. Students consider base pairing specificity of nucleic acids, the binding of enzymes and substrates, the response of receptors to signalling molecules and signal transduction as a type of cell communication. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. At the molecular level students study the human immune system and the interactions between its components to provide immunity.

Unit 4: How does life change and respond to challenges over time?
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 change on a population's gene pool. They consider mechanism for biological evolution by natural selection and evidence for change in life forms from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments have resulted in evidence of change through measurements of relatedness between species. Students examine 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.

RESILIENCE PERSISTENCE MUTUAL RESPECT

Entry:
No prerequisites for units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering at Unit 3 should undertake some preparatory work as specified by the biology teacher prior to commencing the unit.

Assessment:
Units 1 & Unit 2: These units are assessed internally, including end of year exams. Internal assessment includes practical work and reports, topic tests and assignments.

Unit 3 & Unit 4: The student's level of achievement will be determined by school-assessed coursework and examination. Percentage contributions to the final assessment are as follows:

Unit 3 school-assessed coursework: 16%.
Unit 4 school assessed coursework: 24%
End of year exam: 60%

Chemistry

Rationale:
The study of Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes. VCE Chemistry enables students to explore key processes related to matter and its behaviour. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society.

Structure:

Unit 1: How can the diversity of materials be explained.
In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterial. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles involved in the formation of metallic, ionic and covalent substances. 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. Students also complete a research investigation relevant to one of ten options.

Unit 2: What makes water such a unique chemical?
Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. They explore the relationship between these bonding forces and the physical and chemical properties of water and investigate solubility, concentration, and various reactions in water Students are introduced to chemical calculations, analytical techniques and instrumental procedures. They apply these to determine concentrations of different species in water samples, including chemical contaminants. They perform a range of practical investigations associated with water including a major investigation into an aspect of water quality.

Unit 3: How can chemical processes be designed to optimise efficiency?
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. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They apply chemical principles to different reaction systems, and predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

Unit 4: How are organic compounds categorised, analysed and used?
Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products 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.

Entry:
There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Units 2 or 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.

Assessment:
Units 1 & Unit 2: These units are assessed internally, including end of year exams. Internal assessment includes practical work and reports, topic tests and assignments.

Unit 3 & Unit 4: The student's level of achievement will be determined by school-assessed coursework and examination. Percentage contributions to the final assessment are as follows:

Unit 3 school-assessed coursework: 16%.
Unit 4 school assessed coursework: 24%
End of year exam: 60%

Physics

Rationale:
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.

The study explores selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also conduct studies selected from astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries.

Structure:

Unit 1: What ideas explain the physical world?
In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. 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 and assess the impact of human use of energy on the environment. They examine the motion of electrons and explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Unit 2: What do experiments reveal about the physical world?
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose investigate a question associated with one of twelve options selected from astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Unit 3: How do fields explain motion and electricity?
In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. . Students use Newton's laws to investigate motion, 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.

Unit 4: How do 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 that 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.

Entry:
There are no prerequisites for entry into units 1, 2, and 3, although students are strongly advised to take unit 2 before unit 3. Material covered in Unit 2 is assumed knowledge and is used extensively in Units 3 and 4. Students must undertake Unit 3 prior to Unit 4. Mathematical skills form an essential part of this subject.

Assessment:
Units 1 & Unit 2: These units are assessed internally, including end of year exams. Internal assessment includes practical work and reports, topic tests and assignments.

Unit 3 coursework extended practical investigation, summary report of practical activities data analysis and test: 21%

Unit 4 coursework – extended practical investigation, summary report of practical activities data analysis and test: 19%

End of year exam: 60 %

Psychology

Rationale:
Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.
The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

Structure:

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

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

Unit 3: How does experience affect behaviour and mental processes?
The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.
Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4: How is wellbeing developed and maintained?
Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. 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 bio psychosocial 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 Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Entry:
There are no prerequisites for entry to Units 1, 2 and 3. Students do not have to do Units 1 and 2 prior to doing Unit 3, but must undertake Unit 3 prior to Unit 4.

Assessment:
Unit 1 & Unit 2: These units are assessed internally. Assessment could include: annotated folio of practical activities, data analysis, debate, essay, evaluation of research, media response, oral presentation or tests and year-end exams

Unit 3 & Unit 4:
School-assessed coursework: assessment could include all of those from Unit 1 & 2 above.
Unit 3 school-assessed coursework: 16%
Unit 4 school-assessed coursework: 24%

Examinations: End-of-year examination: 60%

Accounting

Rationale:
VCE Accounting focuses on the financial recording, reporting and decision-making process of a small business. Students will study both theoretical and practical aspects of accounting. Financial data will be collected, recorded and reported using both manual and information and communications technology (ICT) methods. i.e. MS Excel spreadsheets and/or QuickBooks Pro. Accounting is very useful for students wishing to do further study in business and finance, become small business owners or to develop their financial knowledge and skills for their own use.

Structure:
Unit 1: Establishing and Operating a Service Business.
In this unit students will learn about the role of accounting in effective decision-making, using single entry recording for sole proprietor service business on a cash basis only.

Unit 2: Accounting for a Trading Business.
In the unit students will be introduced to an accounting system using the accrual approach, which recognises the impact of both cash and credit transactions on a sole proprietor trading business..

Unit 3: Recording and reporting for a Trading Business.
This unit focuses on accounting and financial issues of a small trading business, operating as a sole proprietor. It introduces a double entry system using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

Unit 4: Control and Analysis of Business Performance.
This unit provides an extension of the recording and reporting of financial data from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system. Students will learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash and financial performance. In this unit students will evaluate the data prepared and analyse the results in order to suggest strategies to the owner.

Entry:
No prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students who enter at Unit 3 may need to undertake preparatory work related to Unit 2.

Assessment:
Units 1 and Unit 2:
These units are assessed internally through course work tests and end of year examinations.

Unit 3 and Unit 4:
These units are assessed internally through School Assessed Coursework (SACs) and externally through an end of year Examination.
Unit 3: School Assessed Course Work 20 %,
Unit 4: School Assessed Course Work 20 %
End of Year Examination: 60 %

Business Management

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

Structure:
Unit 1: Planning a Business
In this area of study students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas are formed through a range of sources, such as identifying a gap in the market, technological developments and changing customer needs. Students explore some of the issues that need to be considered before a business can be established.

Unit 2: Establishing a Business
This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base; examine the legal requirements that must be satisfied to establish a business; 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.

Unit 3: Managing a Business
In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Investigate strategies to manage both staff and business operations to meet objectives.

Unit 4: Transforming a Business
Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance and investigate the importance of leadership in change management.

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

Assessment:
Units 1 and 2:
These units are assessed internally through course work, tests and end of year examinations.

Unit 3 and 4:
Unit 3 School assessed coursework: 25 %
Unit 4 School assessed coursework: 25 %
End of Year Examination: 50 %.

Extended Investigation

Rationale:
The VCE Extended Investigation develops students' understanding of what constitutes both a good research question and an ethical, robust, disciplined and rational approach to gathering, interpreting and evaluating evidence in order to answer such questions.
In this study, the student considers how research questions are developed and refined to enable the researcher to address the key issues proposed by the research within the limits that time and resources impose. Students conduct a review of relevant literature and develop research project management knowledge and skills and ways of effectively presenting and communicating research findings. Students are introduced to a broad range of research methods and explore their comparative suitability for the investigation of particular questions. The skills that students develop in this study are transferable to any higher education course or vocational education and training program.

Structure: The structure is made up of Units 3 and 4 only.

Unit 3: **Designing an Extended Investigation**
In this unit students develop skills in question construction and design, explore the nature and purpose of research, and identify a specific research question. Students use their Extended Investigation Journal to record the progressive refinement of a selected area of interest distilled into an individual research question. Underpinning the student's preparatory work for their investigation is the development and application of critical thinking skills. Students undertake initial research and document their progress in their Extended Investigation Journal.

Unit 4: Presenting and Extended Investigation
This unit is comprised of two parts that together constitute the student's completion of their Extended Investigation. The results of the Extended Investigation are presented in a final written report and in an oral presentation to a panel. The final written report is submitted and includes a student's description of and reflection on the research method/s and findings and provides their response to the research question. Students present their investigation to a non-specialist panel and defend their findings, responding to questions and challenges from the panel.

Entry:
There are no prerequisites for entry to Unit 3. Students must undertake Unit 3, prior to undertaking Unit 4.

Assessment:
Unit 3 School-assessed Coursework: 30%
Unit 3 Externally-assessed Critical Thinking Test: 10%
Unit 4 Externally-assessed Task: 60% (4000 word report and 20 minute oral defence)

THERE IS NO YEAR END WRITTEN EXAMINATION

Geography

Rationale:
Geography is a subject for those students interested in going places. It is suitable for students wishing to undertake tertiary study in courses involving studies of the natural environment, human activity, planning and design, visual representation and research skills. Each place on the Earth's surface possesses characteristics that make it unique and subject to change. The following ideas are also important: people–environment relations, management and conservation, and the spatial implications of the exercise of power.

Unit 1: Hazards and Disasters:
In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

Unit 2: Tourism:
In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year. Over one billion tourists a year cross international boundaries with greater numbers involved as domestic tourists within their own countries. The Asia and the Pacific hosts 23% of international arrivals. The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures.

Unit 3: Changing the land:

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Many processes such as geomorphological events, plant succession, have altered natural land cover and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on

Unit 4: Human Population – trends and issues:
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. In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

Assessment:
Unit 3 school-assessed coursework: 25%
Unit 4 school-assessed coursework: 25%
End-of-year examination: 50%

Global Politics (Unit 3 and 4 only)

Rationale:
VCE Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities. Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and contemporary global issues. In doing so, students are provided with the means to meet the opportunities and challenges posed by contemporary international life and the understanding, awareness and critical thinking skills, which underpin active citizenship. Global Politics provides knowledge and skills that prepare students for formal study at the tertiary level or in vocational education and training settings. It also leads to opportunities in a range of careers, including academia, management, and government. Students may also pursue occupations in corporate and private enterprises in fields such as journalism, law, research and politics.

Unit 3: Global Actors
In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary 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 within the region to achieve its objectives. This unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-first century that students need to understand to contextualise contemporary global situations, focus needs to be on the twenty-first century when choosing particular examples and case studies

Unit 4: Global Challenges
In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. 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 solving them. This unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-first century that students need to understand to contextualise contemporary global situations, focus needs to be on the twenty-first century when choosing particular examples and case studies.

Assessment
Unit 3 School-assessed Coursework: 25%
Unit 4 School-assessed Coursework: 25%
End-of-year examination: 50%

History

Rationale:
History provides valuable knowledge about the background of the modern world and the way we live, and is suitable for students with a wide range of future plans. It allows us to explore the possibilities of the future of our society with caution knowing what has and has not worked in the past. History helps us to fully understand and appreciate the social, political and economic battles fought by our ancestors for the benefits that we inherit today. We recognise the hardships they endured for the benefit of later generations and the societies in which these generations will live.

Units 1 & 2: 20th Century History

Unit 1: 20th Century History (1918 - 1939)
- **Ideology and Conflict**
- **Social and Cultural Change**

The 20th Century began with the common theme of international conflict and revolution. The grim events of the Russian Revolution and the rise of Nazi Germany, combined with the Holocaust, one of the most chilling examples of genocide, denotes one of the darkest eras of humankind. This study looks at how these grim events impacted on the way people lived under Hitler or Stalin. Students are taught to identify patterns of history that have lead to conflict and oppression while developing skills in source analysis, historiography and effective research.

Unit 2: 20th Century History (1945 – 2000)
- **Competing Ideologies**
- **Challenge and Change**

1945 saw the dropping of the first atomic bomb on Hiroshima. An unlikely alliance between the West and the Soviet Union saw Germany and later the European continent split in half along the Iron Curtain. People power emerged. Social change highlighting racial and gender inequalities along with Anti-Vietnam war movements were prevalent with even the Olympics becoming a theatre for protest. In this unit, students examine the lengths to which the superpowers will go to to promote and defend their ideologies, and how active citizens can change the social makeup of society and discuss the issues emerging at the end of this, the greatest century of social and political change.

Unit 3 & 4: Revolutions

Revolutions are tumultuous history-making events. They are short historical periods in which nations abandon their old ideas and create new ones. Societies are rebuilt in an attempt to implement new ideas and beliefs. Generally historical change occurs gradually, however, revolutions can involve upheaval, disruption, disorder, displacement, counter-revolution, famine, violence, terror and war. These events leave an indelible mark on the nation's history.

Unit 3: The French Revolution (1774 - 1795)
- **Revolutionary Ideas, Leaders, Events and Movements**
- **Creating a New Society**

Was the French Revolution really all about cutting off the heads of the bourgeois? What factors combined to make the situation in France so intolerable that whole classes of people were moved to act? What was it about the structure of the Ancient Regime that led people to cry 'Enough!?' Who was the key revolutionary - Danton? Bailly? Lafayette? Marat? Robespierre? And why did the New Society see so much bloodshed if ultimately the key slogans were Liberty, Equality and Fraternity?

Did the revolutionary society embrace liberal ideals or chaos and violence? Once a revolution starts, who has control and how does life ever get back to some semblance of normal?

Unit 4: The Russian Revolution (1896-1927)

- **Revolutionary Ideas, Leaders, Events and Movements**
- **Creating a New Society**

It is hard to look back on the Russian Revolution without being overshadowed by figures such as Lenin and Rasputin. Did the leaders drive the Revolution or were they just in the right place at the right time? What inequalities and hardships were evident in Russian society that enabled not one but three different revolutions to take place between 1905 and Nov 1917? How far did the Bolsheviks go in order to create their New Society, and did it live up to the expectations of the groups who shaped it or the leaders who inspired it? Is it possible for a New Society to be created that does not replace violence with violence, and oppression with greater social and economic controls? Was Marxist-Leninism a naïve and hopeful political theory or willfully neglectful atrocity?

Assessment:
Four SACS (two for each unit) 50% of Study Score
(Historical Inquiry, Visual or Document Analysis, Essay and Historical Viewpoints Exercise)
Examination: **50% of Study Score**

INDUSTRY AND ENTERPRISE (MiVCE only)

Rational:

VCE Industry and Enterprise investigates work and its place in work settings, industries and society. The study explores the vocational, economics, 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: 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.

Students examine the diverse contexts in which work takes place in Australian society by investigating a range of work settings. They investigate job tasks and processes in work settings as well as entry-level requirements associated with work in selected industries. Students research a work-related issue, and consider strategies related to the development of interpersonal skills and effective communication to deal with the selected issue.

After completing the relevant occupational health and safety induction program, students demonstrate the practical application of their work-related skills by **completing at least 35 hours of structured workplace learning**.

Unit 2: Being enterprising

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

Students learn that enterprising and leadership behaviours are vital for success in diverse personal, work and community settings. All work settings exist within a wider industry context and ongoing workplace enterprise and innovation are pivotal to industry success. Students investigate the characteristics and qualities of successful entrepreneurs in different settings, and investigate the relationship between leadership behaviour and the development of an individual's work-related skills.

As part of a wider industry investigation, students consider the characteristics of a selected industry and evaluate the extent to which enterprising behaviours are applied in selected work settings within this industry. They also explore the role of work-related skills in supporting innovation in this industry.

Globalisation, technological change, environmental issues and other significant issues are having an impact on Australian industry. Students analyse the impact of one significant issue on an Australian industry and consider the industry has responded in an enterprising way.

After completing the relevant OH&S induction program, students demonstrate the practical application of their developing work-related skills by completing at **least 35 hours of structured workplace learning**.

Assessment

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Legal Studies

Rationale:

Every day, in hundreds of ways, the law shapes our world. Legal Studies introduces students to the process of law making and methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon their lives. This study also assists in the development of students' knowledge of their basic legal rights and responsibilities.VCE Legal Studies also equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

Structure: The structure is made up of four units:

Unit 1: Guilt and liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. 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: 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 signi cant case in relation to the protection of rights in Australia.

Unit 3: Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well

as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios

Unit 4: The people and the law

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the signi cance 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 in uencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Assessment:

Unit 1 and 2: Individual school assessments including end of year exams.

Unit 3 school-assessed coursework: 25 %

Unit 4 school-assessed coursework: 25 % End of Year examination: 50 %

French (Second Language)

Rationale:
This study develops students' ability to understand and use a language that is widely learned internationally and also provides students with a direct means of access to the rich and varied culture of francophone communities around the world. Studying a language other than English contributes to the overall education of students in the areas of communication, cross-cultural understanding, cognitive development, literacy and general knowledge.

Structure:

Unit 1: The areas of study comprise themes and topics, grammar, text types, vocabulary and various styles of writing. This unit should allow students to establish and maintain a spoken or written exchange, listen to, read and obtain information from written and spoken texts and produce a personal response to a text focusing on real or imaginary experience.

Unit 2: The areas of study comprise themes and topics, grammar, text types, vocabulary and various styles of writing. This unit will allow the student to participate in a spoken or written exchange, listen to, read and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in written or spoken form.

Units 3 and 4: The areas of study comprise themes and topics, grammar, text types, vocabulary and various styles of writing. In these units students undertake a detailed study of language and culture through texts. Students should be able to express ideas through the production of original texts, analyse and use information from spoken or written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts that reflect aspects of the language and culture of French-speaking communities.

Entry:
French is designed for students who will, typically, have studied French for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must also undertake Unit 3 prior to undertaking Unit 4.

Assessment:

Unit 1 and 2: Individual school decision on levels of achievement.

Unit 3 and 4:

1.		**Unit 3 school-assessed coursework:**	25 %
2.		**Unit 4 school-assessed coursework:**	25 %
3.	**Examinations*:**	**oral component**	12.5 %
		written component	37.5 %

*A single grade is awarded

Indonesian (Second Language)

Rationale:
The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities that use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The ability to communicate in another language, in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts, commerce, technology, science, education etc.

Structure:

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

Unit 2: On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions and give expression to real or imaginary experience in spoken or written form.

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

Unit 4: On completion of this unit the student should be able to analyse and use information from written texts and be able to respond critically to spoken and written texts that reflect aspects of the language and culture of Indonesian-speaking communities.

Entry:

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

Assessment:

Unit 1 and 2: Individual school decision on levels of achievement.

Unit 3 and 4:

4. **Unit 3 school-assessed coursework:** 25 %
5. **Unit 4 school-assessed coursework:** 25 %
6. **Examinations*:** **oral component** 12.5 %
   written component 37.5 %

*A single grade is awarded

Media

Rationale:

The media have a significant impact on people's lives. They influence the way people spend their time, help shape the way they perceive themselves and others, and play a crucial role in the creation of personal, social, cultural and national identity. The media entertain, educate, inform and provide channels of communication. This takes place within the broader context of industrial organisation, political and market structures, professional practices, creative processes, traditional and contemporary technologies, statutory regulation and the need to attract and maintain audiences. All these considerations determine the nature of media products.

Structure

Unit 1: Media forms, representations and Australian stories

In this unit, students are introduced to the concept of audience and what it entails. They will explore the constructions of representations in the media by considering media forms, codes and conventions and the processes of selection, omission and construction. Students will work in two or more media forms to design and create media exercises or productions that represent concepts. Students evaluate how the characteristics of their selected media forms, which they design and produce, influence the representations and construction of the productions. In addition, students will study a range of Australian narratives in two or more media forms, exploring the context and features of their construction and how they are consumed and read by audiences.

Unit 2: Narrative across media forms

In this area of study students explore and examine how narratives construct realities and meaning for audiences. Students study at least two narratives in two different media forms to gain an understanding of the construction of narrative. Students will then apply their theoretical learning to create and construct narratives in the form of media exercises. In addition, students will investigate the relationship between emerging and pre-existing media forms, products and institutions. They evaluate the impact of developments on individuals, society and culture.

Unit 3: Media narratives and pre-production

Students examine fictional and non-fictional narratives in the form of film and/or television and/or radio and/or audio product (that may be broadcast or streamed) and/or photographic and/or print products. Media narratives are the product of creative and institutional practices that represent ideas through media codes and conventions. The use of media codes and conventions influences audience engagement, consumption and reading of narratives, which students will explore and analyse. In Media Pre-production, students conduct an investigation of aspects of the media form in which they will work, developing knowledge of narrative, genre, style, media codes and conventions and aspects of the works of media practitioners relevant to their proposed production. Students develop production skills that inform the production, design and development of a media product. They record their learning in documented research, annotated production activities, experiments, exercises and reflections. Finally, students use industry specific design and planning, both in written and visual documentation, to complete a media production design.

Unit 4: Media production and issues in the media

Students move from production into post-production where the manipulation, arrangement or layering of the ideas and material generated in pre-production and production leads to the realisation of their production design. Students will also explore the relationship between the media and audiences. They will consider how the laws and policies of the Australian Government and self-regulation by media institutions define and maintain standards through regulatory bodies and codes of conduct, and also the way that individual interaction with other media users, as in social networks, is not subject to these constraints.

Assessment:

Students will complete assessment in a range of forms, including written responses under test conditions, media production plans and media products in a range of forms.

Units 1 and 2: School assessed tasks and coursework and final examinations

Unit 3 & 4: School-assessed Coursework: 20 %
Unit 3 and 4: School-assessed Task: 40 %
End-of-year examination: 40 %

Music Performance

Rationale:
Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. Music exists in a myriad of forms, each able to elicit an array of intellectual and emotional responses from its audience. A study of music enables students to strengthen their own relationship with music and to be personally enriched as they develop greater control of their own musical expression.

Structure:
Unit 1 and Unit 2:
These units focus 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 optimize 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:
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 optimize 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:
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 optimize 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.

Entry:
There are no prerequisites for entry to Units 1, 2 and 3. However, students should have at **least three years of experience prior to Year 11** on a musical instrument or voice and we request that they have the support of an instrumental teacher who specialises in their chosen instrument. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment:

Units 1 and 2: Individual school decision.

Units 3 and 4 Music Performance:
Unit 3 school-assessed coursework: 20 %
Unit 4 school-assessed coursework: 10 %
Units 3 and 4 aural and written examination: 20 %
Units 3 and 4 performance examination: 50 %

Visual Communication and Design

Rationale

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management.

The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students 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. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

Unit 2: Applications of visual communication within design fields

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 detailed on pages 10 and 11 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

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.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

Unit 4: Visual communication design development, evaluation and presentation

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

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.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

Assessment:
Units 1 & 2: As determined by the school
Unit 3: School Assessed Coursework: 25%
Unit 3 & 4 School Assessed Task: 40%
Final Examination: 35%

Studio Arts – General and Photography

Rationale:
The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibitions of artworks offer an insight into the diverse interpretations of life and experiences of artists. Engagement with artworks facilitates creative thinking and the development of new ideas; it also supports connection and exchange within local, national and global communities.

VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making.

Unit 1: Studio inspiration and techniques
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. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

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
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. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art.

Unit 3: Studio practices and processes
In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. 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. For this study, the exploration proposal supports the student to identify a direction for their studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques.

Unit 4: Studio practice and art industry contexts
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. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. 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 displayed in exhibitions in at least two different galleries or exhibitions.

Assessment:
Units 1 & 2: As determined by the school
Unit 3: School Assessed Coursework: 5%
Unit 4: School Assessed Coursework: 5%
Unit 3 & 4 School Assessed Task: 60%
Final Examination: 30%

Theatre Studies

Rationale
Theatre has been made and performed from the earliest times and is an integral part of all cultures. Theatre exists as entertainment, education, an agent for change, a representation of values and a window on society. VCE Theatre Studies develops, refines and enhances students' analytical, evaluative and critical thinking, and their expression, and problem-solving and design skills. Through study and practice in theatrical analysis, play script interpretation and engagement in theatrical production processes, students develop their aesthetic sensitivity, interpretive skills, and communication, design, technological and management knowledge. The study of theatre, in all its various forms, is relevant to students who wish to pursue further studying theatrical production, theatre history, communication, writing and acting at tertiary level or through vocational educational training settings or to pursue industry or community related pathways.

Unit 1: Pre-modern theatre
Students explore play scripts from the pre-modern era of theatre, that is, works prior to the 1920s. Students study play scripts from at least three distinct theatrical periods. There is a focus on presentation and performance of a play script from the pre-modern era of theatre.

Unit 2: Modern theatre
This area of study focuses on an exploration of play scripts from the modern era of theatre, that is, works from the 1920s to the present. Students study at least three distinct theatrical movements from this era and play scripts associated with each movement.

Unit 3: Play script interpretation
This area of study focuses on the development of skills that contribute to the interpretation of a play script. Students work collaboratively to contribute to the development of a production, how stagecraft can be applied across productions and then students analyse and evaluate an interpretation of a play script in a production from the prescribed VCE Theatre Studies Unit 3 Playlist.

Unit 4: Performance interpretation
This area of study focuses on the interpretation of a monologue from a play script selected from the monologue list in the *Theatre Studies Stagecraft Examination Specifications*. Students develop a theatrical treatment that outlines an interpretation of a monologue and a prescribed scene. In this area of study students' focus on the analysis and evaluation of the acting and design in a production selected from the prescribed VCE Theatre Studies Unit 4 Playlist.

Assessment:
Unit 1 and 2: Individual school assessments and an end of year exam.
Unit 3 and 4: School-assessed Coursework for Unit 3 **- 30%**
School-assessed Coursework for Unit 4 – **15**%

End-of-year Stagecraft examination – **25%**
End-of-year written examination – **30%**

Food Studies

Rationale:

Scope of study: 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.
Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.
Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

Structure: This study is made up of four units

Unit 1: Food origins
This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food. In Area of Study 2, students focus on Australia.

Unit 2: Food makers
In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.

Unit 3: Food in daily life
This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food. Students investigate the physiology of eating and the microbiology of digestion. They also investigate the functional properties of food and analyse the scientific rationale behind the Dietary Guidelines and develop their understanding of diverse nutrient requirements. Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments.

Unit 4: Food issues, challenges and futures
In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices.

Entry: There are no prerequisites for Units 1, 2 & 3. Students must complete Unit 3 prior to undertaking Unit 4.

Assessment:
Units 1 & 2: Are assessed internally with a variety of tasks including records of production, short written reports, production work, evaluations and design tasks with a mid and end of year exam.

Units 3 and 4:
Unit 3: School Assessed Coursework 30%
Unit 4: School Assessed Coursework 30%,
Final Examination 40%

Product Design and Technology –Wood

Rationale:

This study engages students in a range of industry-relevant learning tasks which help develop their knowledge and understanding of the world of Design. Students will investigate, design, develop and evaluate a range of products as they progress through The Design Process. They will investigate the latest developments in emerging technologies and materials and design and make innovative and environmentally sustainable products suitable for their intended purpose.

Structure: During this course students have the opportunity to apply their knowledge and practical skills by completing both a group design task and an individual major design and make project.

Unit 1: Design modification and production
This unit focuses on the analysis, modification and improvement of a product design. It provides a structured approach towards the design process, and looks at examples of design practice used by a designer, and analysis and evaluation of a design. The design and production work students complete will need to include three points of difference to improve an existing design/product.

Unit 2: Collaborative design
In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product. This mirrors professional design practise where designers often work within a multidisciplinary team to develop solutions to design problems. Team members contribute their expertise, share research findings and develop viable solutions that conform to the needs and requirements outlined in a design brief.

Unit 3: Design, technological innovation and manufacture
In this unit, students investigate a client or end-user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4. This unit also examines how a range of factors influence the design and development of products within industrial/commercial settings.

Unit 4: Product development, evaluation and promotion
Students continue to develop and manufacture the product designed in Unit 3, Outcome 3, and record the production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria. Students make judgments about possible improvements. They promote their work by highlighting the product's features to the client and/or end-user.

Entry:
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Working in a safe manner is required when completing practical elements of the course.

Assessment:
Units 1 and 2: School assessed coursework and final examinations

Units 3 and 4:
Unit 3: school-assessed coursework: 12%
Unit 4: school-assessed coursework: 8 %
Units 3 & 4: school-assessed task: 50 %
Final examination: 30 %

Health and Human Development

Rationale: VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

Unit 1: Understanding and Wellbeing

Area of Study 1: Health perspectives and influences

In this unit students explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth and Aboriginal and Torres Strait Islanders.

Area of Study 2: Health and nutrition

This area of study explores food and nutrition as foundations for good health and wellbeing. Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating.

Area of Study 3: Youth health and wellbeing

This area of study focuses on the health and wellbeing of Australia's youth. Students conduct independent research into a selected area of interest.

Unit 2: Managing Health and Development

Students look at changes and expectations that are part of the progression from youth to adulthood. This unit examines adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Area of Study 1: Developmental Transitions

This area of study examines the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours

Area of Study 2 Health Care in Australia

This area of study investigates the health system in Australia, including inquiries into equity and access to health services, as well as the rights and responsibilities of individual receiving care.

Unit 3: Australia's health in a globalised world

Students consider the benefits of optimal health and wellbeing in a local and global context.

Area of Study 1: Understanding Health and Wellbeing

Focuses on health and wellbeing as a global concept and uses this knowledge to evaluate variations in the health status of Australians.

Area of Study 2: Promoting health and wellbeing

Focuses on health promotion and improvements in population health over time.

Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

Area of Study 1: Health and wellbeing in a global context

Students build their understanding of health in a global context through examining changes in health status over time and studying the key concepts of sustainability and human development.

Area of Study 2: Health and the Sustainable Development Goals

Focuses on global action to improve health and wellbeing and human development**.**

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

Assessment:

Units 1 and 2: Demonstration of achievement in each area of study (5 areas of study) is based on the student's performance on a selection of assessment tasks. A year-end examination.

Units 3 and 4:

Unit 3 school-assessed coursework: 25%; Unit 4 school-assessed coursework: 25%

End-of-year externally assessed examination: 50%

Outdoor & Environmental Studies

Rationale:
VCE Outdoor and Environmental Studies provide students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing enables informed understanding of human relationships with nature.
Students are expected to participate in at least 20 hours of outdoor activity for each unit. This usually comprises a blend of outdoor recreational activities, environmental fieldwork and one extended experience, comprising an overnight camp, per unit.

In Units 1 and 2 students will participate in a 3 day camp to Torquay and a 3 day canoe/hike along the Genelg River. In Units 3 & 4 students are expected to attend one organized camp per unit. They will participate in a bushwalking in the Otways, plus an environmental awareness camp to Bridgewater that includes horse riding. The cost of participating in the camps is in addition to the fees and levies charged at the beginning of the year – information regarding the costs for these activities can be gained by contacting the College.

Unit 1: Exploring outdoor experiences
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments.

Unit 2: Discovering outdoor environments
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments.

Unit 3: Relationships with outdoor environments
The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Unit 4: **Sustainable outdoor relationships**
In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population.

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

Assessment:
Units 1 & 2: For this unit students are required to demonstrate achievement of the two outcomes - based on the student's performance on a selection of assessment tasks.

Units 3 & 4:
Unit 3: School-assessed Coursework 25 %
Unit 4: School-assessed Coursework 25 %
End of year examination: 50%

Physical Education

Rationale:
VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people. The study enables the integration of theoretical knowledge with practical application through participation in physical activities.

Costs: To allow for the cost of students participating in practical activities outside of school grounds that relate back to the theory components of study a cost will be additional charges.

Unit 1: The Human Body in Motion
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
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.

Unit 3: Movement Skills and Energy for Physical Activity
This unit introduces students 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. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Unit 4: Training to Improve Performance
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. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. 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.

Entry: There are no prerequisites for Units 1, 2 and 3; although students planning to study Units 3 and 4 are advised that completing Units 1 and 2 would be of a learning advantage

Assessment:
Units 1 and 2: School assessment based on practical and theoretical elements
Units 3 and 4:
Unit 3 School-assessed Coursework: 25%
Unit 4 School-assessed Coursework: 25%
End-of-year examination: 50%