VCE Curriculum Handbook 2016

Learning today. Leading tomorrow.
Contents

Curriculum Overview

- Message from the Principal 4
- Intro from Head of Senior School 4
- Subject Selections and process 5
- Key dates 6
- Victorian Certificate of Education 7
- Student workload 7
- Unscored VCE 8
- VCE Baccalaureate 8
- University Extension Studies 8
- Unit 3 and 4 Assessment 9
- Vocational Education & Training (VET) 10
- Course Selection 11
- Flexible Learning / Service Learning 12

Curriculum

- Subject descriptions (VCE) 13
- Subject descriptions (VET) 46

Pathways

- School Based Apprenticeships 59
- Sample programs 60
- Program template 63
- VET Application 64
A Message from the Principal

Welcome to the VCE/VET Curriculum Handbook for 2016. In this handbook you will find valuable information related to our VCE and VET studies for students in Years 11 and 12. It is vital that students carefully consider their future ambitions, goals and pathways when making subject choices and this handbook assists them in doing so.

At Victory Lutheran College we strive for excellence in education. We encourage students to perform beyond their everyday potential and endeavour to teach subjects which are rigorous, while at the same time providing students with the necessary skills to meet the challenges in post-secondary study and the workforce.

We are proud to be able to offer a broad variety of subject choices at VCE level, and believe that our College provides individualised and personal tuition for every student. We have developed partnerships with a range of educational providers both locally and state-wide to ensure that each student has the greatest opportunity to begin their post-secondary pathway.

I recommend all senior students take the time to carefully consider the subjects that will best prepare them for the journey beyond school. Importantly, this is a time where parents are encouraged to be deeply involved in the decision making process and should likewise develop an understanding of the programs offered here at Victory Lutheran College. Throughout these deliberations, I encourage students to also consider those subjects that they are interested in. Subjects that you love, enjoy and feel challenged by and that will inevitably ensure that your VCE program is one of successful learning.

As you move through the subject selection process I encourage you to talk with each other and our staff to gain their advice and wisdom also. Learning has, and will continue to be, most effective when there are open and clear channels of communication between school and home.

There are a vast arrange of options available to students in the senior school and we have a proud history of being able to meet the individual needs of student pathways. As we strive to maintain this partnership I encourage you to do likewise and join us on this, the next journey in your child’s education, towards a future of lifelong learning.

John Thompson
Principal

Curriculum Overview

Victory Lutheran College offers broad and flexible senior program with excellent student support, harnessed by small class sizes, to provide the optimum environment for your child to complete their final school years. Students at Victory are focused and committed to their final years of school and are part of a dynamic learning community that provides a rich, relevant and challenging program.

Multiple pathways are available that prepare students for the full range of post-school destinations, including University, TAFE, apprenticeships, traineeships and entry into the workforce.

Year 11 and 12 students typically undertake the Victorian Certificate of Education (VCE), sometimes in conjunction with one or more nationally recognised VET programs. Our small class sizes at this level ensure that students receive the personalised attention and guidance they deserve, in a safe, secure and supportive learning environment. Our program, well grounded in academic excellence, challenges students to be globally minded and responsible citizens. They learn to demonstrate initiative and understanding of the impact their decisions and actions make on a local, national and global scale, as they actively embrace leadership opportunities and expand on personal growth, integrity, resilience and social responsibility.

This handbook is designed as a resource for students and parents/guardians to assist with the subject selection and pathways planning for Years 11 and 12.

At Victory, we believe that subject selection requires careful thought and consideration in order to cater for individual strengths and interests, and this handbook aims to provide you with a starting point and direction for your planning.

Tim Hartwich
Head of Senior School
SUBJECT SELECTION

Whilst the prospect of subject selection can cause some anxiety for students and parents, it is important to maintain a sense of perspective. Decisions made during this time should not be seen as career defining or channelling, life changing or character forming. Inappropriate subject selection could result in some frustration or short-term inconvenience. However, there are many pathways to achieving personal goals and parents and students are encouraged to maintain an open mind to future possibilities and consider all the advice and options given in this book and by teachers.

Whilst the formal requirements for tertiary course selection should not be the only element of a student’s choice of studies in Years 11 and 12, careful consideration of the implications of their study choices is needed.

In choosing studies for 2016, current Year 10 and 11 students should consider the following:

- Personal Interest / Ability

  Simply put, choose subjects you enjoy (or believe you will enjoy) and are good at. It is likely that these will be the VCE studies that will bring not only personal satisfaction and involvement, but also your best results. They will also help you stay motivated.

- Prerequisite Studies

  Prerequisites are subjects that must be completed at VCE level in order to gain direct entry into some university courses. Prerequisites for courses are listed in VICTER. Usually these subjects must be completed at Units 3 and 4 level, but sometimes they are required only at Units 1 and 2 level. Prerequisites can be listed as specific studies or as a range of studies from which students can choose. Students who are unsure of what they wish to do post-school should choose a broad range of subjects to keep options open. Typically this should include at least one mathematics subject (Methods if capable) and at least one science.

- Teacher Advice

  Your subject teachers have a good idea of your ability and commitment in their subject and you should discuss your plans with them. Any recommendations they make should be carefully considered. You should also make sure you consult your parents, the Year 10-12 Team Leader and Careers Advisor. You need to be aware of all the implications of study choices.

- Tertiary Entrance Requirements

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

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

Throughout the process of selecting VCE subjects students should make extensive use of the resources available from the Careers Advisor and outside the Year 12 Room. Attendance at Open Days and Careers Expo’s will also help students become aware of their options.

Tertiary study is only one option open to students when they leave school and alternative pathways can be just as challenging and rewarding. Please speak to the Careers Advisor for further advice on these options.

SUBJECT SELECTION – THINGS TO AVOID

- Do not choose subjects because of friends or who you think may be teaching it

  Staffing changes from year to year. Your relationships with friends and teachers also change. Choosing subjects based on this is foolish and not recommended.

- Choosing subjects because they ‘scale’ up

  VTAC adjusts the Study Scores for each study to take account of how strong the students were in the study and how difficult it was to achieve the middle ranking. The strength of competition in each study is measured by how well the students performed in all their other studies.

  In each study, the Study Scores are adjusted so that the overall level of scores in that study matches the scores obtained by the same group of students in all of their other studies.

  However, in essence: a bad score in a difficult subject is unlikely to scale higher than a good score in an easier subject.

  More information on scaling and how Study Scores are calculated can be found on the VTAC website.
SUBJECT SELECTION PROCESS

In July current Year 10 and 11 parents will receive information about the online subject selection process. Please read this handbook carefully before making your subject choices for 2016. If students or parents have questions regarding subject selection, please see the Year 10-12 Team Leader, Careers Advisor or Head of Senior School. Specific subject questions should be directed to the relevant Faculty Coordinator or teacher.

Once subject selections close the information is used to generate a set of subject blocks, designed to satisfy as many students’ preferences as possible.

When selecting subjects, students should do so under the premise that they will study the subjects for the entire year. Continuity and stability during the VCE is vital and changing a course mid-year is sometimes very difficult and can cause significant impact on a student’s overall program, goals and ATAR.

It is inevitable that some student subject combinations will not be able to be scheduled or some subjects originally offered will not run. In such cases, students may have to make a decision between two subjects that are blocked together, or choose an alternative. At times, this hurdle may be overcome by undertaking a subject via Distance Education, though this will attract additional fees.

If students are not able to take all preferred subjects, they are encouraged to speak to the Careers Advisor or Head of Senior School if they are worried about how this might impact their future options. In almost all cases, alternate pathways can be found.

Students wishing to enrol in a Vocational Education and Training (VET) Program, either on-campus or off-campus will need to submit a VET Application form (p. 64) and should select a reserve VCE preference in case their application is denied.

SUBJECT SELECTION INTERVIEWS

Students entering Year 11 in 2016 will be asked to attend a subject selection interview with at least two current VCE teachers. The purpose of this meeting is for students to ask questions regarding their subject selections and pathway, to ensure they have made informed subject choices and considered a range of options. These interviews will be held 24-28 July. Students will need to have completed their initial selections prior to their interview.

CONTACTS

<table>
<thead>
<tr>
<th>General Enquiries</th>
<th>6057 5859</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Senior School</td>
<td>Tim Hartwich</td>
</tr>
<tr>
<td>Director of Teaching &amp; Learning</td>
<td>Kathryn McAuliffe</td>
</tr>
<tr>
<td>Year 11-12 Team Leader</td>
<td>Sarah Rae</td>
</tr>
<tr>
<td>Careers / VET Coordinator</td>
<td>Janine Hallahan</td>
</tr>
<tr>
<td>Learning Enhancement</td>
<td>Nikki Maguire</td>
</tr>
<tr>
<td>English Coordinator</td>
<td>Sonya Barras</td>
</tr>
<tr>
<td>Mathematics Coordinator</td>
<td>Greg Barras</td>
</tr>
<tr>
<td>Humanities Coordinator</td>
<td>Lucy Gibbs</td>
</tr>
<tr>
<td>Science Coordinator</td>
<td>Lee Burton</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Lisa Wilson</td>
</tr>
<tr>
<td>Health/PE</td>
<td>Tim Hartwich</td>
</tr>
<tr>
<td>Music</td>
<td>Andrew Baker</td>
</tr>
<tr>
<td>Sport</td>
<td>Sarah Rae</td>
</tr>
</tbody>
</table>

KEY DATES

Tuesday 21 July 2015: Senior School Subject Information Evening for Year 10 2016 and Year 11 2016, starting at 6.30pm (VET presentation) and then 7.00pm (VCE and subject selection presentation).

Wednesday 22 July 2015: Online subject selections open

Friday 24 July to Tuesday 28 July 2015: Subject selection Interviews.

Monday 3 August 2015: Subject selection forms due at the College Office by 9.00am.

Friday 11 September 2015: VET Applications interviews to be completed with VET Coordinator.
The VCE is a common credential for all students completing their secondary education. It is coordinated by the Victorian Curriculum and Assessment Authority (VCAA). Subjects have been organised into “studies” of four semester units. Units 1 and 2 are equivalent to Year 11 subjects. Units 3 and 4 are equivalent to Year 12 subjects. Units 3 and 4 must be studied as a sequential pair.

The VCE curriculum offered at Victory in 2016 includes the following units of study:

- Biology 1-4
- Business Management 1-4
- Chemistry 1-4
- English 1-4
- Global Politics 1/2
- Health & Human Development 1-4
- History 1/2
- History: Revolutions 3/4
- Legal Studies 1-4
- Mathematics: General 1/2 (Standard & Advanced)
- Mathematics: Further 3/4
- Mathematics: Methods 1-4
- Mathematics: Specialist 3/4
- Music Performance 1-4
- Physical Education 1-4
- Physics 1-4
- Psychology 1-4
- Religion and Society 1/2
- Studio Arts 1-4

A further range of VCE studies can also be accessed as required through Distance Education Centre Victoria. VET certificates are also available, both on and off campus, and these too contribute to the VCE.

**SATISFACTORY COMPLETION OF THE VCE**

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

- Three units of English
- A total of at least four sequences of 3 and 4 level units (English or equivalent is mandatory)

Satisfactory completion of each unit is based on achievement of learning outcomes defined in the official VCAA Study Design. These outcomes include both knowledge and skills.

**STUDENT WORKLOAD**

For most Victory students, the normal student workload for the two year VCE program will be 23 semester length units of study, 13 in Year 11 (mainly Units 1 and 2 and including Religion and Society Unit 2) and 10 in Year 12 (mainly Units 3 and 4). Students who undertake VET studies in conjunction with the VCE will normally do 11 VCE units in Year 11 and another 8 units at Year 12. Variations to the normal workload will be negotiated individually with students and their parents.

NB: Undertaking an ‘Early Start’ or accelerated study does not mean a reduced workload in the following year.

**STUDY SCORES**

For each student the Victorian Curriculum and Assessment Authority calculates a Study Score for each Unit 3/4 VCE study which has been satisfactorily completed and for which the student has received grades for the coursework and exams. The Study Score is a score on a scale of 0 to 50 showing the students’ achievement relative to that of all other students doing a particular study. The Study Scores are normalised to a mean of 30 and a standard deviation of seven. Scores of 23 – 37 indicate that the student is in the middle range. A score above 37 is evidence that the student is in the top 15% of students taking this study. The following table shows the approximate proportion of students who will achieve a Study Score higher than the stated values.

<table>
<thead>
<tr>
<th>Study Score (Relative Position)</th>
<th>Percentage of students above this position (approx.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>40</td>
<td>9</td>
</tr>
<tr>
<td>35</td>
<td>26</td>
</tr>
<tr>
<td>30</td>
<td>53</td>
</tr>
<tr>
<td>25</td>
<td>76</td>
</tr>
<tr>
<td>20</td>
<td>92</td>
</tr>
</tbody>
</table>
UNSCORED VCE

In some circumstances concerns may arise about a students’ ability to meet the requirements for a scored VCE. Removing the scored component for students allows teachers to use alternative methods of assessing a students’ ability to meet the outcomes of a study and therefore a greater chance of completing their VCE. This is called an ‘Unscored VCE’ and means a student may successfully complete the VCE without sitting external exams or being scored on Unit 3/4 SACs.

Approval to undertake an Unscored VCE is generally only formalised in Year 12 (late Term 1 or early Term 2). Until then, students will be assessed according to normal VCE requirements. This enables us to get a more accurate measure of a students’ propensity for success in a scored VCE before considering an Unscored VCE.

If an Unscored VCE is approved and considered the best option, the student will still be required to:

- Meet the 90% VCE attendance requirements
- Complete all classwork and coursework set by the teacher
- Satisfactorily demonstrate their understanding of all unit outcomes

Satisfactory demonstration of outcomes can be achieved using modified assessment methods in an Unscored VCE. Students may be given additional opportunities to demonstrate this understanding, rather than the limited opportunities afforded scored students. Assessments will only be graded ‘Satisfactory’ (S) or ‘Not Satisfactory’ (N).

Students that undertake an Unscored VCE will not be eligible to receive subject ‘Study Scores’ or an ATAR and cannot apply for University immediately following Year 12. However, through the completion of alternative tertiary education pathways, the student may choose to pursue University studies in the future.

If you would like to discuss an Unscored VCE, please speak to the Head of Senior School.

VCE BACCALAUREATE

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

The VCE program of study must include:

- a Units 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above;
- or a Units 3 and 4 sequence in EAL with a study score of 33 or above
- a Units 3 and 4 sequence in either Mathematics Methods or Specialist Mathematics
- a Units 3 and 4 sequence in a VCE Language
- at least two other Units 3 and 4 sequences

UNIVERSITY EXTENSION STUDIES

Some universities offer extension studies to high achieving VCE students. These studies:

- Contribute as units towards satisfactory completion of the VCE
- Can contribute towards the ATAR via an increment for a fifth or sixth study
- Are equivalent in content and assessment in every respect to one or more current first-year Higher Education studies and constitutes at least 20 per cent of a full-time first-year university course
- Are of a level that will normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline.

To be eligible for entry into an extension study, students must have achieved at Study Score of at least 40 in a preparatory study, typically taken as an Early Start and completed in Year 11.

The preparatory study should be in the same field as the proposed university study. Where no preparatory study is offered or where the Study Score is below 40, students may be selected on the basis of the Principal’s evaluation of their academic performance. Generally a B+ grade average or higher in all subjects would be expected.

Latrobe University, Wodonga Campus, offer VCE Extension courses as part of their VCE Plus program. Units offered here are traditionally business and management focused. Other courses are available at other campuses and some may be completed externally.

For more information, please speak to the Head of Senior School or visit the Latrobe University and other Victorian university’s websites.
This table summarises the internal and external assessment that contributes to a Study Score.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>SCHOOL ASSESSMENT</th>
<th>EXTERNAL ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (2017)</td>
<td>Unit 3 Coursework 16%</td>
<td>Written examination</td>
</tr>
<tr>
<td></td>
<td>Unit 4 Coursework 24%</td>
<td></td>
</tr>
<tr>
<td>Business Management</td>
<td>Unit 3 Coursework 25%</td>
<td>Written examination</td>
</tr>
<tr>
<td></td>
<td>Unit 4 Coursework 25%</td>
<td></td>
</tr>
<tr>
<td>Chemistry (2017)</td>
<td>Unit 3 Coursework 16%</td>
<td>Written examination</td>
</tr>
<tr>
<td></td>
<td>Unit 4 Coursework 24%</td>
<td></td>
</tr>
<tr>
<td>English (2017)</td>
<td>Unit 3 Coursework 25%</td>
<td>Written examination</td>
</tr>
<tr>
<td></td>
<td>Unit 4 Coursework 25%</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td>Unit 3 Coursework 25%</td>
<td>Written examination</td>
</tr>
<tr>
<td></td>
<td>Unit 4 Coursework 25%</td>
<td></td>
</tr>
<tr>
<td>History: Revolutions</td>
<td>Unit 3 Coursework 25%</td>
<td>Written examination</td>
</tr>
<tr>
<td></td>
<td>Unit 4 Coursework 25%</td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Unit 3 Coursework 25%</td>
<td>Written examination</td>
</tr>
<tr>
<td></td>
<td>Unit 4 Coursework 25%</td>
<td></td>
</tr>
<tr>
<td>Further Mathematics</td>
<td>Unit 3 Coursework 20%</td>
<td>Written examination</td>
</tr>
<tr>
<td></td>
<td>Unit 4 Coursework 14%</td>
<td>Written examination</td>
</tr>
<tr>
<td>Mathematical Methods (CAS)</td>
<td>Unit 3 Coursework 17%</td>
<td>Written examination</td>
</tr>
<tr>
<td></td>
<td>Unit 4 Coursework 17%</td>
<td>Written examination</td>
</tr>
<tr>
<td>Specialist Mathematics</td>
<td>Unit 3 Coursework 17%</td>
<td>Written examination</td>
</tr>
<tr>
<td></td>
<td>Unit 4 Coursework 17%</td>
<td>Written examination</td>
</tr>
<tr>
<td>Music Performance</td>
<td>Unit 3 Coursework 20%</td>
<td>Performance examination (October)</td>
</tr>
<tr>
<td></td>
<td>Unit 4 Coursework 10%</td>
<td>Written examination</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Unit 3 Coursework 25%</td>
<td>Written examination</td>
</tr>
<tr>
<td></td>
<td>Unit 4 Coursework 25%</td>
<td></td>
</tr>
<tr>
<td>Physics (2017)</td>
<td>Unit 3 Coursework 21%</td>
<td>Written examination</td>
</tr>
<tr>
<td></td>
<td>Unit 4 Coursework 19%</td>
<td></td>
</tr>
<tr>
<td>Psychology (2017)</td>
<td>Unit 3 Coursework 16%</td>
<td>Written examination</td>
</tr>
<tr>
<td></td>
<td>Unit 4 Coursework 24%</td>
<td></td>
</tr>
<tr>
<td>Studio Arts</td>
<td>School-assessed task 33%</td>
<td>Written examination</td>
</tr>
<tr>
<td></td>
<td>School-assessed task 33%</td>
<td></td>
</tr>
<tr>
<td>VCE VET Furnishing</td>
<td>School-assessed tasks 66%</td>
<td>Written examination</td>
</tr>
<tr>
<td>VCE VET Hospitality (K. Ops)</td>
<td>School-assessed tasks 66%</td>
<td>Written examination</td>
</tr>
<tr>
<td>VCE VET Sport &amp; Recreation</td>
<td>School-assessed tasks 66%</td>
<td>Written examination</td>
</tr>
</tbody>
</table>

Note: Revised study designs commence at Unit 1/2 level in 2016 in some subjects. Subjects in the table above with (2017) indicate the assessment required for these subjects in Unit 3/4 in 2017. Existing assessment arrangements remain in 2016 for students already studying these subjects at 3/4 level in 2016. See appropriate Study Designs at the VCAA for more detail.
VOCATIONAL EDUCATION AND TRAINING (VET)

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

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

Alternatively, a Block Credit Recognition of 10% increment towards the ATAR may be awarded, where a student has 5 or less other VCE or VCE VET Unit 3/4 studies.

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

VET subjects conducted off-campus may require students to travel independently from their home school to the host school or venue for weekly classes. VET classes are generally held on a Tuesday or Wednesday afternoon.

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

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

FEES

Additional fees apply to VET courses at other providers. The College will generally subsidise 50% of these fees for students, the remaining 50% is payable in addition to our tuition fees.

Students are expected to pay for their own tools, protective clothing and equipment.

Fees incurred are different for each course and change from year-to-year. For further information regarding external VET fees, please speak to the VET Coordinator or Business Manager.

VET courses conducted on-campus (e.g., Sport & Recreation) attract a set levy – see subject descriptions.

VET COURSES

Victory students have access to VET courses offered at Wodonga Senior Secondary College (WSSC) in their “Trade Training Blocks”. Typically these are:

- 1st Year – Wednesday 1.30pm to 4.30pm
- 2nd Year – Tuesday 1.30pm to 4.30pm

Please note these times are subject to change.

Students wishing to undertake a VET program must complete the VET Application form (p. 64) and arrange to attend an interview with either the VET teacher or VET Coordinator. Only College-endorsed VET Programs will be considered. If unsure whether a program is endorsed, see the VET Coordinator. Due to timetabling and subject constraints students are discouraged from cancelling or changing VET programs they have enrolled in off campus.

Courses available at WSSC include include Hairdressing, Allied Health, Integrated Technologies, Automotive Technology, Children’s Services, Dance, Engineering Studies and others.

VET courses available for Year 11/12 at Victory in 2016 include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIS30513</td>
<td>Certificate III in Sport and Recreation</td>
</tr>
<tr>
<td>22216VIC</td>
<td>Certificate II in Building and Construction</td>
</tr>
<tr>
<td>MSF20313</td>
<td>Certificate II in Furniture Making</td>
</tr>
<tr>
<td>SIT20312</td>
<td>Certificate II in Hosp. (Kitchen Operations)</td>
</tr>
<tr>
<td>SIT20412</td>
<td>Certificate II Asian Cookery</td>
</tr>
</tbody>
</table>

(Note: VET courses run only when sufficient student interest.)

SCHOOL-BASED APPRENTICESHIPS

School Based Apprenticeships (Traineeships) are becoming an important part of the curriculum for Year 10, 11 and 12 students. Some examples SBA’s include:

- Hospitality at the Commercial Club, Albury,
- Automotive (Heavy Vehicle) at Twin City Trucks, Wodonga
- A Business Traineeship with ANZ Bank.

How does it operate?

More information on SBA’s can be found on page 59.
YEAR 11 2016 COURSE SELECTION RECORD

It is recommended that you print this page and highlight your proposed course for 2016 and 2016 as a record of your selections.

Your course will consist of:

- English 1/2
- Religion and Society 2
- Five other subjects: circle your choices from the lists shown below

### YEAR 11 UNITS 1 & 2

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 1/2</td>
</tr>
<tr>
<td>Business Management 1/2</td>
</tr>
<tr>
<td>Chemistry 1/2</td>
</tr>
<tr>
<td>English 1/2</td>
</tr>
<tr>
<td>Global Politics 1/2</td>
</tr>
<tr>
<td>Health and Human Development 1/2</td>
</tr>
<tr>
<td>History 1/2</td>
</tr>
<tr>
<td>Legal Studies 1/2</td>
</tr>
<tr>
<td>Mathematics: General 1/2</td>
</tr>
<tr>
<td>Mathematics: Methods 1/2</td>
</tr>
<tr>
<td>Mathematics: Specialist 1/2</td>
</tr>
<tr>
<td>Music Performance 1/2</td>
</tr>
<tr>
<td>Physical Education 1/2</td>
</tr>
<tr>
<td>Physics 1/2</td>
</tr>
<tr>
<td>Psychology 1/2</td>
</tr>
<tr>
<td>Religion and Society 2</td>
</tr>
<tr>
<td>Studio Arts 1/2</td>
</tr>
<tr>
<td>VCE VET Building &amp; Construction – Cert II (Units 1/2)</td>
</tr>
<tr>
<td>VCE VET Furniture Making – Cert II (Units 1/2)</td>
</tr>
<tr>
<td>VCE VET Hospitality (Kitchen Operations) – Cert II (1/2)</td>
</tr>
<tr>
<td>VCE VET Sport &amp; Recreation – Cert III (Units 1/2)</td>
</tr>
<tr>
<td>VET Asian Cookery – Cert II (Block credit)</td>
</tr>
</tbody>
</table>

### YEAR 12 UNITS 3 & 4

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 3/4</td>
</tr>
<tr>
<td>Business Management 3/4</td>
</tr>
<tr>
<td>Chemistry 3/4</td>
</tr>
<tr>
<td>English 3/4</td>
</tr>
<tr>
<td>Global Politics 3/4 (starting 2017)</td>
</tr>
<tr>
<td>Health and Human Development 3/4</td>
</tr>
<tr>
<td>History: Revolutions 3/4</td>
</tr>
<tr>
<td>Legal Studies 3/4</td>
</tr>
<tr>
<td>Mathematics: Further 3/4</td>
</tr>
<tr>
<td>Mathematics: Methods 3/4</td>
</tr>
<tr>
<td>Mathematics: Specialist 3/4</td>
</tr>
<tr>
<td>Music Performance 3/4</td>
</tr>
<tr>
<td>Physical Education 3/4</td>
</tr>
<tr>
<td>Physics 3/4</td>
</tr>
<tr>
<td>Psychology 3/4</td>
</tr>
<tr>
<td>Studio Arts 3/4</td>
</tr>
<tr>
<td>VCE VET Building &amp; Construction – Cert II (Units 3/4)</td>
</tr>
<tr>
<td>VCE VET Furniture Making – Cert II (Units 3/4)</td>
</tr>
<tr>
<td>VET Hospitality (Kitchen Operations) – Cert II (3/4)</td>
</tr>
<tr>
<td>VCE VET Sport &amp; Recreation – Cert III (Units 3/4)</td>
</tr>
<tr>
<td>VET Asian Cookery – Cert II (Block credit)</td>
</tr>
</tbody>
</table>

### WITHDRAWING FROM A UNIT

Students wishing to withdraw from a unit of study must first seek the advice of the subject teacher concerned and the Year 10-12 Team Leader. If the decision is made to withdraw from the unit/subject, the student must complete the Change of Academic Program form. Once submitted, students must continue to attend classes until approval has been given. Final dates for withdrawal from units are:

- Last day for withdrawal from Unit 1 – Monday 11<sup>th</sup> April
- Last day for withdrawal from Unit 2 – Monday 29<sup>th</sup> August
- Last day for withdrawal from Unit 3 & 4 as a sequence – Monday 18<sup>th</sup> April
- Last day for withdrawal from Unit 4 – Monday 18<sup>th</sup> July
FLEXIBLE LEARNING

All Year 11 and 12 students are involved in our Flexible Learning program each week. The program is published early in the school year and includes a range of compulsory and voluntary opportunities for students.

One session (two periods) per fortnight is protected for SACs and assessment tasks to be conducted outside of the timetable class times. By taking some assessment out of the teaching and learning time to subjects, students typically receive upwards of an additional 25 hours per year of instructed learning.

Year 12 students without a schedule SAC during this time are permitted to sign out with written parental permission and study at home. Year 11 students are required to attend the designated SAC room for individual, supervised study.

The other Flexible Learning session per fortnight is allocated to a range of other extra-curricular programs, of which students can generally choose from:

- VCE Tutorials (Education students from Latrobe University are available to tutor students)
- Academic Writing (a program to up-skill students in the writing requirements expected at University)
- Study Skills (modules that can be taken to improve specific areas of a students' home study, organisation or exam technique)
- Recreation (a chance to unwind, relax and enjoy physical activity)
- Service Learning (see next section)

SERVICE LEARNING

“Service to others is the rent you pay for your room here on earth.” – Muhammad Ali

“The best way to find yourself is to lose yourself in the service of others.” – Mahatma Gandhi

“The highest form of worship is the worship of unselfish Christian service. The greatest form of praise is the sound of consecrated feet seeking out the lost and helpless.” – Billy Graham

What is Service Learning?

Service is faith active in love. Service involves the selfless giving and loving of others, making a difference in their lives by responding to their needs, and acting without expecting recognition or reward. Lutheran schools challenge students to grow in their understanding that service is not only a personal response to God’s love but a broader response as part of one’s humanity for the sake of justice for all. Therefore students in a Lutheran school learn about serving and learn through serving. This concept is known as service learning. (LEA Service Learning in Lutheran Schools 2015).

Over the years students at Victory have established a proud tradition of Service Learning and community involvement ranging from Service Learning tours to Nepal and Cambodia and with local organisations such as Carevan and Our Table to Yours. Our aim is to send our graduates into the world as skilled global citizens, instilled with the values of:

- Compassion
- Service
- Social Justice
- Diversity
- Civic responsibility

Year 11 students will undertake at least one term of Service Learning during the year. The opportunities available to them change from year to year, but typically students can choose from a range of on-campus activities (e.g. assisting Junior School students/classes) or off-campus activities (e.g. local park rejuvenations, Our Table to Yours),

Year 12 students typically leave the College with a final act of community service on their last day of school.
UNIT 2: ETHICS AND MORALITY

Outline of Course

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

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

Areas of Study

- Ethical method in a pluralist society
  
  In this area of study students are introduced to the nature of ethical decision-making in pluralist society. Ethical decision-making refers to the selection of methods and principles which guide practical moral judgment. Students explore the concepts underpinning ethical decision-making and various influences on it.

- Religion and morality in a pluralist society
  
  In this area of study, students examine ethical perspectives and moral viewpoints upheld by at least two religious traditions in pluralist society. Certain authorities, ideas, values and ethical principles inform broad ethical perspectives and in turn ethical decision-making within a religious tradition. These ethical perspectives inform the religious tradition’s moral viewpoints on specific aspects of practical moral judgment.

- Contemporary ethical issues in a pluralist society
  
  This area of study builds on the knowledge of concepts, approaches, methods and traditions associated with ethical perspectives and ethical decision-making explored in Areas of Study 1 and 2. Students apply this knowledge to an examination of debates about ethical issues conducted in the public arena of pluralist societies, focusing on two or more contemporary issues.

Outcomes

On completion of this unit students should be able to:

- Explain ethical decision-making in pluralist society
- Explain the ethical perspectives and moral viewpoints upheld by at least two religious traditions in pluralist society
- Analyse and evaluate two or more debates on contemporary ethical issues in pluralist society

Assessment

Assessment in this unit may include one or more of the following:

- Debates
- Oral presentation
- Report
- Annotated charts
UNIT 1: 
UNITY AND DIVERSITY

Outline of Course

- Cells in action
  This area of study focuses on the activities of cells. Students investigate the relationship between specialised structures of cells and the processes that maintain life.
- Functioning organisms
  This area of study focuses on the relationship between features of organisms and how organisms meet their requirements for life. Students examine a range of organisms and investigate the ways that structures and systems function in terms of obtaining and releasing energy; obtaining nutrients, water and gases; processing and distributing materials to cells and transporting wastes from cells to points of disposal. They consider the needs for systems to be integrated for the organism to function as a whole.

Outcomes

On completion of this unit students should be able to:

- Design, conduct and report on a practical investigation related to cellular structure, organisation and processes.
- Describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems.

Assessment

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

UNIT 2: 
ORGANISMS AND THEIR ENVIRONMENT

Outline of Course

- Adaptations of organisms
  This area of study focuses on the kinds of environmental factors that are common to all habitats. Students investigate the adaptations of organisms that enable them to exploit the resources of their particular ecological niche. Adaptations are interrelated and can be grouped into structural, physiological, and behavioural categories.
- Dynamic ecosystems
  This area of study focuses on the complex and finely balanced relationships that exist between living things and the resources in their particular habitat. This network of relationships can be understood as a system with inputs, processing and outputs: there is a flow of energy and cycling of matter between the living and non-living components of the ecosystem.

Outcomes

On completion of this unit students should be able to:

- Explain and analyse the relationship between environmental factors, and adaptations and distribution of living things.
- Design, conduct and report on a field investigation related to the interactions between living things and their environment, and explain how ecosystems change over time.

Assessment

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

Recommended/Prerequisite

A pass in Year 10 Science.

Where this Study leads

Provides an important background for Biology Units 3 and 4 and career pathways in biological sciences, physiology, environmental science, nursing, all areas of medicine and health.
UNIT 3: SIGNATURES OF LIFE

Outline of Course

- Molecules of life
  In this area of study, students investigate the activities of cells at a molecular level; the synthesis of biomolecules that form components of cells and the role of enzymes in catalysing biochemical processes. Students investigate energy transformations in cells and how autotrophs and heterotrophs obtain their energy requirements, particularly through the processes of photosynthesis and cellular respiration.

- Detecting and responding
  This area of study focuses on how cells detect biomolecules that elicit particular responses depending on whether the molecules are ‘self’ or ‘non-self’. Students investigate how signalling molecules, such as hormones and neurotransmitters, assist in coordinating and regulating cell activities by binding to specific receptors on membranes of target cells, initiating a series of molecular changes in response (signal transduction).

Outcomes

On completion of this unit students should be able to:

- Analyse and evaluate evidence from practical investigations related to biochemical processes.
- Describe and explain the use of the stimulus response model in coordination and regulation and how components of the human immune system respond to antigens and provide immunity.

Assessment

Satisfactory completion will be based on demonstrated achievement of the above Outcomes. School assessed coursework for Unit 3 will contribute 20% to the final assessment.

UNIT 4: CONTINUITY AND CHANGE

Outline of Course

- Heredity
  This area of study focuses on molecular genetics and the investigation not only of individual units of inheritance, but also of the genomes of individuals and species. Students investigate inheritance in asexually reproducing organisms and the mechanism and patterns of transmission of heritable traits in sexually reproducing organisms.

- Change over time
  This area of study focuses on change to genetic material that occurs over time and the changing nature and reliability of evidence that supports the concept of evolution of life forms. Students investigate changes to species and examine the process of natural selection as a mechanism for evolution.

Outcomes

On completion of this unit students should be able to:

- Analyse evidence for the molecular basis of heredity, and patterns of inheritance.
- Analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes through selective breeding and applications of biotechnology.

School Assessment

The award of satisfactory completion for this unit will be based on demonstrated achievement of Outcomes 1 and 2. School assessed coursework for Unit 4 will contribute 20% to the final assessment.

External Assessment

An end-of-year examination which examines both Units 3 and 4 will contribute 60% to the final assessment.

Recommended/Prerequisite

Students who enter the study at Unit 3 may need to undertake preparatory work based on Unit 1 and more particularly on Unit 2 as specified by the teacher.

Where this Study leads

Entry into pathways in biological sciences, physiology, environmental science, nursing, all areas of medicine and health, veterinary science and nursing.
UNIT 1: SMALL BUSINESS MANAGEMENT

Outline of Course

- Introducing Business
  
  In this area of study, students should be able to explain a set of generic business characteristics and apply them to a range of businesses.
- Small business decision-making, planning and evaluation
  
  In this area of study, students should be able to apply decision-making and planning skills to establish and operate a small business, and evaluate the management of an ethical and a socially responsible small business.
- Day to day operations
  
  In this area of study, students should be able to discuss one or more of the day-to-day operations associated with an ethical and a socially responsible small business, and apply the operation/s to a business situation.

Outcomes

On completion of this unit students should be able to:

- Explain a set of generic business characteristics and apply them to a range of businesses.
- Apply decision-making and planning skills to establish and operate a small business, and evaluate the management of an ethical and a socially responsible small business.
- Discuss the day-to-day operations associated with an ethical and a socially responsible small business, and apply the operation/s to a business situation.

Assessment

Will be developed from a range of learning activities including, but not restricted to, business simulation exercises, direct contacts with business, business research reports, development of a business plan, examinations and tests.

UNIT 2: COMMUNICATION AND MANAGEMENT

Outline of Course

- Communication in business
  
  In this area of study, students should be able to explain, apply and justify a range of effective communication methods used in business-related situations.
- Managing the marketing function
  
  In this area of study, students should be able to analyse effective marketing strategies and processes and apply these strategies and processes to business-related situations.
- Managing the public relations function
  
  In this area of study, students should be able to apply public relations strategies to business related situations and analyse their effectiveness.

Outcomes

On completion of this unit students should be able to:

- Explain, apply and justify a range of effective communication methods used in business-related situations.
- Analyse effective marketing strategies and processes and apply these strategies and processes to business-related situations.
- Apply public relations strategies to business related situations and analyse their effectiveness.

Assessment

Will be developed from a range of learning activities including, but not restricted to, innovative PowerPoint presentations, communication exercises, business reports, case studies, marketing reports and promotional exercises, examination, tests and marketing simulations.

Recommended/Prerequisite

None.

Where This Study Leads

Further study of Business Management Units 3 and 4 and other related commerce subjects. TAFE courses in business. A solid understanding of the business environment in preparation for entry into the workforce.
UNIT 3: CORPORATE MANAGEMENT

Outline of Course
In this unit students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business’ internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

Outcomes
On completion of this unit the student should be able to:
- Discuss and analyse the context in which large-scale organisations operate.
- Discuss and analyse major aspects of the internal environment of large-scale organisations.
- Discuss and analyse strategies related to operations management.

School Assessment
Satisfactory completion will be based on demonstrated achievement of the above Outcomes. School assessed coursework for Unit 3 will contribute 25% to the final assessment.

UNIT 4: MANAGING PEOPLE AND CHANGE

Outline of Course
This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Outcomes
On completion of this unit the student should be able to:
- Analyse and evaluate practices and processes related to human resource management.
- Analyse and evaluate the management of change in a large-scale organisation, and evaluate the impact of change on the internal environment of a large-scale organisation.

School Assessment
Satisfactory completion will be based on demonstrated achievement of the above Outcomes. School assessed coursework for Unit 4 will contribute 25% to the final assessment.

External Assessment
A two-hour end-of-year examination which examines both Units 3 and 4 will contribute 50% to the final assessment.

Recommended/Prerequisite
Units 1 and 2 Business Management recommended but not essential.

Where This Study Leads
University and TAFE courses in commerce, marketing, hospitality, tourism, sports management, human resource management, event management and general business management.
UNIT 1:
HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

The unit examines the chemical properties of a range of materials from metals and salts to polymers and nanomaterials.

Outline of Course

- Properties of Matter
  This area focuses on the historical development of atomic theory and the relationship of this to the Periodic Table of the elements. It explores the link between the electronic structure of the elements and the various types of chemical bonding. This leads into chemical formulae and reactions.
- Materials
  Students investigate the nature of metals and their properties, including metallic nanomaterials. They apply their knowledge of electronic structures to examine ionic compounds and to quantify atoms and compounds.

Outcomes

On completion of this unit students should be able to:

- Relate the position of elements in the periodic table to their properties and investigate structure and properties of matter.
- Investigate and explain the properties of carbon compounds and molecular substances with reference to their structures and bonding.
- Research a particular area of investigation from the ten options provided.

Assessment

A selection from:

- Extended experimental investigation
- Practical reports
- Response to stimulus
- Test
- Media response
- Data analysis
- Independent investigation (Outcome 3)
- Semester Examination

UNIT 2:
WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?

Students will explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Outline of Course

- Substances interacting with Water
  This area focuses on the properties of water and the reactions that take place in water including acid-base, precipitation and redox reactions. Students relate the properties to a water molecule’s structure and polarity.
- How are substances in water measured and analysed
  This area focuses on the use of analytical techniques, including colorimetry, AAS, HPLC, to measure the solubility, concentrations and pollutants in water samples. The concept of molarity and stoichiometry is introduced.

Outcomes

On completion of this unit students should be able to:

- Relate the properties of water to its structure and bonding and explain the importance of the properties and reactions of water in selected contexts.
- Measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.
- Design and undertake a quantitative investigation related to water quality, and draw conclusions based on evidence from collected data.

Assessment

A selection from:

- Extended experimental investigation
- Practical reports
- Response to stimulus
- Modelling activity
- Presentations
- Semester Examination
- Independent investigation (Outcome 3)

Recommended/Prerequisite

Good passes at Year 10 Science and Mathematics.

Where This Study Leads

Chemistry provides a vital science background for Units 3 and 4 science subjects, many tertiary courses and a number of occupations.
UNIT 3: HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. This includes evaluating different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. Students will analyse manufacturing processes with reference to factors that influence their reaction rates.

Outline of Course
- Energy production
- Chemical yield optimisation

Outcomes
On completion of this unit students should be able to:
- Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series and evaluate energy resources.
- Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and batteries.

Assessment
Satisfactory completion will be based on demonstrated achievement of the above Outcomes. School assessed coursework for Unit 3 will contribute 16% to the final assessment.

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

In this unit students investigate the vast range of carbon compounds that constitute both living tissue and those founds in fuels, foods, medicines and many of the materials we use in everyday life. Students will investigate key food molecules through an exploration of their chemical structures.

Outline of Course
- Organic reaction pathways and instrumentation
- Chemistry of food

Outcomes
On completion of this unit students should be able to:
- Compare the general structures and reactions of the major organic families of compounds, including the use of instrumentation.
- Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in metabolism of food and calculate the energy content of food using calorimetry.
- Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

Assessment
Satisfactory completion will be based on demonstrated achievement of the above Outcomes. School assessed coursework for Unit 4 will contribute 24% to the final assessment.

External Assessment
An end-of-year examination which examines both Units 3 and 4 will contribute 60% to the final assessment.

Recommended/Prerequisite
A sound level of achievement in Units 1 and 2 Chemistry is required.

Where This Study Leads
Chemistry is an important subject for further study in the fields of science, engineering, biological sciences, environmental science and all areas of medicine.
English Units 1 & 2

The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. There is a strong focus on the ability to communicate ideas, feelings, observations and information effectively, both orally and in writing, to a range of audiences.

- Read a range of texts, with comprehension, enjoyment and discernment.
- Develop competence and confidence in writing, particularly sustained text responses and timed responses.
- Develop an understanding of oral language in different contexts.
- Discuss and analyse the ideas, themes and issues in set texts, and construct a range of responses.

In all Areas of Study, students are required to demonstrate the achievement of the outcomes. Both Units 1 and 2 develop the same areas of study, preparing students for English Units 3 and 4. The focus, to develop students’ competence and extend skills through thinking, listening, speaking, reading and writing.

UNIT 1:
The focus of this unit is the reading and creating of texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written and oral texts. Students will focus on analytical, comparative, creative and persuasive writing styles.

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

- Identify and discuss key aspects of a set text, and to construct a response in oral or written form.
- Create and present texts taking account of audience, purpose and context.
- Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

UNIT 2:
The focus of this unit is the reading and comparing of texts. Students analyse the ways in which texts are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multi modal texts.

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

- Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.
- Create and present texts taking account of audience, purpose and context.
- Identify and analyse how language is used in a persuasive text and to present a reasoned point of view in an oral or a written form.

Assessment
Assessment tasks may vary and students’ demonstration of achievement of each outcome listed may include:

- analytical responses,
- oral AND written responses – including written statement of intention,
- creative responses to texts,
- reviews,
- argumentative and persuasive writing
- participation in and leadership of discussion groups.
- Semester Examinations

Recommended/Prerequisite
There are no prerequisites for English Units 1 & 2. Students should remember that English, or equivalent, is a compulsory requirement of the VCE.

Where This Study Leads
To the study of English Units 3 and 4 and/or Literature Units 3 and 4.
Text study and reading continues with four texts chosen for study, including at least one Australian text. Students continue to develop their critical thinking regarding topical media issues and present complex ideas and information to an audience depicting their chosen aim and audience.

- Analyse how authors of texts create meaning and the different ways in which texts can be interpreted.
- Develop competence in creating written texts, particularly sustained text responses and timed responses.
- Analyse using language to persuade both orally and in writing.
- Create and compare texts across Units 3 & 4. Students will take into account context, audience and purpose of texts in the creation of analytical, creative persuasive and comparative texts.

UNIT 3:

Outcomes

On completion of this unit students should be able to:

- Develop and justify a detailed interpretation and evaluation of one or more selected texts-analytical response.
- Discuss in detail the ideas, experiences and issues dealt with in a selected text and in current media texts-written Language Analysis.
- Present complex ideas and information to an audience.

UNIT 4:

Outcomes

On completion of this unit students should be able to:

- Develop and justify a detailed interpretation and evaluation of one or more selected texts-comparative response.
- Communicate complex ideas and information effectively in writing for different audiences and purposes.
- Analysis of persuasive language and opinionative writing for oral presentation. Including a written statement of intention for oral presentation.

School Assessment

- School-Assessed Coursework for Unit 3 contributes 25% to the Study Score
- School-Assessed Coursework for Unit 4 contributes 25% to the Study Score
- An oral presentation is a compulsory assessment task in Unit 4.

External Assessment

A three hour end-of-year examination which examines both Units 3 and 4 will contribute 50% to the final assessment.

Recommended/Prerequisite

There are no prerequisites for English Units 3 and 4. Students should remember that English, or equivalent, is a compulsory requirement of the VCE.

Where This Study Leads

The study of English at a tertiary level and is useful for tertiary and further education.
UNIT 1: 
THE NATIONAL CITIZEN

Outline of Course

- Power, politics and democracy

This area of study focuses on the nature and purpose of politics in Australia. Students are introduced to politics in its broad sense as the exercise of power as defined by the ability to make decisions and exert influence over individuals and groups. Students explore political power in both formal and non-formal contexts. Consideration is given to the main types of political power, and the range of ways in which power can be exercised.

- Exercising and challenging power

In this area of study students consider how and why people, both as individual citizens and in groups, become involved in politics. Students examine the motivations for political involvement and active citizenship. They analyse the factors that drive individuals to seek political power and influence, and the characteristics of political activists, politicians and leaders. Students are introduced to a range of political ideologies and values which often underpin political involvement, including conservatism, liberalism, social democracy, socialism and fundamentalism.

Outcomes

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

- Describe and analyse the nature and purpose of politics and power in a broad sense and in the context of contemporary Australian democracy.
- Explain why people seek political power, and the major political ideologies that influence political involvement and political movements.

UNIT 2: 
THE GLOBAL CITIZEN

Outline of Course

- Global Threads

In this area of study students consider how citizens in the twenty-first century interact and connect with the world. Increased global interconnectedness has transformed lives and created global threads, and in so doing, raised the debate over whether or not citizens’ responsibilities exist beyond national borders. Students examine the impact of these global threads on human rights, culture and the global environment.

- Global Cooperation and Conflict

In this area of study students investigate and reflect on the concept of an ‘international community’. This term suggests a common humanity and a shared vision of goals, beyond cultural, social, political and ethnic divides, through which global actors work to achieve common aims. Students question the extent to which this notion of an international community is cohesive, and whether it can effectively manage cooperation, conflict and instability.

Outcomes

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

- Identify the ways in which the citizens in the twenty-first century are interconnected globally.
- Describe and analyse the extent to which the international community is cohesive, and whether it can effectively manage cooperation, conflict and instability in relation to selected case studies.

Assessment

Assessment tasks may be drawn upon the following: research activities and analytical tasks using visual and written responses, multimedia presentations, essays, tests and oral presentations.

Recommended/Prerequisite

There are no prerequisites for Global Politics Unit 1 and 2. A good level of reading and literacy is helpful.

Where This Study Leads

Global Politics Units 3 and 4. Global Politics also provides students with the valuable skills of how to access, analyse and evaluate sources of knowledge and information. It provides background information and development of skills which are useful for many other subjects.
UNIT 3: GLOBAL ACTORS

In this area of study students examine the key actors in contemporary global politics: states, international institutions of global governance, transnational corporations (TNCs) and non-state actors. Students consider the challenges to the sovereignty of states arising from regional organisations, contested and changing state borders, and issues and crises which require multilateral action. Students come to understand that international institutions of global governance are central to cooperative action.

POWER IN THE ASIA-PACIFIC REGION

In this area of study students examine the way in which a specific Asia-Pacific state uses its power in the region to pursue its national interests, and explore the ideas and debates that form, and have formed, its national interests since 2000. Students select ONE of the following states as the focus of study: Australia, China, Indonesia, Japan or the United States of America. Students learn that although states vary markedly, they share a common interest in maintaining their sovereignty and national security.

Outcomes

On completion of this unit the student should be able to

- Evaluate the power and influence of key global actors in the twenty-first century and assess the extent to which they achieve their aims.
- Analyse and evaluate types and forms of power as used by a specific Asia-Pacific state in the region in pursuit of its national interest.

UNIT 4: ETHICAL ISSUES AND DEBATES

In this area of study students examine the range of debates about two global issues. For the purposes of this area of study, two of the following global issues must be examined: human rights, people movement, development, arms control and disarmament. These debates are considered in the context of specific case studies which transcend specific states, regions and continents. Students examine and evaluate the effectiveness of the strategies proposed by global actors, and consider that TNCs, NGOs and institutions of global governance may play important roles in both the causes and solutions to the issues.

CRISES AND RESPONSES

In this area of study students investigate the context, causes and the effectiveness of responses to two global crises. Two global crises are selected from the following: environmental degradation, intra and interstate conflict, state and non-state terrorism, and economic instability.

Outcomes

On completion of this unit the student should be able to

- Analyse two global political issues from a range of perspectives and evaluate the effectiveness of global actors’ responses to these issues.
- Explain the characteristics of two contemporary global crises and evaluate the effectiveness of responses to these.

School Assessment

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

The tasks will include an essay, research report, test and analysis of written or visual documents.

External Assessment

A two hour November examination contributes 50% to the Study Score.

Where This Study Leads

Excellent preparation for the demands of post-VCE study. Good background for careers in politics, media and a range of other areas. A sound understanding of politics prepares students for their participation in global society, as students, workers, voters and travellers.

Recommended/Prerequisite

There are no prerequisites for Global Politics Units 3 and 4, although completion of Units 1 and 2 would be advantageous. There is also a strong component of reading and literacy in this course.
UNIT 1:  
THE HEALTH AND DEVELOPMENT OF AUSTRALIA’S YOUTH

In this unit students are introduced to the concepts of health and individual human development. This unit focusses on the health and human development of Australia’s youth: 12 to 18 years of age. There are many factors that influence health and individual human development of youth, including the importance of nutrition.

In this unit students identify issues that have an impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

Outline of Course
- Understanding youth health and human development
- Youth issues

Outcomes
On completion of this unit students should be able to:
- Describe the dimension of, and the interrelationships within and between, youth health and individual human development.
- Describe and explain the factors that impact on the health and individual human development of Australia’s youth, outline health issues relevant to Australia’s youth and, in relation to a specific health issues, analyse strategies or programs that have an impact youth health and development

Assessment
Assessment tasks are selected from the following:
- Case study analysis
- Data analysis
- Multimedia presentation
- Oral presentation
- Blog
- Test
- Written response, such as a research assignment or written report
- Semester exam

UNIT 2:  
INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES

This unit focusses on the health and individual human development for the lifespan stages of prenatal, childhood and adulthood. In this unit students identify issues that affect the health and individual human development of Australia’s mothers and babies, children and adults. Students investigate health issues in detail and analyse personal, community and government strategies and programs that affect the health and individual human development of mothers and babies, children and adults.

Outline of Course
- Prenatal health and individual development
- Child health and individual development
- Adult health and individual development

Outcomes
On completion of this unit students should be able to:
- Describe and explain factors that affect the health and individual human development during the prenatal stage.
- Describe and explain the factors that affect the health and individual development human development of Australia’s children.
- Describe and explain the factors that affect the health and individual human development of Australia’s adults.

Assessment
Assessment tasks for Unit 2 are similar to Unit 1.

Recommended/Prerequisite
There are no prerequisites for Health & Human Development Units 1 & 2.

Where This Study Leads
Useful for students contemplating a career in health sciences, nutrition, exercise and sport science, health promotion, paramedics, teaching, nursing, sport, child care and community services.
UNIT 3: AUSTRALIA’S HEALTH

In this unit of study students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Key health measures will be used to compare health in Australia with other developed countries. Analysis of determinants of health contributing to variations in health status will be examined.

Students will look at the development of National Health Priority Areas and their relationship to the burden of disease in Australia; resultant health promotion initiatives; and the importance of nutrition. Students will study different models of health and health promotion, investigate the roles and responsibilities of in addressing health needs and promoting health for all, and the role of government and non-government organisations in promoting healthy eating.

Outline of Course

- Understanding Australia’s health
- Promoting health in Australia

Outcomes

On completion of this unit students should be able to:

- Compare the health status of Australia’s population with other developed countries, compare and explain the variations in health status of population groups within Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status
- Discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and nongovernment organisations in promoting health

School Assessment

- Two responses in the form of either a written report, a case study, a data analysis or a test
- One written response in the form of either a written report, a case study, a data analysis or a test
- School-Assessed Coursework for Unit 3 contributes 25% to the Study Score

UNIT 4: GLOBAL HEALTH AND HUMAN DEVELOPMENT

In this unit students will explore global health, human development and sustainability and their interdependencies. Students will investigate the United Nations Millennium Development Goals in relation to achieving sustainable improvements in health status and human development. Students will delve into the role of international organisations in achieving sustainable improvements in health and human development. Knowledge of strategies and Australia’s contribution, in particular, to promote health and sustainable human development globally will be investigated.

Outline of Course

- Introducing global health and human development
- Promoting global health and human development

Outcomes

On completion of this unit students should be able to:

- Analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations’ Millennium Development Goals
- Describe and evaluate programs implemented by international and Australian government and non-government organisations and analyse the interrelationships between health, human development and sustainability

School Assessment

- A response in the form of either a written report, a case study, a data analysis or a test
- Two written responses in the form of either a written report, a case study, a data analysis or a test
- School-Assessed Coursework for Unit 4 contributes 25% to the Study Score

External Assessment

A two hour end-of-year examination which examines both Units 3 and 4 will contribute 50% to the final assessment.

Where This Study Leads

Useful for students contemplating a career in health sciences, international development, international relations, politics, food and nutrition, exercise and sport science, public health and health promotion, paramedics, teaching, psychology.
UNIT 1:
TWENTIETH CENTURY HISTORY (1918-1939)

Outline of Course

- Ideology and conflict
  In this area of study students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. They consider the aims, achievements and limitations of the League of Nations.
- Social and cultural change
  In this area of study students focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period in one or more of the following contexts: Italy, Germany, Japan, USSR and/or USA.

Outcomes

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

- Able to explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.
- Explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years.

UNIT 2:
TWENTIETH CENTURY HISTORY (1945-2000)

Outline of Course

- Competing Ideologies
  In this area of study students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict.
- Challenge and change
  In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

Outcomes

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

- Explain the ideological divisions in the post-war period and analyse the nature, development.
- Explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

Assessment

Assessment tasks may be drawn upon the following: research activities and analytical tasks using visual and written responses, essays, tests and oral presentations.

Recommended/Prerequisite

There are no prerequisites for History Unit 1 and 2, although a good level of reading and literacy is helpful.

Where This Study Leads

History Units 3 and 4. History also provides students with the valuable skills of how to access, analyse and evaluate sources of knowledge and information. It provides background information which is useful for many other subjects.
The study of History: Revolutions allows students to explore and analyse two of the history’s most significant and interesting revolutions. Revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war. In this course students will develop an understanding of key individuals, ideas, movements and events in the development of the revolution. Students will also consider how the post-revolutionary regime transformed society and the challenges they faced.

This course provides the opportunity for students to study what produces violent change in a society, how people react and the various ways revolutions have been represented and interpreted.

UNIT 3:
THE AMERICAN REVOLUTION OF 1776
- The American Revolution from 1754 to 4 July 1776 (French and Indian War to the Declaration of Independence 1776)
- The American Revolution from 4th July 1776 to 1789 (Declaration of Independence to the acceptance of the Bill of Rights)

UNIT 4:
THE RUSSIAN REVOLUTION OF OCTOBER 1917
- The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas to the 25th October Revolution 1917)
- The Russian Revolution from October 1917 to 1927 (Early Sovnarkom decrees to the end of the NEP)

Outline of Course
Each unit involves study of two areas:

Causes of revolution
- What were the significant causes of revolution?
- How did the actions of popular movements and particular individuals contribute to triggering a revolution?
- To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

Consequences of revolution
- How did the consequences of revolution shape the new order?
- How did the new regime consolidate its power?
- How did the revolution affect the experiences of those who lived through it?

To what extent was society changed and revolutionary ideas achieved?

Outcomes
On completion of each unit, in relation to the relevant revolution students should able to:
- Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
- Analyse the consequences of revolution and evaluate the extent of change brought to society.

School Assessment
- Unit 3 coursework - two tasks: 25%
- Unit 4 coursework - two tasks: 25%

The tasks will include an essay, research report, analysis of written or visual documents and an evaluation of interpretations of history.

External Assessment
A two hour November examination contributes 50% to the Study Score.

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

Recommended/Prerequisite
There are no prerequisites for History Units 3 and 4, although completion of Units 1 and 2 would be advantageous in developing the skills of historical inquiry. There is also a strong component of reading and literacy in this course.
UNIT 1:
CRIMINAL LAW IN ACTION

Outline of Course

- Law in society
  Students develop an understanding of the role of the law and the need for effective laws, as well as the concept that the law confers rights and responsibilities on members of society in their dealings with each other. Students gain an understanding of the role of parliament and subordinate authorities in law-making, and the types of laws each creates.

- Criminal law
  Criminal law regulates conduct in society in order to protect the community, as well as sanction those who commit crimes. Students develop an appreciation of the importance of criminal law by investigating its principles, types of crimes and their enforcement, and possible outcomes.

- The criminal courtroom
  Criminal cases are heard across a number of courts in the Victorian court hierarchy and these are subject to specific processes and procedures. Students investigate procedures that are used prior to bringing a criminal case to trial, as well as the role and jurisdiction of the courts in hearing criminal cases. The adversarial nature of criminal courts is examined, as well as a consideration of the role and operation of juries in criminal cases.

Outcomes

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

- Explain the need for effective laws and describe the main sources and types of law in society.
- Explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on the individual and society.
- Describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice.

UNIT 2:
ISSUES IN CIVIL LAW

Outline of Course

- Civil law
  Civil law protects the rights of individuals, groups and organisations in society. Such rights establish responsibilities regarding conduct. Students gain an insight into the importance of civil law in their lives and learn to distinguish between civil and criminal law.

- The civil law in action
  When an individual, a group or an organisation feels that their civil rights have been infringed, they may seek a resolution to the problem. Students investigate the role and operation of dispute resolution bodies and the methods employed in resolving civil disputes.

- The law in focus
  Civil law protects a wide range of rights that exists between parties. The extent and principles of civil rights and responsibilities need to develop along with changes in society, and this creates issues for the law.

Outcomes

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

- Explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases.
- Explain and evaluate the processes for the resolution of civil disputes.
- Explain one or more area/s of civil law, and discuss the legal system's capacity to respond to issues and disputes related to the selected area/s of law.

Assessment

Assessment tasks may be drawn upon the following: essay; mock court or role play; folio and report; case study; test; report (written, visual, oral and multimedia).

Recommended/Prerequisite

There are no prerequisites for Legal Studies Unit 1 and 2

Where This Study Leads

Legal Studies Units 3 and 4. Legal courses in Victorian Universities. Police, solicitor/barrister, law-clerk, court officer, politics, public relations, nursing, journalism, real estate. Useful in any career as everyone is involved daily with laws/rules and the legal system
UNIT 3: LAW-MAKING

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

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

Throughout this unit, students examine relevant cases to support their learning and apply legal principles to these cases.

Outline of Course

- Parliament and the citizen
- The Constitution and the protection of rights
- The role of courts in law-making

Outcomes

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

- Explain the structure and role of parliament, including its processes and effectiveness as a law-making body, describe why legal change is needed and the means by which such a change can be influenced.
- Explain the role of the Commonwealth Constitution in defining law-making powers within federal structure, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights.
- Describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.

School Assessment

- Can be assessed from the following formats: case study; structured questions; test; essay; report in written format; report in multimedia format; folio of exercises.
- School-Assessed Coursework for Unit 3 contributes 25% to the Study Score

UNIT 4: RESOLUTION AND JUSTICE

The legal system provides mechanisms by which legal disputes of both a criminal and a civil nature can be resolved in a fair and just manner. Dispute resolution bodies such as courts and tribunals employ a range of means and processes that enables the resolution of legal disputes. Throughout this unit, students examine relevant cases to support their learning and apply legal principles to these cases.

Outline of Course

- Dispute resolution methods
- Court processes and procedures, and engaging in justice

Outcomes

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

- Describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.
- Explain the processes and procedures for the resolution of criminal cases and civil disputes, and evaluate their operation and application, and evaluate the effectiveness of the legal system.

School Assessment

- Can be assessed from the following formats: case study; structured questions; test; essay; a report in written format; a report in multimedia and folio of exercises.
- School-Assessed Coursework for Unit 3 contributes 25% to the Study Score

External Assessment

A two hour end-of-year examination which examines both Units 3 and 4 will contribute 50% to the final assessment.

Recommended/Prerequisite

Units 3 and 4 are designed to be taken as a sequence. Unit 1 and 2 Legal Studies is recommended but not essential.

Where This Study Leads

Legal courses in Victorian universities. Work in legal offices. Possible careers in real estate, marketing, office administration, small business, teaching, legal secretary, court officer, politics, barrister/solicitor, journalism, nursing and police work etc. Useful in any career as everyone is involved daily with laws/rules and the legal system.
Year 11 Mathematics

In Year 11 Mathematics, students can study General Mathematics Units 1 and 2, Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2.

In Year 12, there are different pathways available depending on your studies in Year 11 Mathematics.

- General Mathematics Units 1 and 2 provide for a range of courses of study involving non-calculus based topics for a broad range of students and may be implemented in various ways to reflect student interests in, and applications of, mathematics. They incorporate topics that provide preparation for various combinations of studies at Units 3 and 4 and cover assumed knowledge and skills for those units.

- Mathematical Methods Units 1 and 2 are completely prescribed and provide an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and cover assumed knowledge and skills for those units.

- Specialist Mathematics Units 1 and 2 comprise a combination of prescribed and selected non-calculus based topics and provide courses of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. They incorporate topics that, in conjunction with Mathematical Methods Units 1 and 2, provide preparation for Specialist Mathematics Units 3 and 4 and cover assumed knowledge and skills for those units.

Tertiary courses and the Mathematics pathways

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

- Option 2:
  Prerequisite for commerce at Melbourne and Monash Universities, engineering most courses, computer science (some courses), science (some courses), biomedicine/biomedical science. Some outcomes include lawyer, management, scientist and physiotherapist.

- Option 3:
  Prerequisite for some Engineering courses. Recommended for engineering courses, also courses requiring high level mathematics.

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

Calculators

The book-listed calculator for Years 10-12 at Victory is the TI-Nspire CAS (computer algebra system).

The VCE external exams (Math Methods and Specialist) are written with assuming students have access to and know how to use a CAS calculator. The Further Maths exam assumes students will have either a graphics or CAS calculator.
Mathematics Overview (Choosing the right pathway)

OPTION 1: PATHWAY TO FURTHER MATHEMATICS

Year 10 Mathematics → General Mathematics 1&2 → Further Mathematics 3&4

OPTION 2: PATHWAY TO MATHEMATICAL METHODS

Year 10 Mathematics → Mathematical Methods 1&2 → Mathematical Methods 3&4
May also study General Mathematics 1&2 → May also study Further Mathematics 3&4

OPTION 3: PATHWAY TO SPECIALIST MATHEMATICS* (Must include mathematical methods)

Year 10 Mathematics → Mathematical Methods 1&2 → Mathematical Methods 3&4
AND Specialist Mathematics 1&2 → AND Specialist Mathematics 3&4

*This option is recommended for students with a history of high mathematical achievement and strong algebraic skills. It should only be selected after consultation with and approval by your Mathematics teacher and the Mathematics Faculty Coordinator.
This subject is designed for students intending to study Further Mathematics 3 and 4 at Year 12 level. It is a course which will prepare students for the core topics and options studied in Further Mathematics at Victory Lutheran College.

**Outline of Course**

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

**UNIT 1:**
- Discrete Mathematics – Matrices
- Discrete Mathematics – Graphs & Networks
- Discrete Mathematics – Number Patterns

**UNIT 2:**
- Statistics - Investigating Data Distributions
- Statistics - Investigating Two Numerical Variables
- Arithmetic & Number - Financial arithmetic

**Outcomes**

On completion of these units the student should be able to:

- Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.

- Select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.

- Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**Assessment**

Demonstration of achievement of Outcome 1 should be based on the student’s performance on a selection of the following assessment tasks:
- assignments
- tests
- summary or review notes.

Demonstration of achievement of Outcome 2 should be based on the student’s performance on a selection of the following assessment tasks:
- modelling tasks
- problem-solving tasks
- mathematical investigations.

Demonstration of achievement of Outcome 3 should be based on the student’s performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for the effective and appropriate use of technology.

**Recommended/Prerequisite**

Completion of Year 10 Mathematics

**Where This Study Leads**

Year 12 Further Mathematics Units 3 and 4.
Specialist Mathematics Units 1 & 2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Outline

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

UNIT 1:
- Geometry, measurement and trigonometry – Vectors in the Plane
- Graphs of linear and non-linear relations - Graphs of non-linear relations
- Algebra and structure - Transformations, trigonometry and matrices

UNIT 2:
- Arithmetic and number - Number systems and recursion
- Arithmetic and number - Principles of counting
- Graphs of linear and non-linear relations - Kinematics

Outcomes
- Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.
- Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Assessment

Assessment tasks must include components to be completed with and without the use of technology as applicable to the outcomes.

Demonstration of achievement of Outcome 1 should be based on the student’s performance on a selection of the following assessment tasks:
- assignments
- tests
- summary or review notes.

Demonstration of achievement of Outcome 2 should be based on the student’s performance on a selection of the following assessment tasks:
- modelling tasks
- problem-solving tasks
- mathematical investigations.

Demonstration of achievement of Outcome 3 should be based on the student’s performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for the effective and appropriate use of technology.

Recommended/Prerequisite

Completion of Year 10 Mathematics with a ‘C’ or better grade.

Where This Study Leads

When studied in conjunction with Mathematical Methods 1 and 2, this study leads to Mathematical Methods Units 3 and 4 and Specialist Mathematics Units 3 and 4.
Mathematical Methods Units 1 & 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’ and ‘Probability and statistics’. At the end of Unit 1, students are expected to have covered the content in each area of study, except for ‘Algebra’ which extends across Units 1 and 2.

Outline of Course

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

UNIT 1:
- Area of Study 1 - Functions and graphs
- Area of Study 2 – Algebra
- Area of Study 3 – Calculus
- Area of Study 4 - Probability and statistics

UNIT 2:
- Area of Study 1 - Functions and graphs
- Area of Study 2 – Algebra
- Area of Study 3 – Calculus
- Area of Study 4 - Probability and statistics

Outcomes
- Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
- Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

Assessment tasks must include components to be completed with and without the use of technology as applicable to the outcomes.

Demonstration of achievement of Outcome 1 should be based on the student's performance on a selection of the following assessment tasks:
- assignments
- tests
- summary or review notes.

Demonstration of achievement of Outcome 2 should be based on the student's performance on a selection of the following assessment tasks:
- modelling tasks
- problem-solving tasks
- mathematical investigations.

Demonstration of achievement of Outcome 3 should be based on the student's performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for the effective and appropriate use of technology.

Recommended/Prerequisite

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

Where This Study Leads

Mathematical Methods 3 and 4 and Specialist Mathematics 3 and 4. Tertiary studies in the science, medicine, engineering, information technology and economics fields.
Mathematical Methods Units 3 & 4

This unit may be taken alone or in conjunction with either Specialist Mathematics or Further Mathematics. It is intended to provide a sound algebraic background for further tertiary studies in science, medicine, information technology, commerce and engineering.

Outline of Course

Mathematical Methods consists of the following areas of study:

- Area of Study 1 - Functions and graphs
- Area of Study 2 - Algebra
- Area of study 3 - Calculus
- Area of study 4 - Probability and statistics

Outcomes

- Define and explain key terms and concepts as specified in the study design and apply this knowledge in a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
- Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

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

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

School-Assessed Coursework

Unit 3: 17% of final result.

- Application task on functions and calculus with several components of increasing complexity (2/3 weight)
- Two tests that consist of multiple choice, short answer and extended response questions to cover coursework from the study areas (1/3 weight)

Unit 4: 17% of final result.

- Two analysis tasks (equally weighted) selected from a broad focused assignment, a short and focused investigation, a modelling task, an item response analysis or a set of application questions requiring extended response analysis

External Assessment

Examination 1:

- Facts, skills and application tasks without the use of technology (no calculators or notes)
- One hour – short answer and extended problems covering all areas of study
- 22% of final assessment

Examination 2:

- An emphasis on analysis tasks with the use of the CAS calculator and bound reference notes
- Two hours – multiple choice and extended response questions covering all areas of study
- 44% of final assessment

Prerequisites

Satisfactory completion of Mathematics Methods 1 and 2. In addition, there is assumed knowledge of Coordinate Geometry and Matrices from the General Mathematics Advanced 1 and 2 course.

Students should review their Unit 1 and 2 results carefully before proceeding with Units 3 and 4. Students rarely obtain better grades in Units 3 and 4 than they did in Units 1 and 2.

Where This Study Leads

Tertiary courses involving mathematics, eg: science, medicine, engineering, information technology, commerce courses.

A very widely specified prerequisite for many tertiary courses.

(Please check full details and prerequisites for your course in the relevant VICER booklet.)
Further Mathematics Units 3 & 4

AIM
To provide general preparation for employment or further study. To make effective use of computers and graphic calculators in relation to the specified areas of study.

Outline of Course
In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

UNIT 3
- Area of Study 1 Core - Data analysis
- Area of Study 2 - Recursion and financial modelling

UNIT 4
- Area of study 1 – Matrices
- Area of study 2 - Networks and decision mathematics

Outcomes
- Define and explain key concepts as specified in the content from the two selected modules, and apply related mathematical techniques and models in routine contexts.
- To select and apply the mathematical concepts, models and techniques from the two selected modules in a range of contexts of increasing complexity.
- To select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

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

School-Assessed Coursework
Unit 3: 20% of final result.
- Application tasks on data analysis with several components of increasing complexity (2/3 weight)
- An analysis task (1/3 weight) selected from a broad focused assignment, a short and focused investigation, a modelling task, an item response analysis or a set of application questions requiring extended response analysis

Unit 4: 14% of final result.
- Two analysis tasks (equally weighted). Topics investigated are similar in scope to those in Unit 3

External Assessment
Examination 1:
- Facts, skills and application tasks
- 1.5 hours - multiple choice
- 33% of final assessment

Examination 2:
- Analysis task
- 1.5 hours - four extended answer questions, equally weighted from the core, ‘data analysis’ and the three ‘applications’ modules
- 33% of final assessment

Recommended/Prerequisite
Satisfactory completion of General Mathematics Units 1 and 2 (Standard or Advanced) or Mathematics Methods Units 1 and 2.

Where This Study Leads
Tertiary courses not requiring an advanced level of mathematics.
Specialist Mathematics Units 3 & 4

Must be studied in conjunction with Mathematical Methods Units 3 and 4.

Aim

The aim of this course is to extend the student with higher level and specialist mathematics. Material which involves the applications of Calculus form the basis of this course and intends to give the student both greater depth and breadth of knowledge.

Outline of Course

- Area of study 1 – Functions and Graphs
- Area of Study 2 - Algebra
- Area of Study 3 - Calculus
- Area of Study 4 - Vectors
- Area of Study 5 – Mechanics
- Area of Study 6 - Probability and Statistics

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Outcomes

- Students should be able to define and explain key terms and concepts as specified in the study design. They need to demonstrate the ability to use this knowledge in a range of related mathematical routines and procedures.
- Students should be able to apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics.
- Students should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques.

Use of graphic calculators is assumed. Appropriate use of spreadsheets, graphing software, statistical analysis systems and computer algebra systems is to be incorporated.

School-Assessed Coursework

Unit 3: Two Analysis tasks: 17%
Unit 4: One application task and two tests: 17%

External Assessment

Both examinations are held in November assessing work from the whole course.

Examination 1:
- Facts, skills and application tasks without the use of technology (no calculators or notes)
- One hour – short answer and extended problems covering all areas of study
- 22% of final assessment

Examination 2:
- An emphasis on analysis tasks with the use of graphics calculator or CAS and bound reference notes
- Two hours – multiple choice and extended problems covering all areas of study
- 44% of final assessment

Recommended/Prerequisite

Must be taken in conjunction with Mathematical Methods Units 3 and 4. It is expected that a level of mastery will be evident in previous maths studies. Students who have undertaken this course with less than a ‘B’ average in Maths Methods Units 1 and 2 and Specialist mathematics Units 1 and 2 have found the work very difficult and have experienced limited success.

Where This Study Leads

This course can be a prerequisite for engineering courses in tertiary institutions, as well as some science courses.

(Please check full details and prerequisites for your course in the relevant VICTER booklet.)
Music Performance Units 1 & 2

These units focus on performance in solo and group contexts, studying approaches to performance and performing, and developing skills in aural comprehension. Students present a solo and a group performance, demonstrate prepared technical works and perform previously unseen music. Skills will be developed in analysis of music; composition or improvisation.

UNIT 1 & 2:

Areas of Study:
- Performance
- Performance technique
- Musicianship
- Organisation of sound

Outcomes
On completion of these units the student should be able to:
- Perform a program(s) of contrasting solo and group works, selected solo technical work and work that demonstrates unprepared performance skills.
- Analyse and evaluate influences on works being prepared for performance and approaches that can be used to optimise performance of those works.
- Describe how instruments are used in combination using selected elements of music, and recognise, sing and write scales, intervals and chords, transcribe rhythms and melodies, use conventions in music notation.
- Devise a composition or improvisation that uses music language drawn from analysis of selected works being prepared for performance.
- Demonstrate developing performance and presentation skills in performing a program(s) of contrasting solo and group works, unprepared performance, and selected technical work.
- Discuss the contextual issues and describe the characteristics and styles represented in the works, the structure of the works and expressive features of the works relevant to performances.
- Recognise, sing and write scales, intervals and chords, transcribe rhythms and melodies, use conventions in music notation and describe how instruments are used in combination.

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

Tasks for each outcome include:

Outcome 1
- Solo performance recital
- Group performance

Outcome 2
- Technical work and unprepared performance
- Written report, oral presentation or multimedia presentation

Outcome 3
- A test that includes written, aural and practical components

Outcome 4 (Unit 2 Only)
- A folio of composition and/or improvisation exercises and accompanying documentation that describes the use of music language in one of the exercises

Recommended/Prerequisite
Private tuition throughout this course is essential. Students should have been learning an instrument for at least 1-2 years (if they wish to terminate at the end of Unit 2) and at least 3-4 years if they wish to continue to Units 3 and 4. Students should preferably be at AMEB Grade 6 level or equivalent during Units 1 & 2. However, this is a guide only and suitability can differ greatly from one discipline to the next. Please contact the school for further advice on a student’s suitability for this course.

Where This Study Leads
VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making. This subject is a prerequisite or at least highly desirable for entry into tertiary courses in the Performing Arts – Music or Music Education. Studies in Music Performance are also beneficial for students wishing to enter Audio Engineering, Sound Production, Event Management.
Music Performance Units 3 & 4

UNIT 3:

Areas of Study:
- Performance
- Performance technique
- Musicianship

Outcomes
On completion of this unit the student should be able to:
- Prepare and present accurate and expressive performances of informed interpretations of a program/s of group and solo works.
- Demonstrate performance techniques, technical work and exercises, and describe their relevance to the performance of selected group and/or solo works, and present an unprepared performance.
- Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

UNIT 4:

Areas of Study
- Performance
- Performance technique
- Musicianship

Outcomes
On completion of this unit, the student should be able to:
- Prepare and present accurate and expressive performances of informed interpretations of a program/s of group and solo works.
- Demonstrate performance techniques, technical work and exercises, and describe their relevance to the performance of selected group and/or solo works, and present an unprepared performance.
- Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.
- Contribute to interpretation in a performance of a prepared ensemble program.

Assessment
- School Assessed Coursework – 30 per cent.
  (Performance techniques, technical work/exercises, unprepared performance and aural, written and practical components) (20% from Unit 3, 10% from Unit 4)

External Assessment
- External end-of-year performance examination – 50 per cent. (25-40 minute solo or group performance)
- End-of-Year aural and written examination – 20 per cent (aural and theory exercises)

Recommended/Prerequisite
Students should have been learning an instrument for at least 4 years. Previous completion of Music Performance Units 1 and 2 is strongly advised. Private tuition throughout this course is essential.

Where This Study Leads
VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making. This subject is a prerequisite or at least highly desirable for entry into tertiary courses in the Performing Arts – Music or Music Education. Studies in Music Performance are also beneficial for students wishing to enter Audio Engineering, Sound Production, Event Management.
UNIT 1: 
BODIES IN MOTION

Outline of Course

- Body systems and human movement
  Students examine the systems of the human body and how they translate into movement. Through practical activities they explore the major components of the musculoskeletal, cardiovascular and respiratory systems and their contributions and interactions during physical activity.
- Biomechanical movement principles
  Through their involvement in practical activities, students investigate and analyse movements in a variety of activities to develop an understanding of how the correct application of biomechanical principles leads to improved performance.
- Two detailed studies are available in Unit 1. One detailed study is to be selected from:
  Technologies advancements from a biomechanical perspective OR Injury prevention and rehabilitation.

Outcomes

On completion of this unit students should be able to:

- Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function and explain how the aerobic and anaerobic pathways interact with the systems to enable human movement
- Collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles
- Analyse data collected through research and practical activities to explain the technological advances that have led to biomechanical changes in sporting techniques or equipment in one selected sport, and explain the implications of the change OR observe, demonstrate and explain strategies used to prevent sports injuries, and evaluate a range of techniques used in the rehabilitation of sports injuries

UNIT 2: 
SPORTS COACHING AND PHYSICALLY ACTIVE LIFESTYLES

Outline of Course

- Effective coaching practices
  Students focus on the roles and responsibilities of a coach as well as looking at coaching pathways and accreditation.
- Physically active lifestyles
  Health benefits of participation in regular physical activity and health consequences of physical inactivity and sedentary behaviour are explored at individual and population levels.
- Two detailed studies are available in Unit 2. One detailed study is to be selected from:
  Decision making in sport OR Promoting active living.

Outcomes

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

- Demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach
- Collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the Australia’s Physical Activity and Sedentary Behaviour Guidelines
- Explain the importance of interpreting game play and selecting appropriate tactics and strategies in sports OR use a subjective method to assess physical activity levels within a given population, and implement and promote a settings-based program designed to increase physical activity levels for the selected group

Assessment

Assessment tasks for these units are selected from the following: practical laboratory reports, case study analysis, data analysis, tests and written report.

Where This Study Leads

Physical Education Units 3 and 4, further study or careers in physical education, sport and recreation, human movement, sports coaching, health sciences, nursing, paramedicine, physiotherapy, and other related medical fields.
UNIT 3: PHYSICAL ACTIVITY PARTICIPATION AND PHYSIOLOGICAL PERFORMANCE

Outline of Course

- Monitoring and promotion of physical activity
  This area of study uses subjective and objective methods for assessing physical activity and sedentary levels. They analyse the advantages and limitations of each of these methods. Students identify components of the social-ecological model to assist in the critique of government and non-government strategies aimed at increasing physical activity within the population.
- Physiological responses to physical activity
  Students explore the various systems and mechanisms associated with the energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They examine the way in which energy for activity is produced via the three energy systems and the associated fuels used for activities of varying intensity and duration.

Outcomes

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

- Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the Australia's Physical Activity and Sedentary Behaviour Guidelines
- Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies

UNIT 4: ENHANCING PERFORMANCE

Outline of Course

- Planning, implementing and evaluating a training program
  Students consider the manner in which fitness can be improved by the application of appropriate training principles and methods. Students conduct an activity analysis of an elite athlete to determine the fitness requirements of a selected sport. They participate in fitness testing and an individual training program and evaluate this from a theoretical perspective.
- Performance enhancement and recovery practices
  Students explore nutritional, physiological and psychological strategies used to enhance performance. Students examine legal and illegal substances and methods of performance enhancement and develop an understanding of different anti-doping codes. Students consider strategies used to promote recovery, including nutritional, physiological and psychological practices.

Outcomes

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

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

School Assessment

School Assessed Coursework in Units 3 and 4 can include tests, laboratory reports, data analyses, written reports and visual presentations. In Unit 4 students must design, participate in and evaluate their own 6-week training program.

- Unit 3 coursework - 25%
- Unit 4 coursework - 25%

External Assessment

- End-of-year two hour examination - 50%

Where This Study Leads

Further study or careers in physical education, sport and recreation, human movement, sports coaching, health sciences, nursing, paramedicine, physiotherapy, radiography and other related medical fields.
UNIT 1: What ideas explain the physical world?

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

Areas of Study:
- How can thermal effects be explained?
- How do electric circuits work?
- What is matter and how is it formed?

Outcomes
On completion of this unit students should be able to:
- Apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts
- Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community
- Explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms

UNIT 2: What do experiments reveal about the physical world?

Outline of Course
Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve focus studies to pursue an area of interest by investigating a selected question.

Students also design and undertake investigations involving at least one independent, continuous variable. A student-designed practical investigation relates to content drawn from Area of Study 1 and/or Area of Study 2 and is undertaken in Area of Study 3.

Areas of Study:
- How can motion be described and explained?

Focus study
- Practical investigation

Focus Study Options
Twelve options are available for selection in Area of Study 2. One option is to be selected by the student from topics such as:
- What are stars?
- Is there life beyond Earth’s Solar System?
- How do forces act on the human body?
- How can AC electricity charge a DC device?
A full list options is available in the Physics Study Design.

Outcomes
On completion of this unit students should be able to:
- investigate, analyse and mathematically model the motion of particles and bodies
- Specific to individual focus study selected by the student. (see pages 22-33 of the physics study design)

Assessment
Suitable tasks for assessment include but are not restricted to:
- an annotated folio of practical activities
- a data analysis
- design, build, test and evaluate a device
- a summary report of selected practical investigations including maintenance of a logbook
- a written report of a selected physics phenomenon
- a modelling activity
- a test comprising multiple choice and/or short answer and/or extended response
- A report of a practical investigation using an appropriate format, for example a scientific poster or digital presentation (compulsory in Unit 2)

Recommended/Prerequisite
It would be an advantage to study some mathematics concurrently with these physics units, especially General Mathematics (Advanced) or Mathematical Methods (CAS).

Where This Study Leads
Physics is a foundation science subject and is highly recommended for students interested in science or technology.
UNIT 3:

Aim
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 and explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton’s laws to investigate motion in one and two dimensions, and are introduced to Einstein’s theories to explain the motion of very fast objects.

Outline of Course
- How do things move without contact?
- How are fields used to move electrical energy?
- How fast can things go?

Outcomes
On completion of this unit students should be able to:
- Analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
- Analyse and evaluate an electricity generation and distribution system.
- Investigate motion and related energy transformations experimentally, analyse motion using Newton’s laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein’s theory of special relativity.

UNIT 4:

Aim
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 and wave model to explain its behaviour. Students design and undertake investigations involving at least two continuous independent variables.

Outline of Course
- How can waves explain the behaviour of light?
- How are light and matter similar?
- Student extended practical investigation.

Outcomes
On completion of this unit students should be able to:
- To apply wave concepts to analyse, interpret and explain the behaviour of light.
- Provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
- Design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

School Assessment
At least one different task per outcome selected from the following:
- annotations of at least two practical activities from a practical logbook.
- a report of a student investigation
- a report of a physics phenomenon
- data analysis
- media analysis/response
- design, building, testing and evaluation of a device or physical model
- an explanation of the operation of a device or physical model
- a proposed solution to a scientific or technological problem
- a response to structured questions
- a reflective learning journal or blog related to selected activities or in response to an issue
- a test (short answer and extended response)

Unit 3 coursework - 21%
Unit 4 coursework - 19%

External Assessment
- End-of-year 2.5 hour examination - 60%

Recommended/Prerequisite
Students are advised to have successfully completed Physics Unit 2. They should also have strong mathematical skills.

Where This Study Leads
The study of physics is a prerequisite, or at least highly desirable, for entry into many science and technology courses at tertiary level.
UNIT 1:
HOW BEHAVIOUR AND MENTAL PROCESSES ARE SHAPED

Advances in brain research methods have led to new ways of understanding the relationship between the mind, brain and behaviour. In this area of study students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. They analyse the roles of specific areas of the brain and the interactions between different areas of the brain that enable complex cognitive tasks to be performed. Students explore how brain plasticity and brain damage can affect a person's functioning.

Outline of Course
- How does the brain function?
- What influences psychological development?

Outcomes
- Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
- Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.

Assessment
Assessment tasks for this unit are selected from:
- Research investigation
- Annotated folio of activities
- Media response
- Oral presentation
- Visual presentation
- Test
- Essay
- Debate
- Data analysis
- Evaluation of research

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.

Outline of Course
- What influences a person's perception of the world?
- How are people influenced to behave in particular ways?

Outcomes
- Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
- Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.

Assessment
Assessment tasks for this unit are selected from:
- Research investigation
- Annotated folio of activities
- Media response
- Oral presentation
- Visual presentation
- Test
- Essay
- Data analysis
- Evaluation of research

Area of Study 3
- Student-directed practical investigation

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

Recommended/Prerequisite
Year 10 Science

Where This Study Leads
Psychology Units 3 and 4
UNIT 3:  
HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

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

Outline of Course

- How does the nervous system enable psychological functioning?
- How do people learn and remember?

Outcomes

- Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.
- Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person’s inability to remember information.

School Assessment

Contributes 16% of final assessment and includes an Empirical Research Investigation related to an aspect of memory conducted by the student, and at least two different tasks selected from:

- evaluation of research
- data analysis
- essay
- media response
- folio of practical activities oral presentation
- report of a student investigation
- test
- visual presentation

UNIT 4:  
HOW IS WELLBEING DEVELOPED AND MAINTAINED?

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.

Outline of Course

- How do levels of consciousness affect mental processes and behaviour?
- What influences mental wellbeing?

Outcomes

- Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person’s functioning.
- Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.

A student-designed or adapted practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4.

School Assessment

Contributes 24% of final assessment and includes at least two different tasks selected from:

- evaluation of research
- data analysis
- essay
- media response
- folio of practical activities oral presentation
- report of a student investigation
- test
- A structured scientific poster according to the VCAA template

External Assessment

A 2.5 hour examination will contribute 60% of the final assessment.

Recommended/Prerequisite

There are no prerequisites for Psychology Units 3 and 4, although completion of Units 1 and 2 would be advantageous.
Studio Arts Units 1 & 2

UNIT 1:
ARTISTIC INSPIRATION AND TECHNIQUES

Aim

Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of art-making. The study establishes effective art practices through the application of an individual design process to assist the student’s production of a folio of artworks.

This unit focuses on using sources of inspiration and ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through art-making.

Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

Outline of Course

- Developing art ideas
- Materials and techniques
- Interpretation of art ideas, use of materials and techniques

Outcomes

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

- Source inspiration, identify individual ideas and use a variety of methods to translate these into visual language.
- Explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks.
- Discuss how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks.

Assessment

- Outcomes 1 and 2: Folio (finished artworks and visual diary): A selection of exploratory work showing sources of ideas and inspiration translated into visual form through the use of a variety of material and techniques
- Outcome 3: Written analysis: Students will write a number of written analysis over the Unit

UNIT 2:
DESIGN EXPLORATION AND CONCEPTS

Aim

This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks.

Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists’ ideas and how they have created aesthetic qualities and identifiable styles.

Outline of Course

- Design exploration
- Ideas and styles in artworks

Outcomes

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

- Develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks.
- Analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.

Assessment

- Outcome 1: Folio (finished artwork and visual diary): A variety of design explorations and artworks
- Outcome 2: Written analysis: An extended response

Where this study leads

Studio Arts Units 3 and 4

Subject levy

A subject levy of $110 per Unit applies to Studio Art 1/2. This covers all materials provided by the College.
UNIT 3:
STUDIO PRODUCTION AND PROFESSIONAL ART PRACTICES

Aim
This unit focuses on the implementation of the design process leading to the production of a range of potential directions and solutions.

Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4.

This unit also explores professional art practices in relation to particular art form(s) and the development of distinctive styles in artworks. Throughout their study of art processes, students also consider the issues that may arise from the use of other artists’ work in the making of new artworks.

Outline of Course
- Exploration Proposal
- Design Process
- Professional Art Practices and Styles

Outcomes
On completion of this unit the student should be able to:
- Prepare an exploration proposal that formulates the content and parameters of the individual design process and plan how this will be undertaken.
- Present an individual design process that produces a range of potential directions which reflects the concepts and ideas documented in the exploration proposal.
- Discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop distinctive styles in their artworks.

UNIT 4:
STUDIO PRODUCTION AND ART INDUSTRY CONTEXTS

Aim
The focus of this unit is on the production of a cohesive folio of finished artworks. In developing this folio, students present visual and written documentation explaining how potential directions generated in Unit 3 will be used to produce a folio of finished artworks. This unit also explores aspects of artists’ involvement in the art industry focusing on the role of galleries and the methods and considerations involved in the preparation, presentation and conservation of artworks.

Outline of Course
- Folio of Artworks
- Focus, Reflection and Evaluation
- Art Industry Contexts

Outcomes
On completion of this unit the student should be able to:
- Present a cohesive folio of finished artworks, based on selected potential directions developed through the design process, that demonstrates skilful application of materials and techniques and that realises and communicates the student’s ideas.
- Provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions demonstrating a cohesive relationship.
- Examine and explain the preparation and presentation of artworks in at least two different exhibition spaces, and discuss the various roles, processes and methods involved in the exhibition of artworks.

Assessment
- School Assessed Task 1 – Unit 3 (Outcome 1 and Outcome 2) 33% of total Study Score
- School Assessed Task 2 – Unit 4 (Outcome 1 and Outcome 2) 33% of total Study Score

External Assessment
End of year 1.5 hour exam contributing 34% of total Study Score

Subject levy
A subject levy of $110 per Unit applies to Studio Art 3/4. This covers all materials provided by the College.
CERTIFICATE II IN BUILDING & CONSTRUCTION
22216VIC

Description
This is a two year course which aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the building and construction or related industries. It also aims to enable participants to gain a recognised statement of attainment and to make an informed choice of vocation or career path.

Course Outline
Compulsory Units
- Work safely in the construction industry
- Workplace safety and site induction
- Provide basic emergency life support
- Calculations for the construction industry
- Communication skills for the construction industry
- Safe handling and use of plan and selected portable power tools
- Workplace documents and plans

Carpentry Stream Units
- Carpentry hand tools

Assessment
Assessment is based on the successful demonstration of competencies. Students must also satisfy the required hours of work in each unit.

Levy
$150 per Unit/Semester (plus white card and first aid costs). This covers all building materials. Students are expected to purchase their own protective clothing as applicable.

What you should know
Students must complete Units 1 & 2 prior to commencing Units 3 & 4.

Classes will be run as a ‘Trade Block’ one day per week as well as during the normal timetable. You must be willing to attend this after school class if you choose this subject.

First aid and Construction Industries Card (CIC or white card) and basic scaffolding training are a compulsory requirement of the course. You will miss a number of days at school throughout the year. You will need to be highly organised and prepared to catch up on all work missed. Other assessments may be rescheduled for you if they clash with this training, although you will be expected to sit all assessments at their scheduled time upon your return.

Where this course can lead
Students who complete Units 1&2 will move onto Units 3&4.

Employment
This program may lead to students gaining employment in trade areas such as carpentry, bricklaying, wall and floor tiling, stonemasonry or painting and decorating.

Apprenticeship
This program offers a partial completion of the Pre-apprenticeship – Certificate II in Building and Construction (Carpentry).

A pre-apprenticeship qualification is nationally recognised and has recommended training credit into the apprenticeship in the same industry area. A pre-apprenticeship training program prepares the student for entry into a trade based apprenticeship by equipping the student with foundation knowledge and skills.

It is anticipated that a student who has completed the Certificate II in Building and Construction Pre-apprenticeship will be in a position to gain an apprenticeship with an employer in the building and construction industry in Carpentry, Bricklaying, Plastering, Stonemasonry, Wall and floor tiling, or Painting and decorating.
CERTIFICATE II IN BUILDING & CONSTRUCTION
22216VIC

Description
This is a two year course which aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the building and construction or related industries. It also aims to enable participants to gain a recognised statement of attainment and to make an informed choice of vocation or career path.

Course Outline
Compulsory Units
- Building structures
- Quality principles for the construction industry

Carpentry Stream Units
- Carpentry power tools
- Basic setting out
- Sub-floor framing
- Wall framing
- External cladding
- Introduction to demolition
- Basic environmental sustainability in carpentry

Assessment
Assessment is based on the successful demonstration of competencies. Students must also satisfy the required hours of work in each unit.

Levy
$150 per Unit/Semester. This covers all building materials. Students are expected to purchase their own protective clothing as applicable.

Where this course can lead
Students that complete Units 1&2 and Units 3&4 can complete their Certificate II in Building and Construction Pre-apprenticeship (Carpentry) at TAFE to gain the full qualification.

- Employment
This program may lead to students gaining employment in trade areas such as carpentry, bricklaying, wall and floor tiling, stonemasonry or painting and decorating.

- Apprenticeship
This program offers a partial completion of the Pre-apprenticeship – Certificate II in Building and Construction (Carpentry).

A pre-apprenticeship qualification is nationally recognised and has recommended training credit into the apprenticeship in the same industry area. A pre-apprenticeship training program prepares the student for entry into a trade based apprenticeship by equipping the student with foundation knowledge and skills.

It is anticipated that a student who has completed the Certificate II in Building and Construction Pre-apprenticeship will be in a position to gain an apprenticeship with an employer in the building and construction industry in Carpentry, Bricklaying, Plastering, Stonemasonry, Wall and floor tiling, or Painting and decorating.

What you should know
Students must complete Units 1 & 2 prior to commencing Units 3 & 4.

Classes will be run as a ‘Trade Block’ one day per week as well as during the normal timetable. You must be willing to attend this after school class if you choose this subject...
CERTIFICATE II IN FURNITURE MAKING
MSF20313

Description
This is a two year course which aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the furniture or furniture-related industries. It also aims to enable participants to gain a recognised qualification and to make an informed choice of vocation or career path.

Course Outline
Compulsory Units
- Follow OHS procedures
- Hand make timber joints
- Follow plans to assemble furniture

Elective Units
Students will also undertake a range of elective units as part of this certificate.

Assessment
Assessment is based on the successful demonstration of competencies. Students must also satisfy the required hours of work in each unit.

Levy
$100 per Unit/Semester (plus white card and first aid costs). This covers all building materials. Students are expected to purchase their own protective clothing as applicable.

Where this course can lead
- Employment
  This program may lead to students gaining employment in trade areas such as cabinet and furniture making.
- Apprenticeship
  A pre-apprenticeship qualification is nationally recognised and has recommended training credit into the apprenticeship in the same industry area. A pre-apprenticeship training program prepares the student for entry into a trade based apprenticeship by equipping the student with foundation knowledge and skills.

  It is anticipated that a student who has completed the Certificate II in Furniture Making will be in a position to gain an apprenticeship with an employer in the building and construction industry in furniture making or cabinetry.

What you should know
Students who undertake the VCE VET Furnishing program based on qualifications from the MSF Furnishing Training package may be eligible for:

The award of MSF20313 Certificate II in Furniture Making.
Recognition of up to four units at Units 1 and 2 level and a Units 3 and 4 sequence.

Note: The Units 3 and 4 sequence of VCE VET Furnishing is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

Classes will be run as a ‘Trade Block’ one day per week as well as during the normal timetable. You must be willing to attend this after school class if you choose this subject.
CERTIFICATE II IN FURNITURE MAKING
MSF20313

Description
This is a two year course which aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the furniture or furniture-related industries. It also aims to enable participants to gain a recognised qualification and to make an informed choice of vocation or career path.

Course Outline
Compulsory Units
- Construct furniture using leg and rail method
- Read and interpret work documents
- Assemble furnishing components
- Use furniture making sector hand and power tools
- Make measurements and calculations

Elective Units
Students will also undertake a range of elective units as part of this certificate

Assessment
Assessment is based on the successful demonstration of competencies. Students must also satisfy the required hours of work in each unit.

Levy
$100 per Unit/Semester (plus white card and first aid costs). This covers all building materials. Students are expected to purchase their own protective clothing as applicable.

Where this course can lead
- Employment
  This program may lead to students gaining employment in trade areas such as cabinet and furniture making.
- Apprenticeship
  A pre-apprenticeship qualification is nationally recognised and has recommended training credit into the apprenticeship in the same industry area. A pre-apprenticeship training program prepares the student for entry into a trade based apprenticeship by equipping the student with foundation knowledge and skills.

  It is anticipated that a student who has completed the Certificate II in Furniture Making will be in a position to gain an apprenticeship with an employer in the building and construction industry in furniture making or cabinetry.

What you should know
Classes will be run as a 'Trade Block' one day per week as well as during the normal timetable. You must be willing to attend this after school class if you choose this subject.
CERTIFICATE II IN HOSPITALITY (KITCHEN OPERATIONS)
SIT20312

Description
This is a two year course which aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the cooking and hospitality industries. It also aims to enable participants to gain a recognised qualification and to make an informed choice of vocation or career path.

Course Outline
In Units 1 & 2 students expand their knowledge of the hospitality industry. Hygiene, health and safety are covered. Students also study the following units;

- Work effectively with others
- Prepare simple dishes
- Source and use information on the hospitality industry
- Use hygienic practices for food safety
- Maintain the quality of perishable items
- Participate in safe work practices
- Use food preparation equipment
- Produce dishes using basic methods of cookery
- Clean kitchen premises and equipment

A range of elective units may also be undertaken for additional credit at Unit 1/2 level.

Assessment
Assessment is based on the successful demonstration of competencies. (Practical Skills) Students must also satisfy the required hours of work in each unit this includes the completion of written work and assignments.

Levy
$150 per Unit/Semester. This covers all food and consumables. Students are expected to purchase their own protective clothing as applicable.

Where this course can lead
Students who complete Units 1&2 will move onto Units 3&4.

- Employment
This program may lead to students being employed as a kitchen hand in a restaurant, cafe or the fast food industry.

- Apprenticeship
Students who successfully complete the 2 Year program may be eligible for an apprenticeship in the hospitality industry. E.g Commercial Club.

What you should know
Students must complete Units 1 & 2 prior to commencing Units 3 & 4.

Classes will be run as a ‘Trade Block’ one day per week as well as during the normal timetable. You must be willing to attend this after school class if you choose this subject.

The structure of this certificate and program is a guide only for the time of publication. It is subject to change once our Hospitality teacher for 2016 is appointed.
CERTIFICATE II IN HOSPITALITY (KITCHEN OPERATIONS)  
SIT20312

Description
This is a two year course which aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the cooking and hospitality industries. It also aims to enable participants to gain a recognised qualification and to make an informed choice of vocation or career path.

Course Outline
In Units 3 and 4 students continue to develop knowledge and skills regarding the Hospitality industry. These units focus on cooking and extending the range of dishes the students are able to prepare. Some of the units studied include:
- Produce appetisers and salads
- Produce stocks, sauces and soups
- Produce vegetable, fruit, egg and farinaceous dishes
- Use cookery skills effectively
- Purchase goods

A range of elective units may also be undertaken for additional credit at Unit 3/4 level.

Assessment
Assessment is based on the successful demonstration of competencies. Students must also satisfy the required hours of work in each unit.

Levy
$150 per Unit/Semester. This covers all food and consumables. Students are expected to purchase their own protective clothing as applicable.

Where this course can lead
- Employment
This program could lead to students finding employment as a kitchen hand in a restaurant or cafe.
- Apprenticeship
Students who successfully complete the program may be able to secure an apprenticeship in the hospitality industry. e.g Commercial Club Albury

What you should know

Pre-requisites
Students must have completed Units 1 & 2 prior to commencing Units 3 & 4.

Study score
A study score is available for VCE VET Hospitality (Kitchen Operations). To be eligible for a study score students must:
- satisfactorily achieve all the units of competency designated as the Units 3 and 4 sequence within a single enrolment year
- be assessed in accordance with the tools and procedures specified in the VCE VET Assessment Guide and program specific scored assessment advice
- undertake an examination in the end-of-year examination period, based on the underpinning knowledge and skills in the compulsory units of competency in the Units 3 and 4 sequence.

Classes will be run as a ‘Trade Block’ one day per week as well as during the normal timetable. You must be willing to attend this after school class if you choose this subject.

The structure of this certificate and program is a guide only for the time of publication. It is subject to change once our Hospitality teacher for 2016 is appointed.
CERTIFICATE III SPORT AND RECREATION
SIS30513

Description
This is a two year course which aims to develop specific skills and knowledge in coaching and the organisation of sporting events.
During the first year of Certificate III there is a strong practical component. This will include a number of compulsory excursions and camps.

Course Outline
Compulsory Units
- Organising and complete daily work activities
- Apply First Aid
- Respond to emergency situations
- Work effectively in sport and recreation environments
- Follow health and safety policies
- Assist in preparing and conducting sport and recreation sessions.

Elective Units
Students will complete a minimum of 5 elective units which may include:
- kayaking
- canoeing
- climbing
- bushwalking
- skiing
- snowboarding
- camping

Students in the first year of Certificate III will take on a leadership role and assist in preparing and running the Sport & Rec camps throughout the year. These include the Murray River canoe overnight trip in Term 1. Plus a major camp in Term 3 or 4 where students will choose a focus of either Snow, Water or Mountains.

Assessment
Assessment is based on the successful demonstration of competencies. Students must also satisfy the required hours of work in each unit.
Many of the competencies will be assessed during the camps and excursions throughout the year. Students unable to attend these may not satisfy the requirements of the course.

Levy
$280 per Unit/Semester - This covers all compulsory camps and excursions (see assessment) throughout the year."
"As students have input to camps and excursions there may be extra costs incurred for example, equipment hire.

Where this course can lead
Students who complete Units 1 & 2 will move onto Units 3&4 and complete a full Certificate III in Sport and Recreation.

- Employment
  This program provides background knowledge and skills for entry level employment areas such as sports coaching, recreation venues and the fitness industry.
- Tertiary Studies
  Students who successfully complete the program have credit towards Certificate IV in Recreation. The program provides a firm foundation of theory and practice to assist with future diploma or degree course in the sport area.

What you should know
The camps and excursions in Sport & Recreation are a compulsory requirement of the course. You will miss a number of days at school throughout the year. You will need to be highly organised and prepared to catch up on all work missed. Other assessments may be rescheduled for you if they clash with a camp or excursion, although you will be expected to sit all assessments at their scheduled time upon your return.
CERTIFICATE III SPORT AND RECREATION
SIS30513

Aim
This is the second year of a Certificate III course which encourages and supports students to recognise their individual potential as leaders in the sport and recreation industry.

Students who successfully complete the second year will obtain credit towards their VCE at Unit 3/4 level.

During the second year of Certificate III there is more of a focus on the theory component, however there still may be a number of excursions where they may miss other classes.

Course Outline

Compulsory Units
- Plan and conduct sport and recreation sessions
- Manage conflict
- Undertake risk analysis of activities
- Conduct basic warm-up and cool-down programs
- Facilitate groups
- Provide public education for the use of resources

Elective Units
- Officiate games or competitions

Students in the second year of Certificate III will take on a leadership role assisting in the preparation and running of various Sport & Recreation activities. These could include Junior School Athletics Carnival and school-based activities.

Assessment

Assessment is based on the successful demonstration of competencies. Students must also satisfy the required hours of work in each unit.

Scored Assessments
This consists of three coursework tasks, worth 66% of the overall study score and end of year examination worth 34% of the overall study score.

Levy
$120 per Unit/Semester - This covers all compulsory camps and excursions (see assessment) throughout the year.*

*As students have input to camps and excursions there may be extra costs incurred, for example equipment hire.

Where this course can lead

Students who complete SIS30513 Certificate III in Sport and Recreation (Units 3 & 4) will be eligible for up to three units of credit towards their VCE at Units 3 and 4 level including a Units 3 and 4 sequence.

- Employment
This program provides background knowledge and skills for entry level employment areas such as sports coaching, recreation venues and the fitness industry.

- Tertiary Studies
Students who successfully complete the program have credit towards Certificate IV in Recreation. The program provides a firm foundation of theory and practice to assist with future diploma or degree course in the sport area.

ATAR Contribution

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence must undertake scored assessment for the purposes of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study (10% increment).

A student who opts out of scored assessment in the VCE VET Sport and Recreation program will not be eligible for a contribution towards their ATAR.

What you should know

Whilst there are some camps and excursions associated with the second year of this course, they are not as extensive as first year and you will miss fewer days and classes at school. You will still need to be organised and whilst other assessments may be rescheduled for you if they clash with a camp or excursion, you should expect to sit all assessments at their scheduled time upon your return.
CERTIFICATE II IN ASIAN COOKERY
SIT20412

Description
This is a two year course which aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the Asian cookery industries. It also aims to enable participants to gain a recognised qualification and to make an informed choice of vocation or career path.

Course Outline
In Units 1 & 2 students expand their knowledge of the Asian cooking industry. Hygiene, health and safety are covered. Students also study the following units over the 2-year course;

- Participate in safe work practices
- Work effectively with others
- Produce dishes using basic methods of Asian cookery
- Use food preparation equipment
- Use cookery skills effectively
- Clean kitchen premises and equipment
- Use hygienic practices for food safety
- Maintain the quality of perishable items

A range of elective units must also be undertaken of which 2 must come from the Asian Cookery package.

Assessment
Assessment is based on the successful demonstration of competencies. Students must also satisfy the required hours of work in each unit this includes the completion of written work and assignments.

Levy
$150 per Unit/Semester. This covers all food and consumables. Students are expected to purchase their own protective clothing as applicable.

Where this course can lead
Students who complete Units 1 & 2 will move onto Units 3&4.

- Employment
This program may lead to students being employed as a kitchen hand in an Asian restaurant, cafe or the fast food industry.

- Apprenticeship
Students who successfully complete the 2 Year program may be eligible for an apprenticeship in the hospitality industry. E.g SSA Club.

What you should know
Students must complete Units 1 & 2 prior to commencing Units 3 & 4.

Classes will be run as a ‘Trade Block’ one day per week as well as during the normal timetable. You must be willing to attend this after school class if you choose this subject.

A study score is not available for VET Asian Cookery. Students will be awarded the Certificate II in Asian Cookery if they successfully complete Units 1 -4.

The structure of this certificate and program is a guide only for the time of publication. It is subject to change once an Asian Cookery teacher is appointed.
VET Asian Cookery Units 3 & 4

CERTIFICATE II IN ASIAN COOKERY
SIT20412

Description
This is a two year course which aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the Asian cookery industries. It also aims to enable participants to gain a recognised qualification and to make an informed choice of vocation or career path.

Course Outline
In Units 3 & 4 students expand their knowledge of the Asian cooking industry. Hygiene, health and safety are covered. Students also study the following units over the 2-year course;

- Participate in safe work practices
- Work effectively with others
- Produce dishes using basic methods of Asian cookery
- Use food preparation equipment
- Use cookery skills effectively
- Clean kitchen premises and equipment
- Use hygienic practices for food safety
- Maintain the quality of perishable items

A range of elective units must also be undertaken of which 2 must come from the Asian Cookery package.

Where this course can lead

- Employment
  This program may lead to students being employed as a kitchen hand in an Asian restaurant, cafe or the fast food industry.
- Apprenticeship
  Students who successfully complete the 2 Year program may be eligible for an apprenticeship in the hospitality industry. E.g SSA Club.

What you should know

Students must complete Units 1 & 2 prior to commencing Units 3 & 4.

Classes will be run as a ‘Trade Block’ one day per week as well as during the normal timetable. You must be willing to attend this after school class if you choose this subject.

A study score is not available for VET Asian Cookery. Students will be awarded the Certificate II in Asian Cookery if they successfully complete Units 1 -4.

The structure of this certificate and program is a guide only for the time of publication. It is subject to change once an Asian Cookery teacher is appointed.

Assessment
Assessment is based on the successful demonstration of competencies. (Practical Skills) Students must also satisfy the required hours of work in each unit this includes the completion of written work and assignments.

Levy
$150 per Unit/Semester. This covers all food and consumables. Students are expected to purchase their own protective clothing as applicable.
As students approach the more senior years of schooling they begin to narrow their subject choices and plan career pathways. During this time it is important for students to discuss career options with their parents, friends, family and teachers. To assist students with these career decisions we have developed a Careers program for students in Years 9 to 12.

In Year 9 students undertake community service and participate in programs such as the Rite Journey and the “World of Work”. This helps them to gain an understanding of the attributes and skills required to perform certain roles and occupations in society. It also helps students gain a better understanding of their strengths, weaknesses and talents.

In Year 10 students undertake Work Experience and attend a number of careers excursions such as Army Trades Day and the Health Expo. They also have the opportunity to attend University Open Days and CSU MyDay tasters. Students are encouraged to explore a number of career pathways and engage in as many different career workshops as their studies permit.

In Year 11 students attend a 4 day Melbourne Exploration camp, where they have the opportunity to attend a number of tertiary institutions such as Universities and TAFE’s. All Year 11 students are encouraged to attend local, city and interstate Open Days and participate in career workshops. During the year students will have a one on one careers interview with their Careers Coordinator and set career goals and map future career pathways. Students also have the opportunity to attend summer school at a number of Melbourne Universities.

In Year 12 students receive intensive one on one careers counselling with their Careers Coordinator, senior teachers and their mentors. They attend TIS Day in June and have the opportunity to attend University tasters at La Trobe, University of Melbourne and CSU. In term 3 we assist students with their VTAC applications and look at alternative study/career pathways.

The College has a careers notice board and information stand located near the Year 12 Common room which all students can access before school or during recess and lunch. Weekly updates and events are published in the Careers Newsletter and morning bulletin and emailed directly to all Middle and Senior Students. Students and parents are also encouraged to use the many online resources available such as the Victory Lutheran College Careers website, MyFuture, the job guide, VTAC, VICTER and individual University websites.
School Based Apprenticeships

School Based Apprenticeships (Traineeships) are becoming an important part of the curriculum for Year 10, 11 and 12 students. Some examples of School Based Apprenticeships include:

- Hospitality at the Commercial Club, Albury,
- Automotive (Heavy Vehicle) at Twin City Trucks, Wodonga
- A Business Traineeship with ANZ Bank.

How does it operate?

The student works as a paid employee (trainee rates) for the host employer under an agreement between the student, the employer and an Apprenticeship Centre such as ATEL or VECCI. The placement normally takes place during one school day and at other times as agreed. The student is also enrolled at TAFE or another training organization. They will be assessed on the job by the training organisation and may:

- Do study at the TAFE.
- Have work provided by the TAFE to be completed in their own time.

How does it fit into the VCE?

When the required assessments are completed, the school-based apprenticeship can count as unit 1/2 or 3/4 level units, depending on the certificate studied.

What does the student gain?

- Paid employment and training in the chosen area of work
- A nationally recognized TAFE level Certificate
- As stated above, credit towards completing VCE or VCAL
- Credit towards an apprenticeship for those who go on to one

How does it affect other classes?

The student's timetable may be organised to allow the work placement to take place. This may mean studying one less VCE subject.

Who can do it?

Students in year's 10, 11 or 12 who have turned 15.

Examples of certificates available as school-based apprenticeships:

A wide range of other certificates can be undertaken as part of a School-Based Apprenticeship. These include:

- Certificate II in Automotive-Electrical, Automotive-Heavy Vehicle Mobile Equipment,

A CAUTION WITH SCHOOL-BASED APPRENTICESHIPS

The College cannot guarantee that any student who would like to do a School-Based Apprenticeship can do one. To commence one it requires an employer who:

- Is prepared to employ a student Part-Time on a trainee wage
- Selects a student who may be competing with other students for the position

Students are also required to have an interview with their Careers Coordinator to ensure they fully understand what is involved in undertaking a School-Based Apprenticeship. As a School-Based Apprenticeship takes 2 to 3 years to complete students will need to have mapped out a career pathway plan prior to undertaking their Apprenticeship. This is to ensure students have the opportunity to gain their VCE certificate as well as their TAFE and or SBA qualification at the end of their senior studies.

NOTE: Most School-Based Apprenticeship and Traineeship students do not undertake scored assessment in the VCE due to the increased demands of work, structured training and schooling. Therefore the attainment of an ATAR may be jeopardised by undertaking an SBA.

For more information visit the VCAA - http://www.vcca.vic.edu.au/Pages/vet/programs/sbnafaq.aspx
## Sample Course Plan

**Sample plan for a course targeting Medical Bioscience or Physiotherapy**

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Sem 1</th>
<th>English</th>
<th>Maths</th>
<th>Science</th>
<th>Geography</th>
<th>Biology – Cells &amp; Systems</th>
<th>Unit 1 Studio Art</th>
<th>Unit 1 Religion &amp; Society</th>
<th>HPE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Sem 2</th>
<th>English</th>
<th>Maths</th>
<th>Science</th>
<th>History (Core)</th>
<th>Music – Live Performance Technique</th>
<th>Unit 2 Studio Art</th>
<th>Unit 2 Religion &amp; Society</th>
<th>HPE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Year 11 | Sem 1 | Unit 1 | Unit 1 Math Methods | Unit 1 Biology | Unit 1 Physical Education | Unit 1 Health & HD | Unit 3 Studio Art | Unit 2 Religion & Society | HPE |
|---------|-------|--------|----------------------|-----------------|-------------------------|------------------|---------------------------|-----|
|         |       |        |                      |                 |                         |                  |                           |     |
|         |       |        |                      |                 |                         |                  |                           |     |
|         |       |        |                      |                 |                         |                  |                           |     |
|         |       |        |                      |                 |                         |                  |                           |     |

| Year 11 | Sem 2 | Unit 2 | Unit 2 Math Methods | Unit 2 Biology | Unit 2 Physical Education | Unit 2 Health & HD | Unit 4 Studio Art | Unit 2 Religion & Society | HPE |
|---------|-------|--------|----------------------|-----------------|-------------------------|------------------|---------------------------|-----|
|         |       |        |                      |                 |                         |                  |                           |     |
|         |       |        |                      |                 |                         |                  |                           |     |
|         |       |        |                      |                 |                         |                  |                           |     |
|         |       |        |                      |                 |                         |                  |                           |     |

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Sem 1</th>
<th>Unit 3</th>
<th>Unit 3 Math Methods</th>
<th>Unit 3 Biology</th>
<th>Unit 3 Physical Education</th>
<th>Unit 3 Health &amp; HD</th>
<th>HPE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Sem 2</th>
<th>Unit 4</th>
<th>Unit 4 Math Methods</th>
<th>Unit 4 Biology</th>
<th>Unit 4 Physical Education</th>
<th>Unit 4 Health &amp; HD</th>
<th>HPE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If successful, this student would receive their Victorian Certificate of Education and would have the maximum 6 subjects at Unit 3 and 4 level counting towards their ATAR for entry into a tertiary course.

### EXAMPLE TERTIARY REQUIREMENTS

**Medical Bioscience – Monash University**

Prerequisites: Units 3 and 4: English (any); and one of Biology, Chemistry, Geography, Mathematical Methods (CAS), Specialist Mathematics, Physics or Psychology.

*In this scenario, the subject prerequisites are satisfied. Provided the student achieves the scores and the required ATAR, they're eligible for entry into the course.*

**Health Sciences/Physiotherapy Practice – Latrobe University**

Prerequisites: Units 3 and 4: English (any); and two of Biology, Chemistry, any Mathematics, Physical Education or Physics.

*In this scenario, the subject prerequisites are satisfied. Provided the student achieves the scores and the required ATAR, they're eligible for entry into the course.*
Sample Course Plan

Sample plan for a course targeting Education or Business

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Semester 1</th>
<th>English</th>
<th>Maths</th>
<th>Science</th>
<th>History (Core)</th>
<th>Music – Composition</th>
<th>VET Outdoor Recreation</th>
<th>Unit 1 Religion &amp; Society</th>
<th>HPE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester 2</td>
<td>English</td>
<td>Maths (Advanced)</td>
<td>Science</td>
<td>Biology - Ecosystems</td>
<td>Music – Live Performance Technique</td>
<td>VET Outdoor Recreation</td>
<td>Unit 1 Religion &amp; Society</td>
<td>HPE</td>
</tr>
<tr>
<td>Year 11</td>
<td>Semester 1</td>
<td>Unit 1 English</td>
<td>Unit 1 General Maths</td>
<td>Unit 1 Business Management</td>
<td>Unit 1 Physical Education</td>
<td>Unit 1 Music Performance</td>
<td>VET Sport &amp; Recreation</td>
<td>Unit 2 Religion &amp; Society</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester 2</td>
<td>Unit 2 English</td>
<td>Unit 2 General Maths</td>
<td>Unit 2 Business Management</td>
<td>Unit 2 Physical Education</td>
<td>Unit 2 Music Performance</td>
<td>VET Sport &amp; Recreation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>Semester 1</td>
<td>Unit 3 English</td>
<td>Unit 3 Further Maths</td>
<td>Unit 3 Business Management</td>
<td>Unit 3 Physical Education</td>
<td>Unit 3 Music Performance</td>
<td>VET Sport &amp; Recreation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester 2</td>
<td>Unit 4 English</td>
<td>Unit 4 Further Maths</td>
<td>Unit 4 Business Management</td>
<td>Unit 4 Physical Education</td>
<td>Unit 4 Music Performance</td>
<td>VET Sport &amp; Recreation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If successful this student would receive a Certificate II in Sport & Recreation, their Victorian Certificate of Education and would have the maximum 6 subjects at Unit 3 and 4 level counting towards their ATAR for entry into a tertiary course.

EXAMPLE TERTIARY REQUIREMENTS

Education (K-12) – Charles Sturt University

Prerequisites: Units 1 and 2: two units (any study combination) of General Mathematics or Mathematical Methods (CAS) or Units 3 and 4: any Mathematics; and English (any).

In this scenario, there are prerequisites at Unit 1 and 2 level OR at Unit 3 and 4 level. Provided the student achieves the scores and the required ATAR, they’re eligible for entry into the course.

Commerce – The University of Melbourne

Prerequisites: Units 3 and 4: English (any); and one of Mathematical Methods (CAS) or Specialist Mathematics.

In this scenario, the subject prerequisites are NOT satisfied. The student has not completed either Mathematical Methods or Specialist Mathematics.
### Sample Course Plan

**Sample plan for a course targeting Engineering or Architecture**

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Sem 1</th>
<th>Unit 1</th>
<th>Unit 1</th>
<th>Unit 1</th>
<th>Unit 1</th>
<th>Unit 1</th>
<th>Unit 1</th>
<th>Unit 1</th>
<th>Unit 1</th>
<th>Unit 1</th>
<th>Unit 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maths</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physics – Photonics</td>
<td></td>
<td>Physics - Electronics</td>
<td></td>
<td>VET Outdoor Recreation</td>
<td></td>
<td>Unit 1 Religion &amp; Society</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>Sem 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>Sem 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If successful this student would receive their Victorian Certificate of Education and would have 5 subjects at Unit 3 and 4 level counting towards their ATAR for entry into a tertiary course.

**EXAMPLE TERTIARY REQUIREMENTS**

**Engineering – Monash University**

Prerequisites: Units 3 and 4: English (any); and Mathematical Methods (CAS); and one of Chemistry or Physics.

*In this scenario, the subject prerequisites are satisfied. Provided the student achieves the scores and the required ATAR, they’re eligible for entry into the course.*

**Architecture – Monash University**

Prerequisites: Units 3 and 4: English (any).

*In this scenario, the subject prerequisites are satisfied. Provided the student achieves the scores and the required ATAR, they’re eligible for entry into the course.*
Use this blank template to plan your Senior Years of Schooling. Year 10 students seeking an Early Start to VCE must include this in their application. Remember – this does not lock you into any of these subjects! It is a planning guide only.

<table>
<thead>
<tr>
<th>Year 10</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td>English</td>
<td>Maths</td>
<td>Science</td>
<td>History (Core) – either semester</td>
<td></td>
<td>Unit 1 Religion &amp; Society</td>
</tr>
<tr>
<td>Sem 2</td>
<td>English</td>
<td>Maths</td>
<td>Science</td>
<td></td>
<td>HPE</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 11</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td>Unit 1 English</td>
<td>Maths</td>
<td></td>
<td>Unit 2 Religion &amp; Society</td>
<td></td>
</tr>
<tr>
<td>Sem 2</td>
<td>Unit 2 English</td>
<td>Maths</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1</td>
<td>Unit 3 English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sem 2</td>
<td>Unit 4 English</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Optional 6th subject in Yr 12

CHECK THE FOLLOWING:

Careers/Courses of interest to me:

Prerequisites I may need for entry into these university course(s)

- Does this course satisfy VCE requirements? [ ] Yes [ ] No
- Does this course keep open a suitable range of options for me? [ ] Yes [ ] No
- Does this course match my interests and abilities? [ ] Yes [ ] No

Questions I need to ask someone: Whom will I ask?

Some of the people you may talk to regarding your questions could be the subject teacher(s), Careers Advisor, Year 10-12 Team Leader, Head of Senior School.

Extra copies of this template are available in Student Café (Links)
VET Application

NAME: ___________________________________________ CAREGROUP: ____________________________
VET PROGRAM: ___________________________________________ VENUE: ____________________________

Step 1
Please explain the reasons you wish to undertake this VET Program:

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Step 2 (Complete this step by 11/9/15)
Ensure you fully understand the nature and content of your chosen program, its requirements (coursework, assessment, work placement and transport) and the fees/levies associated with it. Arrange a time to meet with the relevant VET Teacher (on-campus programs) or VET Coordinator (off-campus programs) to discuss your suitability.

VET Meeting with ______________________ arranged for: Date: ________________ Time: ________________

Step 3 (Complete this step by 11/9/15)
STUDENT AND PARENT/GUARDIAN DECLARATION
I understand that the nature and requirements of the requested VET Program and that selection in the program is at the discretion of the College and is dependent upon timetabling constraints and available places. Victory accepts no responsibility for the transport arrangements to/from off-campus VET Programs. I agree to pay all levy fees (on-campus courses) and 50% of fees incurred by the College for off-campus courses as part of my overall fees, including where students withdraw from the course after the cut-off date.

Student signature: ___________________________________________ Date: ______________________

Parent/Guardian signature: ______________________________ Date: ______________________

Step 4 (Take this form with you to your interview)
VET INTERVIEW

(this section to be completed by the relevant VET Teacher or VET Coordinator)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the student have a good understanding of the program and its content?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the program suitable to the students’ pathways and abilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student understand the cut-off dates for enrolment and withdrawal from the VET course?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approval to enrol?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Students must understand that this approval is conditional only and is subject to the College’s ability to timetable the program and positions being available in the class.)

VET Teacher/Coordinator signature: ___________________________ Date: ______________________

Copies of this form to be kept by the VET Teacher, VET Coordinator and Head of Senior School. A copy is also to be given to the Timetabler.

Copies of this application page are available on Student Café (Links) or from the College Office.
## Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT</td>
<td>Assessment Task (Unit 1 &amp; 2 level)</td>
</tr>
<tr>
<td>Degree</td>
<td>Award for completed University course (usually 3-4 years)</td>
</tr>
<tr>
<td>DES</td>
<td>Derived exam score</td>
</tr>
<tr>
<td>Diploma</td>
<td>Award for completed university or TAFE course (usually 2-3 years)</td>
</tr>
<tr>
<td>Elective</td>
<td>A subject or unit chosen from a range of options</td>
</tr>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admission Rank</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>GAT</td>
<td>General Achievement Test</td>
</tr>
<tr>
<td>Increment</td>
<td>Additional points given for fifth and sixth subjects in the calculation of the ATAR</td>
</tr>
<tr>
<td>Infoline</td>
<td>The VTAC Infoline is the telephone service used for the VTAC application process</td>
</tr>
<tr>
<td>LOTE</td>
<td>Languages other than English</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>VCE studies that you must complete for entry to a course</td>
</tr>
<tr>
<td>Primary four</td>
<td>The first four subjects counted in the calculation of the ATAR. English is always counted first.</td>
</tr>
<tr>
<td>Quota</td>
<td>The number of places available in a course</td>
</tr>
<tr>
<td>SAC</td>
<td>School-assessed Coursework (Unit 3 &amp; 4 level)</td>
</tr>
<tr>
<td>SAT</td>
<td>School-assessed Task (Unit 3 &amp; 4 level)</td>
</tr>
<tr>
<td>TAFE</td>
<td>Technical and Further Education</td>
</tr>
<tr>
<td>VCAA</td>
<td>Victorian Curriculum &amp; Assessment Authority</td>
</tr>
<tr>
<td>VCE</td>
<td>Victorian Certificate of Education</td>
</tr>
<tr>
<td>VCE Study Score</td>
<td>The score issued by the VCAA. It indicates the relative position in a study.</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>VICTER</td>
<td>Victorian Tertiary Entrance Requirements – published two years in advance and annually by VTAC, listing studies needed for entry to University and TAFE courses.</td>
</tr>
<tr>
<td>VTAC</td>
<td>Victorian Tertiary Admission Centre</td>
</tr>
<tr>
<td>VTAC Guide</td>
<td>VTAC Guide to University and TAFE courses – published in July each year, describing courses and application procedures for the coming year</td>
</tr>
</tbody>
</table>