Contents

Planning Your Pathway through the Senior Years .......................................................... 3
Senior Certificate Pathway Options at OLMC .............................................................. 3
Subject Selection Timeline ......................................................................................... 4
Careers Department ................................................................................................... 5
University/TAFE Open Days and Expos 2015.............................................................. 7
Further Information and Assistance ........................................................................... 8
VCE Subject Selection Checklist .............................................................................. 9
Year 10 Students Planning for Year 11 2016 .............................................................. 9
Personal Subject Selection Planner ......................................................................... 10
VCAL: The Victorian Certificate of Applied Learning ................................................. 12
  VCAL Literacy 13
  VCAL Numeracy 13
  VCAL Personal Development Skills and Work Related Skills 14
  VCAL Skills for Further Study 14
  VET: Vocational Education and Training 15
VCE: The Victorian Certificate of Education .............................................................. 17
  Acceleration at OLMC............................................................................................ 17
  Studying Outside OLMC...................................................................................... 19
  VET: Vocational Education and Training ............................................................ 20
Summary of VCE Units to be offered at OLMC in 2016 .............................................. 21
  Accounting: Units 1 & 2 22
  Accounting: Units 3 & 4 23
  Biology: Units 1 & 2 24
  Biology: Units 3 & 4 25
  Business Management: Units 1 & 2 26
  Business Management: Units 3 & 4 27
  Chemistry: Units 1 & 2 28
  Chemistry: Units 3 & 4 29
  Drama: Units 1 & 2 30
  Drama: Units 3 & 4 31
  English: Units 1 & 2 32
  English: Units 3 & 4 33
  English Language: Units 1 & 2 34
  English Language: Units 3 & 4 35
  Food and Technology: Units 1 & 2 36
  Food and Technology: Units 3 & 4 37
  Global Politics: Units 1 & 2 38
  Global Politics: Units 3 & 4 39
  Health and Human Development: Units 1 & 2 40
  Health and Human Development: Units 3 & 4 41
  History: Units 1 & 2 42
  History: Australian History Units 3 & 4 43
  History: Revolutions Units 3 & 4 44
  Informatics: Units 3 & 4 46
  Languages Overview 47
  Languages – French: Units 1 - 4 48
  Languages – Italian: Units 1 - 4 49
  Languages – Japanese Second Language: Units 1 - 4 50
  Legal Studies: Units 1 & 2 51
  Legal Studies: Units 3 & 4 52
Planning Your Pathway through the Senior Years

Choosing the pathway that is right for you is an important decision and at OLMC we provide a range of resources to help you with your decision. The Information Evening, the Subject Expo, the Handbook, your Pastoral Leader, the Careers Coordinator, your subject teachers and your parents are all valuable sources of information and guidance.

Pathway and Subject Selection

There are two senior pathways available: **VCE** and **VCAL**

Both provide Year 12 qualifications and access to further studies.

- **VCE** is more traditional and academic, allowing direct university entrance.
- **VCAL** takes a hands-on learning approach with a focus on vocational training and preparation for the workplace including TAFE and work, with no final exams. These are explained in more detail later.

You will find more details about each Certificate later in this Handbook.

It is important to identify your strengths (consider the Morrisby report and your previous experience) and to consider your post school pathways (see the Careers Coordinator, university and TAFE course descriptions and pre-requisites).

If you need extra information to help you make these decisions, please come and see me or any of the people listed at the back of this Handbook with your questions.

Ms Jocelyn Weterings
Learning Coordinator Years 10-12

Senior Certificate Pathway Options at OLMC

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 10 studies</th>
<th>or</th>
<th>Year 10 studies including an accelerated Unit 1 or 2 subject or a Year 10 Enhanced subject</th>
<th>or</th>
<th>Year 10 studies including a first year VET Certificate subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td>6 Units 1 &amp; 2 subjects</td>
<td>or</td>
<td>5 Units 1 &amp; 2 subjects Plus 1 first year VET Certificate subject</td>
<td>or</td>
<td>5 Units 1 &amp; 2 subjects Plus 1 Units 3 &amp; 4 subject</td>
</tr>
<tr>
<td>Year 12</td>
<td>5 Units 3 &amp; 4 subjects</td>
<td>or</td>
<td>4 Units 3 &amp; 4 subjects Plus a second year VET Certificate subject</td>
<td>or</td>
<td>4 Units 3 &amp; 4 subjects Plus university enhancement subject in a related study</td>
</tr>
</tbody>
</table>

**VCAL Pathway**

- **Year 10**
  - Year 11 VCAL Intermediate Certificate
  - School-based VET and external VET
  - Work placement

- **Year 11**
  - Year 12 VCAL Senior Certificate
  - School-based VET and external VET
  - Work placement

Page | 3
# Subject Selection Timeline

## Year 10 2015 into Year 11 2016

<table>
<thead>
<tr>
<th>2015 Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 23 June</td>
<td>Year 10 Parent Information Evening for VCE 2016</td>
<td>Information evening for academic pathways in the senior school; requirements of the VCE and VCAL, the opportunities for VET studies and VCE acceleration</td>
</tr>
<tr>
<td>7.30 pm</td>
<td>VCE 2016 Subject Selection Handbook</td>
<td>Available on the Portal</td>
</tr>
<tr>
<td>Semester 1 holidays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday 30 July</td>
<td>Parent</td>
<td>Student</td>
</tr>
<tr>
<td>(2.00 – 8.00 pm)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday 31 July</td>
<td>Accelerated Studies: applications open</td>
<td>Application forms available for students for Accelerated Studies from the Learning Coordinator Years 10-12</td>
</tr>
<tr>
<td>Tuesday 4 August</td>
<td>Subject Selection Expo and Interviews</td>
<td>Parents and current Year 10 students will have a 'conversation' with their Pastoral Leader about their proposed program in 2016; careers and subject information</td>
</tr>
<tr>
<td>3.40 – 6.00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early August</td>
<td>Assembly on Subject Selection for Year 11 2016</td>
<td>Assembly with current Year 10 students outlining the subject selection process including entering proposed program online</td>
</tr>
<tr>
<td>Friday 7 August</td>
<td>Accelerated Studies: applications due today</td>
<td>Students to hand completed applications to Learning Coordinator Years 10-12</td>
</tr>
<tr>
<td>Monday 10 – Friday 14 August</td>
<td>Accelerated Studies: interviews</td>
<td>Students who have applied for an accelerated study will be interviewed by the Domain Leader and a subject teacher</td>
</tr>
<tr>
<td>Friday 21 August</td>
<td>Accelerated Studies: approvals</td>
<td>Students who have applied for an accelerated study will receive notification of approval or non-approval by today</td>
</tr>
<tr>
<td>Monday 24 August</td>
<td>Online Subject Selection opens</td>
<td>Web Preference online opens for students to enter their subject preferences for 2016</td>
</tr>
<tr>
<td>(7.00 am)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday 28 August</td>
<td>Online Subject Selection closes</td>
<td>Web Preference online closes</td>
</tr>
<tr>
<td>(midnight)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 31 August</td>
<td>Submission of Subject Selection receipt submission</td>
<td>Students submit to their Pastoral Leader the printout of the studies they entered online (must be signed by parent)</td>
</tr>
</tbody>
</table>

## Year 11 2015 to Year 12 2016

<table>
<thead>
<tr>
<th>2015 Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 holidays</td>
<td>VCE Subject Selection 2016 Handbook</td>
<td>Available on Portal</td>
</tr>
<tr>
<td>Thursday 30 July</td>
<td>Parent</td>
<td>Student</td>
</tr>
<tr>
<td>(2.00 – 8.00 pm)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early August</td>
<td>Assembly on Subject Selection for Year 12 2016</td>
<td>Assembly with current Year 11 students outlining the subject selection process including entering proposed program outline</td>
</tr>
<tr>
<td>Friday 31 July</td>
<td>Online Subject Selection opens</td>
<td>Web Preference online opens for Year 11 students to enter their subject preferences for 2016</td>
</tr>
<tr>
<td>(7.00 am)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday 7 August</td>
<td>Online Subject Selection closes</td>
<td>Web Preference online closes</td>
</tr>
<tr>
<td>(midnight)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 10 August</td>
<td>Submission of Subject Selection receipt</td>
<td>Students submit to their Pastoral Leader the printout of the studies they entered online (must be signed by parent)</td>
</tr>
</tbody>
</table>
Careers Department

Career development is a lifelong process of growth through life, learning and work. Students develop career management skills in a variety of settings: at home, in classrooms, in the playground, in the workplace, on the sporting field or in community engagement. However, career development programs make the development of these competencies more intentional for students.

Throughout each year level, students develop and complete a Pathways Plan that reflects their understanding of themselves and future opportunities.

<table>
<thead>
<tr>
<th>Year 10</th>
<th>I PLAN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 students focus on planning to achieve broad career goals that offer a range of options. They use increased self-knowledge and deeper understanding of the education and training requirements to inform these decisions.</td>
<td></td>
</tr>
<tr>
<td>During Year 10, students completed the Morrisby Testing which uses results from a series of tests and a detailed questionnaire to provide numerous career suggestions that would be suited to the student. A comprehensive report is provided to each student and discussed with them to aid in their subject selection and career pathways planning. If you have not done so, make an appointment with Ms Georgiou and your parents to discuss your Morrisby testing report.</td>
<td></td>
</tr>
<tr>
<td>Students will attend Open Days at Universities and Colleges to identify potential pathways of interest.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 11</th>
<th>I DECIDE...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 students begin to apply their knowledge of attributes and values to determine their broad career pathway. They consolidate their decision-making skills and make informed decisions on possible future transitions.</td>
<td></td>
</tr>
<tr>
<td>Students will attend Open Days at Universities and Colleges to identify potential pathways of interest.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12</th>
<th>I APPLY...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in this level need to be able to critically examine their career goals and have sound knowledge of the requirements for their selected further education, training or employment choices before making an application for the next stage of their career transition.</td>
<td></td>
</tr>
<tr>
<td>All students will have an interview with the Careers Coordinator to consider their pathway beyond Year 12.</td>
<td></td>
</tr>
</tbody>
</table>

Subject Selection

Career education is designed to help students make informed and appropriate decisions about program selection for VCE or VCAL in view of the career or further study they are interested in pursuing after school.

Students need to:

- Consider the implications of their choices in detail;
- Utilise the extensive counselling that is available to ensure that they select appropriate units that form a coherent course of study;
- Consider a meaningful course of study which will provide pathways into further study or employment;
• During the year, students should make time to discuss their plans with teachers, parents, the Careers Coordinator and with staff at universities and TAFEs during Open Days;
• Consider such things as **personality, abilities, interests, needs and strengths** when making subject decisions;
• Ultimately, if you enjoy the subjects you are studying, you will do well and enjoy your senior years;
• The Pathways Lounge is full of resources that can help with subject and course decisions;
• Students and parents are most welcome to arrange individual appointments with the Careers Coordinator at any time.

**2016 and Beyond**
Choosing subjects that suit you is a very important decision. So how do you go about deciding which subjects are right for you?

It may seem light years away to be going to university, TAFE or work but this year you will be choosing subjects for VCE or VCAL which will affect what you can study at tertiary level.

Now is a good time to start thinking about what you would like to do after Year 12:

• Where do you see yourself after school?
• Am I more suited to university or TAFE?
• What pre requisite subjects do I need for courses?

The Subject Selection Program at OLMC can help you make these subject choices by:

• Carefully listing which subjects you need over the two years to study in Years 11 and 12 in order to be eligible for courses at tertiary level;
• Attending assemblies and gaining information on subjects from teachers;
• Discussing subject options with the Careers Coordinator.

Miss Dot Georgiou
Careers Coordinator
## University/TAFE Open Days and Expos 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday 30 June</strong></td>
<td>Discover Deakin (Burwood Campus)</td>
</tr>
<tr>
<td><strong>Saturday 1 August</strong></td>
<td>Monash University (Berwick and Peninsula Campuses)</td>
</tr>
<tr>
<td><strong>Sunday 2 August</strong></td>
<td>Deakin University (Warrnambool Campus)</td>
</tr>
<tr>
<td></td>
<td>Monash University (Caulfield and Clayton Campuses)</td>
</tr>
<tr>
<td></td>
<td>Swinburne University of Technology (Hawthorn Campus)</td>
</tr>
<tr>
<td><strong>Sunday 9 August</strong></td>
<td>Australian Catholic University (Melbourne Campus)</td>
</tr>
<tr>
<td></td>
<td>RMIT University and TAFE (Melbourne Campus)</td>
</tr>
<tr>
<td><strong>Sunday 16 August</strong></td>
<td>Monash University (Parkville Campus)</td>
</tr>
<tr>
<td><strong>Friday 24 to</strong></td>
<td>Melbourne Careers Expo (Melbourne Convention Exhibition Centre)</td>
</tr>
<tr>
<td><strong>Sunday 26 July</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Saturday 25 July</strong></td>
<td>Australian Catholic University (Ballarat Campus)</td>
</tr>
<tr>
<td><strong>Sunday 9 August</strong></td>
<td>La Trobe University (Bundoora Campus)</td>
</tr>
<tr>
<td><strong>Sunday 16 August</strong></td>
<td>La Trobe University (Bendigo Campus)</td>
</tr>
<tr>
<td></td>
<td>The University of Melbourne</td>
</tr>
<tr>
<td><strong>Sunday 23 August</strong></td>
<td>Box Hill Institute TAFE</td>
</tr>
<tr>
<td></td>
<td>Deakin University (Burwood Campus)</td>
</tr>
<tr>
<td></td>
<td>Victoria University (Footscray Park Campus)</td>
</tr>
</tbody>
</table>

There is a more comprehensive list available in the Pathways Lounge.
Further Information and Assistance

- Ms Patricia Sweeney
  Head of Learning and Teaching
  psweeney@olmcheidelberg.catholic.edu.au

- Ms Jocelyn Weterings
  Learning Coordinator Years 10-12
  jweterings@olmcheidelberg.catholic.edu.au

- Mrs Di Collis
  VCAL Co-Ordinator
  dcollis@olmcheidelberg.catholic.edu.au

- Ms Dot Georgiou
  Careers Coordinator
  dgeorgiou@olmcheidelberg.catholic.edu.au

<table>
<thead>
<tr>
<th>Domain</th>
<th>Domain Leader</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design, Art &amp; Technology</td>
<td>Maureen Gleeson</td>
<td><a href="mailto:mgleeson@olmcheidelberg.catholic.edu.au">mgleeson@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Mark Jenkinson</td>
<td><a href="mailto:mjenkinson@olmcheidelberg.catholic.edu.au">mjenkinson@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Kelly Bregantic</td>
<td><a href="mailto:kbregantic@olmcheidelberg.catholic.edu.au">kbregantic@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>English</td>
<td>Jill Thompson</td>
<td><a href="mailto:jthompson@olmcheidelberg.catholic.edu.au">jthompson@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Stephanie Smyth</td>
<td><a href="mailto:ssmyth@olmcheidelberg.catholic.edu.au">ssmyth@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Humanities</td>
<td>Michael Ryan</td>
<td><a href="mailto:mryan@olmcheidelberg.catholic.edu.au">mryan@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Languages</td>
<td>Anna Pianezze</td>
<td><a href="mailto:apianezze@olmcheidelberg.catholic.edu.au">apianezze@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Leanne Grech</td>
<td><a href="mailto:lgrech@olmcheidelberg.catholic.edu.au">lgrech@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Madalena Broadbent</td>
<td><a href="mailto:mbroadbent@olmcheidelberg.catholic.edu.au">mbroadbent@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Religious Education</td>
<td>Ornella Dharumasena</td>
<td><a href="mailto:odharumasena@olmcheidelberg.catholic.edu.au">odharumasena@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Science</td>
<td>Geraldine Lewin</td>
<td><a href="mailto:glewin@olmcheidelberg.catholic.edu.au">glewin@olmcheidelberg.catholic.edu.au</a></td>
</tr>
</tbody>
</table>
## VCE Subject Selection Checklist
### Year 10 Students Planning for Year 11 2016

<table>
<thead>
<tr>
<th>2015 Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 July, 2.00 pm – 8.00 pm</td>
<td>Parent</td>
</tr>
<tr>
<td>31 July</td>
<td>Accelerated Studies application forms available from Ms Weterings</td>
</tr>
<tr>
<td>4 August, 4.00 pm – 6.00 pm</td>
<td>Subject Selection Expo and Year 10 Pastoral Leader Interviews</td>
</tr>
<tr>
<td>7 August, 3.30 pm</td>
<td>Applications for Accelerated Studies due today to Ms Weterings</td>
</tr>
<tr>
<td>10 – 14 August</td>
<td>Accelerated Studies interviews for applicants</td>
</tr>
<tr>
<td>21 August</td>
<td>Accelerated Studies applications approval status confirmed</td>
</tr>
<tr>
<td>24 August, 7.00 am</td>
<td>Online Web Preferences Subject Selection <strong>opens</strong></td>
</tr>
<tr>
<td>28 August, midnight</td>
<td>Online Web Preferences Subject Selection <strong>closes</strong></td>
</tr>
<tr>
<td>31 August</td>
<td>Web Preference subjects <strong>signed</strong> receipts handed to Pastoral Leaders</td>
</tr>
<tr>
<td>26 November – 2 December</td>
<td>2016 VCE/VCAL Orientation Program</td>
</tr>
</tbody>
</table>

### Identify your strengths and interests
- Attend Parent/Student/Teacher Interviews with subject teachers to discuss learning strengths and challenges and appropriate pathways
- Make an appointment with Ms Georgiou, the Careers Coordinator
- Review your Morrisby Test Report and your Careers Pathways document on the Portal

### Gather subject and pathway information
- Read the OLMC VCE 2016 Subject Selection Handbook carefully
- Discuss subject choices with parents, teachers and students currently doing the studies
- Attend Subject Selection information sessions in Term 3; use these opportunities to ask questions and speak to subject teachers and current VCE students

### Seek course and careers guidance, including the pre-requisites for future study and work
- Make a list of University and TAFE courses of interest to you. During August, attend Open Days (see Careers News on the Portal and Careers Coordinator for dates)
- Use the VTAC Guide and Information supplement to complete a list of prerequisites for courses and then build a list of subjects that meet prerequisites for courses of interest

### Make your subject selections
- Discuss your selections with your Pastoral Leader at the interview on 4 August; bring your Morrisby Report, prerequisite information for courses and proposed 2016-17 course
- Accelerated VCE Studies: Collect the application form from Ms Weterings and submit it, along with supporting documentation by the due date (7 August)
- Complete your subject selection online before midnight 28 August
### Personal Subject Selection Planner

#### Current Program and Average Grades: Year 10 2015

<table>
<thead>
<tr>
<th>Study</th>
<th>Average</th>
<th>Study</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td></td>
<td>Religious Education</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Maths:</td>
<td></td>
<td>Maths:</td>
<td></td>
</tr>
<tr>
<td>Science or Elective:</td>
<td></td>
<td>Science or Elective:</td>
<td></td>
</tr>
<tr>
<td>Elective 1:</td>
<td></td>
<td>Elective 1:</td>
<td></td>
</tr>
<tr>
<td>Elective 2:</td>
<td></td>
<td>Elective 2:</td>
<td></td>
</tr>
<tr>
<td>Civics / Inquiry / VET</td>
<td></td>
<td>Civics / Inquiry / VET</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td></td>
<td>Health &amp; Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

#### Proposed VCE Selections - Year 11 (Units 1 and 2) 2016

Lessons (75 minutes duration) – number of lessons per cycle shown in 2nd column

<table>
<thead>
<tr>
<th>Study</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td></td>
</tr>
<tr>
<td>Religion and Society Unit (3 lessons) or Texts and Traditions Units 3 &amp; 4 (6 lessons)</td>
<td></td>
</tr>
<tr>
<td>English or English Language</td>
<td>6</td>
</tr>
<tr>
<td>Elective Study 1</td>
<td>6</td>
</tr>
<tr>
<td>Elective Study 2</td>
<td>6</td>
</tr>
<tr>
<td>Elective Study 3</td>
<td>6</td>
</tr>
<tr>
<td>VET or Elective Study 4</td>
<td>6</td>
</tr>
<tr>
<td>Accelerated or Elective Study 5</td>
<td>6</td>
</tr>
<tr>
<td>Pastoral Lesson</td>
<td>1</td>
</tr>
<tr>
<td>Total Lessons/Cycle</td>
<td>40</td>
</tr>
</tbody>
</table>

#### Proposed VCE Selections - Year 12 (Units 3 and 4) 2017

Lessons (75 minutes duration) – number of lessons per cycle shown in 2nd column

<table>
<thead>
<tr>
<th>Study</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td></td>
</tr>
<tr>
<td>Religion and Society Unit 2 (3 lessons) or Texts and Traditions Units 3 &amp; 4 (6 lessons)</td>
<td></td>
</tr>
<tr>
<td>English, English Language or Literature</td>
<td>6</td>
</tr>
<tr>
<td>Elective Study 1</td>
<td>6</td>
</tr>
<tr>
<td>Elective Study 2</td>
<td>6</td>
</tr>
<tr>
<td>VET or Elective Study 3</td>
<td>6</td>
</tr>
<tr>
<td>Uni Extension or Elective Study 4</td>
<td>6</td>
</tr>
<tr>
<td>Pastoral Lesson</td>
<td>1</td>
</tr>
<tr>
<td>Common Time</td>
<td>3</td>
</tr>
<tr>
<td>Study Lessons</td>
<td>3</td>
</tr>
<tr>
<td>Total Lessons/Cycle</td>
<td>40</td>
</tr>
</tbody>
</table>
VCAL

Information and
Unit Descriptions

Student reflections:

"In VCAL we are lucky to get to experience lots of different excursions, more than what you would in VCE. We attend some that challenge us, some that we work together on, and they are always lots of fun."

"We challenged ourselves on a High Ropes course this year, stepping out of our comfort zone and experiencing something new. We did driving courses, where we learnt about road rules, the car, and we got to drive with an instructor on the day."

"This year we have been into the city for a city experience camp, and got to experience Melbourne. We got to learn more about the city and be more independent. We also went to a Coffee Academy to prepare for Care Cafe. Visiting an Aged Care Home to talk to the residents was also a great experience."

"We have also had a few incursions. We have had a banking incursion, a personal development program, and a disability incursion which provided us with a certificate."
VCAL: The Victorian Certificate of Applied Learning

VCAL is a hands-on, practical, life and work based learning program. It is designed for students who are more likely to want to go on to TAFE, an apprenticeship or work when they have finished school. If a student wants to go to university later, a TAFE course usually allows this as a pathway to university study.

At OLMC students do VCAL as a separate program to VCE. They are still required to attend whole school events like Mercy Day, Athletics and Swimming Carnivals and they will attend Pastoral lessons.

A typical program looks like:

| Monday, Tuesday and Thursday | Pastoral Group  
4 lessons per day including:  
− VET Hospitality  
− 4 strands (subjects) listed over the page |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>External VET course</td>
</tr>
</tbody>
</table>
| Friday                        | Work (a structured work placement or a School Based Apprenticeship)  
If work is at a different time such as weekends or nights, Friday is a study day at school. |

Some of the reasons students like the VCAL program:

- Small class sizes
- Use of VCAL classroom
- Lots of excursions and activities
- Undertaking Certificates such as First Aid and Barista
- Running the Care Café; serving customers and shopping
- Involvement in community activities like Aged Care Visits, Heide Children’s Camp and Birthing Kit Australia
- Learning about the world of work and getting prepared for it
- Develops independence – going to VET and work
- Planning activities and fund raisers
- Helping people
- Completion of VET Certificates to prepare you for the future
- Can put you ahead of VCE students in your work preparation

VCAL Studies

Year 11 students undertake Intermediate VCAL Certificate  
Year 12 students under Senior VCAL Certificate

All assessment is internal and there are no exams.

To achieve each level Certificate, students must satisfy the components of the four VCAL strands detailed on the following pages and attain ten VCAL credits/units

- 100 hours study = one credit
- 100 hours of a VET course = one credit
VCAL Literacy

Purpose/Description

VCAL Literacy Skills helps students to develop the skills and knowledge they need to participate confidently and productively in life. The course focuses on building proficiency in the four main social contexts in Australian society (see below).

Literacy Skills help students develop the skills to read and write a range of texts on everyday subject material providing a ‘real life’ approach to the development of literacy which includes:

- Reading
- Writing
- Speaking
- Listening

<table>
<thead>
<tr>
<th>Social Context</th>
<th>Corresponding reading and writing domain</th>
<th>Corresponding oral communication domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family and social life</td>
<td>Literacy for self-expression&lt;br&gt;Focusses on personal and family life and the cultures which shape these</td>
<td>Oracy for self-expression&lt;br&gt;Focusses on spoken interaction involving stories and life experiences and the cultures in which these happen</td>
</tr>
<tr>
<td>Workplace and institutional settings</td>
<td>Literacy for practical purposes&lt;br&gt;Focusses on different communication used in workplace or institutional settings and in communicating with these organisations</td>
<td>Oracy for practical purposes&lt;br&gt;Focusses on spoken interactions involving giving support, advice and expertise</td>
</tr>
<tr>
<td>Education and training contexts</td>
<td>Literacy for knowledge&lt;br&gt;Focusses on reading and writing skills relevant to education and training</td>
<td>Oracy for knowledge&lt;br&gt;Focusses on speaking involving presentations of information, explanations and theories</td>
</tr>
<tr>
<td>Community and civic life</td>
<td>Literacy for public debate&lt;br&gt;Focusses on issues of public concern and the forms of argument, reason and criticism used in the community and public life</td>
<td>Oracy for problem solving and exploring issues&lt;br&gt;Focusses on spoken interactions involving giving opinions, evidence and information</td>
</tr>
</tbody>
</table>

Assessment tasks may include:

- Student self-assessment | peer assessment
- Teacher observation
- Reflective work journals
- Oral presentations | oral explanation of text
- Written text
- Discussions | debates | role plays
- Folios of tasks or investigations
- Practical tasks

VCAL Numeracy

Purpose/Description

VCAL Numeracy develops skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- Family and social life
- Workplace and institutional settings
- Education and training contexts
- Community and civic life

There are three domains of learning outcomes:

- **Numeracy for personal organisation** – focuses on the numeracy requirements for personal organisational matters involving money, time and travel.
- **Numeracy for interpreting society** – relates to interpreting and reflecting on numerical, statistical and graphical information of relevance to self, work or community.
- **Numeracy for practical purposes** – addresses aspects of the physical world to do with designing, making and measuring. It incorporates mathematic skills related to the appreciation and application of shape and measurement.

**Assessment tasks may include:**
- Teacher observation of students’ activities
- Oral presentations | Practical tasks
- Written tasks | written reports of investigations or problem-solving activities
- Student self-assessment
- Pictures, diagrams, models created by students

### VCAL Personal Development Skills and Work Related Skills

#### Personal Development Skills (PDS)

The purpose of the PDS strand is to develop knowledge, skills and attributes that lead towards:

- the development of self
- social responsibility
- building community
- civic and civil responsibility, eg through volunteering and working for the benefit of others
- improved self-confidence and self-esteem
- valuing civic participation in a democratic society

For both the Intermediate and Senior levels there are two units and the content of learning programs will link to one of the following curriculum contexts:

**Unit 1:**
- personal development (self)
- health and wellbeing
- education
- family

**Unit 2:**
- community engagement
- social awareness
- civic and civil responsibility
- active citizenship

Each unit has five learning outcomes; students must achieve all learning outcomes to be credited with the unit.

#### Work Related Skills (WRS)

The purpose of the WRS strand is to develop employability skills, knowledge and attributes valued within the community and work environments as a preparation for employment.

This unit uses key employability skills to:
- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work related contexts
- develop critical thinking skills that apply to problem-solving in work contexts
- develop planning and work related organisational skills
- develop OHS awareness
- develop and apply transferable skills for work related contexts

There are between six to eight learning outcomes in each WRS unit; students must achieve all learning outcomes to be credited with the unit.

### VCAL Skills for Further Study

#### Purpose/Description

The Skills for Further Study unit is consistent with the aims of VCAL – the development of knowledge and skills that assist the individual to make informed vocational choices within specific industry sectors and/or to facilitate pathways to further learning. The new unit is also in response to:

The purpose of the unit is to enable students to develop knowledge and skills for further study that will prepare and assist them to pursue diverse and higher level education and training pathways in a range of settings.

The unit focuses on developing:
- time management skills
- strategies for learning
- research skills
- a pathway plan
- portfolios and applications
VET: Vocational Education and Training

**VET** studies allow students to begin or complete nationally recognised certificates that they can continue studying in TAFE or use as entry to a career.

All VCAL students must choose an external VET Certificate to study which is work-related. External VET is conducted at registered training organisations such as TAFE, another school within the Northern Melbourne VET Cluster or private colleges and providers. More information is available from the North Melbourne VET Cluster Handbook and the VCAL Coordinator.

All students who study VET as part of their normal study load will have their VET tuition fees covered by the College. The books and additional charges, eg for equipment, are the responsibility of the student’s family.

**VCAL students all do VET Hospitality units at OLMC as part of their program.**

**Work Placement**
VCAL students must attend a work place one day per week (usually Fridays). This can be as Structured Workplace Learning (SWL) which is similar to work experience but with more responsibility and involvement and assessment of skill in the workplace; or as a School Based Apprenticeship (SBAT). As an apprentice, students are ‘signed up’ by the government, receive training and are paid for their work. Training and work together take up 15 hours per week.

**Is VET compulsory?** Yes

**Can I accelerate and do this early?** Yes, if you have done first year in Year 10 you can do second year in Year 11 and then pick up a new VET in Year 12.

**Do I have to do external exams and will I get a study score?** No, exams are not required to achieve the Certificate.

**Can I do this at school?** You will do VET Hospitality in school.

**Can I do this out of school?** You must do one VET outside school.

**When do VET classes run?**
- External VET – Wednesday
- Internal VET – as per timetable

**Do I have to do work placement?** Yes, your placement will be on Fridays each week or as organised for you on an individual basis.

**Where can I get information about VET subjects?**
The NMVC Booklet in the Pathways Lounge tells you what Certificates are offered in our local area at other schools. It also tells you about the assessment, scores and contribution to ATAR for the most common courses.
Also, look on the VCAA website http://www.vcaa.vic.edu.au/Pages/vet/index.aspx or on TAFE websites.

**Do I have to do anything to enrol in VET if it is not at OLMC?** You should attend the information evenings at institutes. You must fill in the application form in the NMVC Booklet or online with the TAFE by the due date. You should give details of the VET study you have applied for to the Pathways Administrator so that the school has a record of your enrolment.

**VET offered at OLMC – refer following pages**
- VET Certificate II in Live Production, Theatre and Events (one year only and Year 11 equivalent only)
- VCE VET Health, Certificate III in Allied Health Assistance (two year course, block credit)
- VCE VET Hospitality, Certificate II in Hospitality (Kitchen Operations) (first year at OLMC, second year completed externally; scored assessment)
- VCE VET Sport and Recreation, Certificate III in Sport and Recreation – (two year course; scored assessment)
VCE

Information and Course Descriptions
VCE: The Victorian Certificate of Education

The VCE is a two year program typically studied over Year 11 and 12, and described as Unit 1 & 2 studies (usually undertaken in Year 11) or Unit 3 & 4 studies (usually undertaken in Year 12).

Units 1 & 2 are assessed within the school, while Units 3 & 4 have both internal assessment and external exams.

Units 3 & 4 assessment is determined by the VCAA (the Victorian Curriculum and Assessment Authority) and is used to obtain an ATAR (Australian Tertiary Admissions Ranking) which is used for University entrance. For an explanation of the ATAR calculation, please go to http://www.vtac.edu.au/pdf/publications/abcofscaling.pdf

A typical course

<table>
<thead>
<tr>
<th>A typical course</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>Six plus Religious Education</td>
<td>Five plus Religious Education</td>
</tr>
<tr>
<td>Religious Education requirement</td>
<td>A Unit 1 study or Texts and Traditions Units 3 &amp; 4</td>
<td>A Unit 2 study or Texts and Traditions Units 3 &amp; 4</td>
</tr>
<tr>
<td>Assessment</td>
<td>Internal school-assessed coursework for Units 1 &amp; 2. Grades provided on reports Satisfactory or Not Satisfactory Unit completion is reported to the VCAA by the school</td>
<td>Internally assessed school-assessed coursework and externally assessed exams for Units 3 &amp; 4 Satisfactory or Not Satisfactory Unit completion is reported to the VCAA by the school</td>
</tr>
<tr>
<td>Can I change a subject during the year?</td>
<td>Yes; a Unit 1 &amp; 2 study can be changed mid-year</td>
<td>No; Units 3 &amp; 4 must be studied as a sequence over the whole year</td>
</tr>
<tr>
<td>What must I include?</td>
<td>An English study</td>
<td>At least four Units 3 &amp; 4 sequences including one from English A minimum of 16 Units</td>
</tr>
</tbody>
</table>

There are many variations to this outline as shown in the Senior Certificate Pathways Options at the beginning of this Handbook.

There are VCE VET subjects available that count towards VCE and many students do an accelerated study as part of their pathway, with a few going on to a University Extension study.

Acceleration at OLMC
An accelerated subject is one completed a year ahead, eg a Unit 1 or 2 study or VET study completed in Year 10 or a Units 3 & 4 subject completed during Year 11.

The subjects offered as accelerated subjects are highlighted in the table of VCE offerings.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Finding out what is required to perform well at Units 3 &amp; 4 level; - Gaining an ‘extra’ Units 3 &amp; 4 study score towards the ATAR.</td>
<td>- Some students can spend too much time on their Units 3 &amp; 4 study and not enough time on their other studies; - All Units 3 &amp; 4 subjects will benefit from a stronger background found by doing the Units 1 &amp; 2 study (although some benefit more than others).</td>
</tr>
</tbody>
</table>
It is in everyone’s best interest that students have the necessary skills to succeed in an accelerated study. Criteria for acceleration selection include:

- independent work habits
- strong writing and analysis skills
- willingness to seek and receive feedback

It is expected that students undertaking an accelerated study do not have any plans for extended absence, such as family holidays, during term time.

**Applying for an Accelerated Study**

VCE is an individual pathway and decisions should be made with respect to the skills and abilities of the individual student. Students wishing to accelerate will be part of an application process involving the Learning Coordinator Years 10-12, Leadership Team and Domain Leaders to determine their suitability for acceleration.

Students will complete an application form (available from the Learning Coordinator Years 10-12). The application will include a statement that outlines the reasons for undertaking the study, clearly articulates their learning strengths and demonstrates their achievement and commitment to their studies. Students will also attach a copy of their:

- 2015 Semester 1 report
- Page 3 of the Morrisby Report (Year 10 students only)

Applications must be signed by a parent/guardian and the Pastoral Leader.

The student should discuss their total academic program with their Pastoral Leader at the Subject Selection Expo Interview and speak also with the Domain Leader and/or subject teacher of the subject they wish to study.

**Application Process:**

1. Student completes the ‘Application for Acceleration in the VCE’ obtained from the Learning Coordinator Years 10-12.

2. Application is submitted to the Learning Coordinator Years 10-12 by the due date.

3. Application is considered by the relevant Domain Leader. Subject teachers will provide advice to the Domain Leader on request. Other information, such as NAPLAN data or ACER data, online reports and attendance records may be reviewed in this process.

4. Applicants are interviewed by the Domain Leader and subject teacher who will address the selection criteria in the interview and make a recommendation in response to the application/interview to the Learning Coordinator Years 10-12.

5. The student and the parents will be informed in writing of the decision.

6. Appeals of unsuccessful applications will be addressed by the Learning Coordinator Years 10-12 and the Head of Learning and Teaching.
Studying Outside OLMC

In some instances, students wish to study a subject that is not available at OLMC or is not offered in a particular year because of low student interest. In these circumstances, rather than selecting another subject from those offered, some students elect to study the VCE subject at another school or institution such as the Victorian School of Languages (VSL)

Doing a subject outside school in Year 11 or 12 does not automatically mean you will do one subject less at OLMC. You will need to talk with the Learning Coordinator Years 10-12 about your overall subject selection.

Language Study
Many students choose to study a language via the VSL or other provider. Please be aware that if you study a language at VCE level, your language school will need to provide us with the details of your enrolment and you should also include this information on your subject selection form.

If you are studying certain languages like Chinese, Japanese, Korean or Indonesian as a second language at Units 3 & 4 level, applications for this must be submitted the previous year for approval by VCAA. The VCAA has conditions on who is eligible to study language as a first or second language.

Dance Study
Some students elect to study a subject such as Dance with their own dance school. Again, please include this information on your subject selection form and provide us with the details of your enrolment from the school.

Distance Education
If you wish to study a subject via distance at Distance Education Centre Victoria (DECV) or any other provider, please be aware that the cost is met by the student’s family. OLMC will provide supervision for assessment as required.


Higher Education Studies
Some universities offer courses for students who have completed a relevant Units 3 & 4 study sequence. This may be offered in a similar manner to VET studies on a Wednesday within the Cluster, depending on the university. It is equivalent to a first year university subject and will generally allow a student to progress to a second year study in that subject at that institution.

Successful completion of a full year of an extension program can be used as a fifth or sixth study in the calculation of the ATAR as a 10% increment, where students have successfully completed four other Units 3 & 4 sequences.
**VET: Vocational Education and Training**

**VET** studies allow students to begin or complete nationally recognised certificates that they can continue studying in TAFE or use as entry to a career.

Many of these studies have been approved as equivalent to VCE studies and are known as VCE VET studies. There are a range of other VET subjects that can also contribute to the ATAR. The range of VET studies that are available to students in the Northern Metropolitan VET Cluster can be seen in the NMVC handbook available in the Pathways lounge. Students may also choose from a range of VET subjects that are offered in TAFE colleges and by private providers.

A VCE VET study will contribute to an ATAR for a VCE student by a scored assessment just like a VCE subject or it may contribute as a 10% increment to the ATAR. This is called **Block Credit Recognition**. There are a range of other VET subjects that can also contribute to the ATAR.

All students, VCE and VCAL, who study VET as part of their normal study load will have their VET tuition fees covered by the College. The books and additional charges, eg for equipment, are the responsibility of the student’s family.

All VCAL students must complete a VET subject externally.

<table>
<thead>
<tr>
<th><strong>Is VET compulsory?</strong></th>
<th>VCE</th>
<th>VCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Can I accelerate and do this early?</strong></th>
<th>VCE</th>
<th>VCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, you can do first year in Year 10 and second year in Year 11.</td>
<td>Yes, if you have done first year in Year 10 you can do second year in Year 11 and then pick up a new VET in Year 12.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Do I have to do external exams and will I get a study score?</strong></th>
<th>VCE</th>
<th>VCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usually yes, but check the VET Handbook carefully.</td>
<td>No, exams are not required to achieve the Certificate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Can I do this at school?</strong></th>
<th>VCE</th>
<th>VCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, refer to the four subjects in the following pages.</td>
<td>You will do VET Hospitality in school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Can I do this out of school?</strong></th>
<th>VCE</th>
<th>VCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, through the North Melbourne VET Cluster (NMVC) or directly with a TAFE in Years 11 and 12.</td>
<td>You must do one VET outside school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>When do VET classes run?</strong></th>
<th>VCE</th>
<th>VCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday afternoons usually, but check the Handbook carefully.</td>
<td>External VET – Wednesday&lt;br&gt;Internal VET – as per timetable</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Do I have to do work placement?</strong></th>
<th>VCE</th>
<th>VCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured Workplace Learning (SWL) is compulsory for some but not all VET subjects. All placements need to be done in the holidays. Read the Handbook carefully.</td>
<td>Yes, your placement will be on Fridays each week or as organised for you on an individual basis.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Where can I get information about VET subjects?</strong></th>
<th>VCE</th>
<th>VCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The NMVC Booklet in the Pathways Lounge tells you what Certificates are offered in our local area at other schools. It also tells you about the assessment, scores and contribution to ATAR for the most common courses. Also, look on the VCAA website <a href="http://www.vcaa.vic.edu.au/Pages/vet/index.aspx">http://www.vcaa.vic.edu.au/Pages/vet/index.aspx</a> or on TAFE websites.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Do I have to do anything to enrol in VET if it is not at OLMC?</strong></th>
<th>VCE</th>
<th>VCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>You should attend the information evenings at institutes. You must fill in the application form in the NMVC Booklet or online with the TAFE by the due date. You should give details of the VET study you have applied for to the Pathways Administrator so that the school has a record of your enrolment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>VET offered at OLMC – refer following pages</strong></th>
<th>VCE</th>
<th>VCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET Certificate II in Live Production, Theatre and Events (one year only and Year 11 equivalent only)</td>
<td>VCE VET Health, Certificate III in Allied Health Assistance (two year course, block credit)</td>
<td></td>
</tr>
<tr>
<td>VCE VET Hospitality, Certificate II in Hospitality (Kitchen Operations) (first year at OLMC, second year completed externally; scored assessment)</td>
<td>VCE VET Sport and Recreation, Certificate III in Sport and Recreation – (two year course; scored assessment)</td>
<td></td>
</tr>
</tbody>
</table>
## Summary of VCE Units to be offered at OLMC in 2016

<table>
<thead>
<tr>
<th>Units 3 &amp; 4 studies shaded in grey are offered as an accelerated study to Year 11 students</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Units 3&amp;4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design, Arts &amp; Technology</strong></td>
<td>Food Technology</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>IT Applications</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Media</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Product Design and Technology</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Studio Arts</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Visual Communication Design</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>English</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>English Language</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Foundation English (VCAL)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Literature</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Literacy (VCAL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
<td>Health and Human Development</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>Accounting</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Business Management</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Global Politics</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>History: 20th Century History (1900-2000)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>History: Australian History</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>History: Revolutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Legal Studies</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td>French</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Italian</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Japanese</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>General Mathematics</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Further Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods Unit 2/ Specialist Mathematics Unit 2</td>
<td>MM Sem 1</td>
<td>SM Sem 2</td>
</tr>
<tr>
<td></td>
<td>Specialist Mathematics</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Foundation Mathematics</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Performing Arts</strong></td>
<td>Drama</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Music: Music Performance</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Music: Solo Performances</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theatre Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Religious Education</strong></td>
<td>Religion and Society</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Texts and Traditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Biology</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>VET Certificates School- Based VET</strong></td>
<td>Allied Health Assistance Cert III</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Hospitality Cert II</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Live Production, Theatre and Events Cert II</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Sport and Recreation Cert III</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
## Accounting: Units 1 & 2

### Unit 1  Establishing and operating a service business  AC011

**Description**
This unit focuses on the establishment, accounting and financial management of a small business. Students are introduced to:

- the processes of gathering and recording financial data
- the reporting and analysing of accounting information by internal and external users
- cash basis
- single entry
- the role of accounting in the decision-making process for a sole proprietor

**Outcomes**
1. Describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.
2. Identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.

**Assessment Tasks**
- Folio of exercises (manual and ICT)
- Assignments
- Case studies
- Reports
- Examination
- Tests

### Unit 2  Accounting for a Trading Business  AC022

**Description**
This unit extends the accounting process and focuses on accounting for a sole proprietor of a single activity trading business. Students will:

- use a single entry recording system for cash and credit transactions and the accrual method for determining profit
- analyse and evaluate the performance of the business using financial and non-financial information
- suggest strategies to the owner on how to improve business performance
- develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package

**Outcomes**
1. Record financial data and report accounting information for a sole trader.
2. Record financial data and report accounting information for a single activity sole trader using a commercial accounting software package, and discuss the use of ICT in the accounting process.
3. Select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.

**Assessment Tasks**
- Case studies
- Folio of exercises (manual and ICT)
- Assignments
- Reports
- Examination
- Tests
Student Testimonials

“If you are a good problem solver – Accounting is for you!”

“Accounting is good as you can link to things outside of school, to what happens in businesses and why. It gives you an understanding why things are priced the way they are and how businesses make profit.”

“It gives you a perspective of how businesses are actually run.”

“What’s the difference between Business Management and Accounting? Business Management is how managers organise and lead organisations and accounting is about how businesses are financed – accounting is one aspect of a business.”

### Unit 3  
**Recording and Reporting for a Trading Business**  
**AC033**

**Description**
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students will:
- use the double entry system of recording financial data and prepare reports using the accrual basis of accounting
- use the perpetual method of stock recording using the First In, First Out (FIFO) method

**Outcomes**
1. Record financial data for a single activity sole trader using a double entry system, and discuss the function of various aspects of this accounting system.
2. Record balance day adjustments and prepare and interpret accounting reports.

**Assessment Tasks**
Folio of exercises  
Test

### Unit 4  
**Control and Analysis of Business Performance**  
**AC034**

**Description**
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. Students will:
- use the double entry accounting system and the accrual method of reporting for a single activity trading business
- use the perpetual inventory recording system

**Outcomes**
1. Record financial data using double entry accounting and report accounting information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system.
2. Task A: Prepare budgets and variance reports.  
 Task B: Evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.

**Assessment Tasks**
Folio of exercises  
Test

**Percentage contributions to the study score:**
- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End of year examination: 50%
## Biology: Units 1 & 2

This is a new study design for 2016.

### Unit 1  How do living things stay alive?  \( \text{BI011} \)

**Description**
In this unit students are introduced to some of the challenges to an organism in sustaining life.

In this unit, students will:
- Examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs.
- Analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment.
- Investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat.

**Outcomes**
1. Investigate and explain how cellular structures and systems function to sustain life.
2. Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat.
3. Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

**Assessment Tasks**
- Summary reports of practical activities
- Written report on fieldwork as a website
- Data analysis and problem solving
- Area of study tests
- Examination

### Unit 2  How is continuity of life maintained?  \( \text{BI022} \)

**Description**
In this unit students focus on cell reproduction and the transmission of biological information from generation to generation.

In this unit, students will:
- Examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms.
- Explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction.
- Examine the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.
- Explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes.

**Outcomes**
1. Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function.
2. Describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening.
3. Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

**Assessment Tasks**
- Summary reports of practical activities
- Data analysis and problem solving
- Report of an investigation into genetics and/or reproductive science as a scientific poster
- Area of study tests
- Examination
Biology: Units 3 & 4

This course will be replaced by a new study design in 2017.

**Student Testimonial**

"I made the decision to study Biology Units 3 & 4 based on the fact that I am fascinated by the way in which living organisms function and relate with one another. "Biology is a very practical subject in the sense that it can be applied to everyday life and we have the ability to see what we learn in action. The biology course is really interesting and gives you the opportunity to challenge yourself whilst being fascinated by the variety of things that you learn. "The subject requires you to understand content and then apply your knowledge in a variety of assessment tasks."

### Unit 3  Signatures of Life

**Description**

Advancements in scientific technologies have enabled biologists to deepen their understandings of the fundamental operations of life on a molecular level. Students will:

- look at the bimolecular make-up of cells, particularly the universality of DNA, and the biochemical reactions that occur within cells to support cellular functions
- investigate the co-ordinated strategies both plants and animals use to respond to change and protect against infection at a molecular and cellular level

**Outcomes**

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

**Assessment Tasks**

- An investigation into cellular processes
- A report/investigation into co-ordination/control
- A response to an issue/aspect of the immune response

### Unit 4  Continuity and Change

**Description**

The DNA housed within each of our cells is a molecular trace of our heritage. Students will:

- examine genetic inheritance in plants and animals
- investigate scientific technologies which make possible the identification and manipulation of DNA as used in the fields of medical research and development
- examine genetic inheritance in an evolutionary context, including a comparison of the process of natural selection to human intervention technologies as used to create genetically modified organisms.

**Outcomes**

1. Analyse evidence for the molecular basis of heredity, and patterns of inheritance.
2. Analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes.

**Assessment Tasks**

- An investigation into genetic inheritance and the use of biotechnology
- An oral/written report on evolutionary relationships using data
- A response to an issue related to human intervention in an evolutionary process

**Percentage contributions to the study score:**

- Unit 3 School-assessed coursework: 20%
- Unit 4 School-assessed coursework: 20%
- End of year examination: 60%
## Business Management: Units 1 & 2

### Unit 1  Small Business Management  BM011

**Description**
Small businesses make up the vast majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail.

Students will explore the operations of a small business and its likelihood of success.

**Outcomes**
1. Explain a set of generic business characteristics and apply them to a range of businesses.
2. Apply decision-making and planning skills to establish and operate a small business, and evaluate the management of an ethical and socially responsible small business.
3. Discuss one or more of the day to day activities associated with the ethical and socially responsible small business, and apply the operation/s to a business situation.

**Assessment Tasks**
See Unit 2 below

### Unit 2  Communication and Management  BM022

**Description**
This unit focuses on the importance of effective communication in achieving business objectives. It investigates communication both internal and external to the business. It also includes a study of the vital functions of marketing and public relations.

Students will develop knowledge of aspects of business communication and its effective use in different contexts.

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

**Assessment Tasks (may include the following)**
- Case study analysis
- Development of a marketing/public relations plan
- Business simulation exercise
- Test | Report
- Business survey and analysis
- End of semester examination

1.
## Business Management: Units 3 & 4

### Student Testimonial

“I find Business Management really interesting. The content relates to everyday life, how businesses are run, why they make the decisions they do and how they relate to me as a consumer and employee. You can apply the concepts learnt to things you see in the real world.

“Business Management helps you with other Humanities subjects like Legal Studies and Accounting. Analysing skills can be developed.”

### Unit 3  Corporate Management  BM033

#### Description
In this unit students investigate how large-scale organisations operate. Students examine the context in which they conduct their business, focus on aspects of their internal environment and then look at the operations management function. 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
Discuss and analyse:
1. The context in which large-scale organisations operate.
2. Major aspects of the internal environment of large-scale organisations.
3. Strategies related to operations management.

#### Assessment Tasks
- Tests
  - a combination of short, medium and longer responses
  - application of knowledge to stimulus/case studies
  - investigations into large-scale organisations

### Unit 4  Human Resource Management  BM034

#### Description
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. This 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.

#### Outcomes
Analyse and evaluate:
1. Major practices and processes related to human resource management.
2. The management of change in a large scale organisation and evaluate the impact of change on the internal environment of a large scale organisation.

#### Assessment Tasks
- Tests
  - a combination of short, medium and longer responses
  - application of knowledge to stimulus/case studies
  - investigations into large-scale organisations

### Percentage contributions to the study score:
- Unit 3 School assessed coursework: 25%
- Unit 4 School assessed coursework: 25%
- End of year examination: 50%
Chemistry: Units 1 & 2

This is a new study design for 2016.

Unit 1  How can the diversity of materials be explained?  CH011

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

Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances.

Outcomes
1. Relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.
2. Investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.
3. Investigate a question related to the development, use and/or modification of a selected material or chemical and present the findings of this investigation.

Assessment Tasks
- Practical reports
- Research investigations
- Topic tests
- Semester examination

Unit 2  What makes water such a unique chemical?  CH022

Description
In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students explore the relationship between the bonding forces within water and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox.

Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

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

Assessment Tasks
- Practical reports
- Research investigations
- Topic tests
- Semester examination
# Chemistry: Units 3 & 4

This course will be replaced by a new study design in 2017.

## Unit 3  Chemical Pathways  CH033

### Description
In this unit, students will investigate:

- the scope of techniques available to the analytical chemist
- organic reaction pathways and the chemistry of particular organic molecules
- the application of the principles of green chemistry
- and use the language and symbols of chemistry, formulae and equations to explain observations and data collected from experiments

### Outcomes
1. Evaluate the suitability of techniques and instruments used in chemical analyses.
2. Identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

### Assessment Tasks
- Extended experimental investigation
- Practical activity report
- Written task

## Unit 4  Chemistry at Work  CH034

### Description
In this unit students will:

- investigate the industrial production of chemicals and the energy changes associated with chemical reactions
- investigate how energy is produced from available resources and consider the efficiencies, advantages and disadvantages of each resource
- give consideration given to waste management, health, safety and sustainability of energy sources (fuels) generally and in Victoria in particular
- investigate energy transformations with a focus on the principles of redox and electrolysis in predicting reactions, products and future developments in fuels, cells and batteries

### Outcomes
1. Analyse the factors that determine the optimum conditions used in the industrial production of the selected chemical.
2. Analyse chemical and energy transformations occurring in chemical reactions.

### Assessment Tasks
- Summary report
- Practical activity report
- Written task

### Percentage contributions to the study score:
School-assessed Coursework: 40%
End of year examination: 60%
### Drama: Units 1 & 2

#### Unit 1: Dramatic Storytelling

**Description**
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories.

Students will:
- examine storytelling through the creation of solo and/or ensemble devised performance/s
- develop an awareness of how performance is shaped and given meaning
- investigate a range of stimulus material and learn about stagecraft, conventions and performance styles from a range of social and cultural contexts
- analyse their own performance work and a performance by professional and other drama practitioners

**Outcomes**
1. Create a devised performance.
2. Present a devised performance.
3. Analyse devised performance created in Outcome 1.
4. Analyse drama performances presented by professional practitioners.

**Assessment Tasks**
- Document use of play-making processes to create and develop ensemble works.
- Perform the devised work to an audience.
- Written analysis of the development and perform to an audience.
- Written analysis of the portrayal of stories and characters in a drama performance by professional drama practitioners.

#### Unit 2: Non-naturalistic Australian Drama

**Description**
This unit focuses on the use and documentation of the processes involved in constructing a devised solo performance.

Students analyse a performance of an Australian work by other actors.

Students will:
- create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context
- analyse their own performance work as well as the performance of an Australian work

**Outcomes**
1. Create a devised performance.
2. Present a devised performance.
3. Analyse the devised performance created in Outcome 1.

**Assessment Tasks**
- Document the processes used to create and develop a solo, non-naturalistic performance.
- Present a performance of a devised, non-naturalistic performance work to an audience.
- A written analysis of the creation and development of a devised work.
- A written analysis of a performance of an Australian drama work.
Drama: Units 3 & 4

Student Testimonial

“I have been doing Drama since year 9 as it has always been my favourite subject. The 3/4 Drama course is fabulous! We learn in so many different ways and are always developing new skills. Although performance is a big part of the course, there is also a great deal of analysis. We analyse professional performances as well as our own work. In addition you write, rehearse and perform your own ensemble piece for an audience and write and present a solo performance for examination. The learning style is different to other subjects. It is more 'hands on'. Drama is a visual and collaborative style of learning. You work in groups, creating and performing and critiquing each other. Drama has provided me with confidence that has been beneficial to my other subjects. I highly recommend Drama because it is fun and exciting and it is a chance to be practical and creative.”

Unit 3 Devised non-naturalistic ensemble performance DR033

Description
This unit focuses on non-naturalistic devised ensemble drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated conventions are explored in the creation, development and presentation of an ensemble performance. Students also analyse a professional performance.

Students will:
• use and manipulate dramatic elements, expressive skills and performance styles to enhance performance
• select stagecraft and conventions as appropriate to the performance
• document and evaluate stages involved in the creation, development and presentation of the ensemble performance
• analyse a professional performance that incorporates non-naturalistic performance style/s and production elements selected from the prescribed VCE Unit 3 Drama Playlist published annually in the VCAA Bulletin

Outcomes
1. Devise and present character/s within a non-naturalistic ensemble performance.
2. Analyse play-making techniques used to construct and present ensemble work created for Outcome 1.
3. Analyse and evaluate a non-naturalistic performance selected from the prescribed playlist.

Assessment Tasks
• An ensemble work performed to an audience in which the student uses expressive skills to transform character, place, object and/or disjointed time sequences and manipulates dramatic elements, conventions and stagecraft.
• A written report that analyses and evaluates the processes involved in development and presentation of the work created for Outcome 1.
• A report analysing and evaluating a performance in a non-naturalistic style selected from the VCE Drama unit 3 Playlist.

Unit 4 Non-naturalistic solo performance DR034

Description
This unit focuses on the development and presentation of non-naturalistic devised solo performances and on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances:
• a short solo performance in which they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work.
• a second solo performance in which they devise, rehearse and perform an extended solo performance in response to a prescribed structure for solo performance from the Drama Solo Performance Examination list published annually by the VCAA.

The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

Outcomes
1. Create, develop and perform a short solo performance based on stimulus material and evaluate the processes used.
2. Develop a solo performance for VCAA examination.
3. Describe, analyse and evaluate the creation, development and presentation of a solo performance created for Outcome 2.

Assessment Tasks
• A one to two minute solo performance based on stimulus material and an accompanying short report evaluating the processes used.
• A written report that uses the language of drama to analyse and evaluate the processes involved in the preparation and performance of the student’s solo work focusing on use of creative processes and expressive skills.

The VCAA will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Drama students’ level of achievement will be determined by school-assessed coursework, a performance examination and a written examination.

Percentage contributions to the study score:
Units 3 and 4 School-assessed Coursework: 40%
End of year performance examination: 35% | End of year written examination: 25%
English: Units 1 & 2

This is a new study design for 2016.

Unit 1  English  EN011

Description
The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted.

Outcomes
1. Students will identify and discuss key aspects of two set texts, and construct analytical and creative responses.
2. Students will identify and discuss either in writing and/or orally how language can be used to persuade readers and/or viewers.

Assessment Tasks
- Analytical response to a set text
- A creative response to set text
- An analysis of the use of argument and persuasive language in texts and a text intended to position an audience

Unit 2  English  EN022

Description
The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse and compare ways in which they are constructed and interpreted. Students will be developing competence and confidence in creating written, oral or multimodal texts. Students will identify and analyse how argument and persuasive language are used in texts and create a text that presents a point of view.

Outcomes
1. On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in TWO texts.
2. Students will identify and analyse how language is used in a persuasive text and present a reasoned point of view in an oral or a written form.

Assessment Tasks:
- A comparative analytical response to two set texts
- A persuasive text that presents an argument or viewpoint and an analysis of the use of argument and persuasive language in texts

Assessment:
The award of satisfactory completion of Units 1 and 2 is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

- Assessment tasks are completed mainly in class and within a limited timeframe
- One assessment task in Unit One must be in oral form
- There will be two school-based examinations – one mid-year and one at the end of the year
## English: Units 3 & 4

This course will be replaced by a new study design in 2017.

### Unit 3 English

<table>
<thead>
<tr>
<th>Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The focus of this unit is on reading and responding both orally and in writing to a range of texts.</td>
<td>1. Analyse, either orally or in writing, how a selected text constructs meanings, conveys ideas and values and is open to a range of interpretations.</td>
</tr>
<tr>
<td>Students will:</td>
<td>2. Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.</td>
</tr>
<tr>
<td>- analyse how the authors of texts create meaning and the different ways in which texts can be interpreted</td>
<td>3. Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.</td>
</tr>
<tr>
<td>- develop competence in creating written texts by exploring ideas suggested by their reading with the chosen Context, and the ability to explain choices they have made as authors.</td>
<td></td>
</tr>
</tbody>
</table>

The term 'Context' refers to a list of prescribed texts, published annually by VCAA and chosen by the school for Outcome 2. The study of this Context continues into Unit 4.

### Assessment

- One assessment task for Unit 3, either from Outcome 1 or 3, must be in oral form. Outcome 2 must be completed in written form.
- For Outcome 2 of Units 3 and 4, student must draw on ideas from their selected Context.

### Assessment Tasks

- Oral or written text analysis
- One sustained written text or 3-5 shorter texts for specific audiences and contexts, with a written commentary explaining decisions about form, purpose and language.
- Writing that analyses the use of language in three or more persuasive texts that debate a current issue in the Australian media, and a sustained and reasoned point of view presented either in oral or written form.

### Percentage contributions to the study score:

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

---

### Unit 4 English

<table>
<thead>
<tr>
<th>Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit continues to focus on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading with the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.</td>
<td>1. Develop and justify a detailed interpretation of a selected text.</td>
</tr>
<tr>
<td>Assessment</td>
<td>2. Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.</td>
</tr>
</tbody>
</table>

For Outcome 2 of Units 3 and 4, students must draw on ideas from their selected Context.

### Assessment Tasks

- A detailed written interpretation of a selected text.
- One sustained written text or 3-5 shorter texts for specific audiences and contexts, with a written commentary explaining decisions about form, purpose and language.
English Language: Units 1 & 2

This is a new study design for 2016.

Unit 1  English Language – Language and Communication  EL011
Unit 2  English Language – Language Change  EL012

Description

Unit 1: Language and Communication
In this unit, students consider the way language is organised so that its users can make sense of their experiences and interact with others. Students explore the various functions of language and the nature of language. They study the relationship between speech and writing and the impact of situational and cultural contexts on language choices. Students investigate children’s ability to acquire language and the stages of language acquisition.

Unit 2: Language Change
In this unit, students focus on language change. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present. Students also explore the various possibilities for the future of English.

Each of the English Language units requires students to understand linguistic concepts and use metalanguage appropriately to describe and analyse language in an objective and a systematic way.

Outcomes Unit 1: Language and Communication
1. On completion of this unit the student should be able to identify and describe primary aspects of the nature and functions of human language.
2. On completion of this unit the student should be able to describe what children learn when they acquire language and discuss a range of perspectives on how language is acquired.

Outcomes Unit 2: Language Change
1. On completion of this unit the student should be able to describe language change as represented in a range of texts and analyse a range of attitudes to language change.
2. On completion of this unit the student should be able to describe and explain the effects of the global spread of English in terms of both conformity and diversity, through a range of spoken and written texts.

Assessment Tasks may be written, oral or multi-modal and may include:
- A folio of annotated texts
- An essay
- An investigative report
- An analysis of spoken and/or written text
- An analytical commentary
- A case study
- Short-answer questions
- An analysis of data
English Language: Units 3 & 4

This is a new study design for 2016.

Unit 3  Language Variation and Social Purpose  EL013

Description
In this unit students investigate English language in the Australian social setting. They consider language as a means of societal interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Students will:
- examine the stylistic features of formal and informal language in both spoken and written modes
- learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning
- consider how texts are influenced by the situational and cultural contexts in which they occur
- learn how language can be indicative of relationships, power structures and purpose – through the choice of a particular variety of language, and through the ways in which language varieties are used in processes of inclusion and exclusion.

Outcomes
1. Identify and analyse distinctive features of informal language in written and spoken texts.
2. Identify and analyse distinctive features of formal language in written and spoken texts.

Assessment Tasks
See Unit 4 below

Unit 4  Language Variation and Identity  EL014

Description
In this unit students focus on the role of language in establishing and challenging different identities.

Students will:
- explore a range of texts to look at the ways different identities are constructed
- explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us
- explore how language can distinguish between ‘us’ and ‘them’, creating solidarity and reinforcing social distance.

Outcomes
1. Investigate and analyse varieties of Australian English and attitudes towards them.
2. Analyse how people’s choice of language reflects and constructs their identities.

Assessment tasks may be written, oral or multimodal and may include:
- A folio of annotated texts
- An essay
- An investigative report
- An analytical commentary
- Short-answer questions

Percentage contributions to the study score:
Unit 3 School-assessed Coursework: 25%
Unit 4 School-assessed Coursework: 25%
End of year examination: 50%
## Food and Technology: Units 1 & 2

### Unit 1  Food Safety and Properties of Food  FY011

**Description**
In this unit, students will:

- Cook a wide range of food
- Study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food
- Consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business
- Consider the selection and use of a range of tools and equipment suitable for use in food preparation
- Examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used and will apply this knowledge when preparing food
- Investigate quality and ethical considerations in food selection
- Use the design process to meet the requirements of design briefs to maximise the qualities of key foods

**Outcomes**
1. Explain and apply safe and hygienic work practices when storing food, preparing and processing food.
2. Analyse the physical, chemical and sensory properties of food and apply this to food preparation and processing.

**Assessment Tasks**
- Tests
- Design briefs
- Production work
- Practical cooking
- Examination

### Unit 2  Planning and Preparation of Food  FY022

**Description**
In this unit, students will:

- Research and implement solutions to a design brief and respond to exciting challenges of preparing food for a range of contexts including nutritional considerations, cultural beliefs and dietary conditions
- Explore environmental considerations when planning and preparing meals
- Investigate methods, tools and equipment to obtain the best results when cooking food
- Analyse and apply the most suitable cooking and preparation methods to optimise the sensory, physical and chemical properties of food

**Outcomes**
1. Selecting and using a range of tools safely and hygienically in the preparation and presentation of key foods.
2. Plan, prepare and evaluate food for a range of specific purposes individually and as a team member.

**Assessment Tasks**
- Tests
- Design briefs
- Production work
- Practical cooking
- Examination
1. **Student Testimonia** "VCE Food and Technology allows me to be creative and explore one of my favourite things – food. When I reflect upon my subject choices and the decision I made to study Food and Technology as a Unit 3 & 4 subject, I couldn’t be happier. I have always found Food and Technology to be such a rewarding subject and Year 12 is no different. I love the creative aspect of the subject and the fact that it allows me to produce something complex out of my favourite ingredients.

"Everything you learn in Food and Technology can be applied in a very practical setting, both at school and in everyday life and I think this is one of the things which sets it apart from other subjects. The Design Folio allows me to produce the food that interests me. The sense of independence to choose what I like to cook has meant I am connecting with topics that I have chosen myself and this fuels my desire to learn.

"In such a busy year, the opportunity to work on preparing and planning the food I love has motivated my studies. Not only do I gain a technical understanding of the preparation and processing of food but I can transfer this to the real world of cooking and the joy of eating."

## Unit 3 Food Product Development

### Description

In this unit students will:
- develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations, including the Hazard Analysis and Critical Control Points system
- investigate the causes of food spoilage and food poisoning and apply safe work practices while preparing food
- demonstrate understanding of key foods
- analyse the functions of the natural components of key foods and apply this information in the preparation of foods
- investigate cooking techniques and justify the use of the techniques they select when preparing key foods
- develop an understanding of the primary and secondary processes that are applied to key foods, including food processing techniques to prevent spoilage
- devise a design brief from which they develop a detailed design plan. In preparing their design plan, students conduct research and incorporate their knowledge about key foods, properties of food, tools, equipment, safety and hygiene, preparation, cooking and preservation techniques.

### Outcomes

1. Explain the role of national, state and local authorities in ensuring and maintaining a safe food supply within Australia.
2. Analyse and apply food preparation/processing and preservation techniques for key foods safely and hygienically.
3. Develop a design brief, evaluation criteria and design plan for the development of a food product.

### Assessment Tasks

- Written report or test
- Practical cooking
- Design plan folio*

## Unit 4 Food Production and Food Controls

### Description

In this unit students will:
- develop individual production plans for the proposed four to six food items and implement the design plan they established in Unit 3
- apply safe and hygienic work practices using a range of preparation and production processes, including some which are complex
- use appropriate tools and equipment and evaluate their planning, processes and product
- examine food product development and research and analyse the forces that have contributed to product development
- investigate issues underpinning emerging trends in product development, including social pressures, consumer demand, technological developments, and environmental considerations
- investigate food packaging, packaging systems and marketing.

### Outcomes

1. Implement the Design Plan for four to six food items.
2. Analyse factors related to food product development and explain processes involved in the development and marketing of a food product.
3. Analyse new and emerging developments in food production.

### Assessment Tasks

- Production work and cooking - Implementation of Design Plan*
- Written report or test

*Subject to external review

**Percentage contributions to the study score:**
- Unit 3 School-assessed Coursework: 18%
- Unit 4 School-assessed Coursework: 12%
- Unit 3 and 4 School-assessed Task: 40%
- End of year exam: 30%
## Global Politics: Units 1 & 2

### Unit 1 The National Citizen

**Description**

‘I will not be lectured about sexism and misogyny by this man.’ | ‘Stop the Boats’ | ‘Yes We Can’

This unit examines:

- how individuals, groups and nations can influence power. It focuses on contemporary issues related to power and influence, types of power, political ideology and values, political involvement and active citizenship in the context of Australia’s representative democracy
- the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivates them
- the ways in which political power is exercised and how that power is challenged and resisted by others is explored

### Outcomes

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

### Assessment tasks

See Unit 2 below

### Unit 2 The Global Citizen

**Description**

This unit focuses on the contemporary international community.

Students will:

- examine their place within this community through considering the debate over the existence of the ‘global citizen’
- explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation
- consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability

### Outcomes

1. Identify the ways in which the lives of citizens in the twenty-first century are interconnected globally.
2. 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 tasks may include the following:

- an analysis of visual materials, eg cartoons, websites, posters, films, plays, artwork
- an oral presentation | a debate
- a written research report | an essay | a case study | a campaign
- an interactive presentation
- role-plays, eg meetings, conferences, interviews
- report/extended response
- test/structured questions
# Global Politics: Units 3 & 4

## Unit 3  Global Actors  PS053

**Description**
Students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

For the purposes of this study, the term ‘non-state actors’ covers a range of global actors: altruistic non-governments organisations (NGOs), for example Amnesty International and Greenpeace; organised religions; terrorist movements and organised crime syndicates.

**Outcomes**
1. 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.
2. On completion of this unit the student should be able to 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.

**Assessment tasks**
TBC

## Unit 4  Global Challenges  PS054

**Description**
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.

Students learn that human rights refer to fundamental claims and are restricted as much by what is necessary to secure the comparable rights of others as the right of any particular individual. However, human rights are continually challenged by those who deny the universality of their application on religious, cultural, national, economic and development grounds.

Students consider debates about people movement, and consider arguments about moral obligation to help distant foreigners over a state’s national interest, often presented in the form of border security. Students learn about development issues, global poverty and inequality. They consider debates about the range of solutions presented to alleviate poverty, and the often controversial nature of what constitutes ‘development’, which at times prioritises the acquisition of wealth over political liberties, human rights and the environment.

Arms control and disarmament are both processes by which states seek to construct a more stable and peaceful international arena by reducing the threat posed by other states and non-state actors, such as terrorist groups, to the security of the state. Students explore the ability of either arms control or disarmament to achieve its aims.

**Outcomes**
1. 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.
2. On completion of this unit the student should be able to explain the characteristics of two contemporary global crises and evaluate the effectiveness of responses to these.

**Assessment tasks**
TBC
# Health and Human Development: Units 1 & 2

## Unit 1  The Health and Development of Australia’s Youth HH011

### Description
This unit focuses on students developing an understanding of the concepts of youth health and individual human development, and explores the interrelationships that exist within and between them.

Students will:
- become aware of the differing methods for measuring health status and develop a greater understanding of the health status of youth
- develop an understanding of a range of determinants and their ability to influence youth health and individual human development
- explore the importance of nutrition and the developmental functions it performs in the body, including the consequences of nutritional imbalance on the health and individual human development of youth

### Outcomes
1. Describe the dimensions of, and the interrelationships within and between, youth health and individual human development, and analyse the health status of Australia’s youth using appropriate measures.
2. Describe and explain the factors that have an 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 issue, analyse strategies or programs that have an impact on youth health and development.

### Assessment Tasks
- A case study analysis
- A visual presentation | an oral presentation
- A blog
- A test
- A written response, such as a research assignment or report

## Unit 2  Individual Human Development and Health Issues HH022

### Description
In this unit students will:
- develop an understanding of the health and individual human development of Australia’s unborn children
- study the physical changes that occur from conception to birth
- investigate how determinants, including physical environment, biological, behavioural and social, influence prenatal health and individual human development
- develop an understanding of the health and individual human development of Australia’s children
- study the period from birth to approximately twelve years
- explore the physical, social, emotional and intellectual changes that occur from birth to late childhood
- investigate how determinants, including physical environment, biological, behaviour and social, influence child health and development

Following on from the study of unborn children and children, students will also:
- explore the health and individual human development of Australia’s adults, including older adults
- investigate the physical, social, emotional and intellectual changes that occur during adulthood
- describe the health status of Australia’s adults, including the various determinants that have an impact on health and individual human development

### Outcomes
Describe and explain the factors that affect the health and individual human development:
- during the prenatal stage
- of Australia’s children
- of Australia’s adults

### Assessment Tasks
- A case study analysis
- A data analysis
- A visual presentation | an oral presentation
- A blog
- A test
- A written response, such as a research assignment or report
## Health and Human Development: Units 3 & 4

### Unit 3  Australia’s Health  HH033

**Description**

**Area of Study 1 – Understanding Australia’s Health**

In this area of study students will:

- develop understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia.
- use key health measures to compare health in Australia and analyse how determinants of health, including the physical environment, biological, behavioural and social, contribute to variations in health status.

The National Health Priority Areas (NHPAs) initiative seeks to bring a national health policy focus to diseases and conditions that have a major impact on the health of Australians. The NHPAs represent the disease groups with the largest burden of disease and potential costs (direct, indirect and intangible) to the Australian community.

Students will:

- examine the development of the NHPAs and their relationship to burden of disease in Australia.
- analyse initiatives designed to promote health relevant to the NHPAs, and come to understand that nutrition is an important factor for a number of the NHPAs.

**Area of Study 2 – Promoting Health in Australia**

This area of study examines different models of health and health promotion.

Students will:

- investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives.
- examine the role of government and non-government organisations in providing programs and support for the promotion of healthy eating.

### Outcomes

1. Compare the health status of Australia’s population with that of 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.
2. Discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.

### Assessment Tasks

- A response on the relative health status of Australians in one or more of the following formats:
  - case or data analysis
  - test
  - written response
  - visual or oral presentation

- A response on the NHPAs in one or more of the following formats:
  - case or data analysis
  - test
  - written response
  - visual or oral presentation

### Unit 4  Global Health and Human Development  HH034

**Description**

**Area of Study 1 – Introducing Global Health and Human Development**

This area of study explores global health, human development and sustainability. Students will:

- identify similarities and differences in the health status between people living in developing countries and Australians and analyse reasons for the differences.
- investigate the role of the United Nations’ Millennium Development Goals in relation to achieving sustainable improvements in health status and human development.

**Area of Study 2 – Promoting Global Health and Human Development**

This area of study explores the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development.

Students will:

- consider strategies designed to promote health and sustainable human development globally, as well as Australia’s contribution to international health programs through AusAid and contributions to non-government organisations.

### Outcomes

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

### Assessment Tasks

- A response on the variations in health status between developing countries and Australia in one or more of the following formats: case or data analysis, test, written response, visual or oral presentation.
- A response on the contribution of the Millennium Development Goals to global health and sustainable human development in one or more of the following formats: case or data analysis, test, written response, visual or oral presentation.
- A response in one or more of the following formats: case or data analysis, test, written response, visual or oral presentation.

### Percentage contributions to the study score:

- Unit 3 School-assessed Course work: 25%  |  Unit 4 School-assessed Course work: 25%
- End of year examination: 50%
History: Units 1 & 2

Unit 1  
Twentieth Century History 1900-1945  
HI031

Description
The first half of the twentieth century was marked by significant change. New movements and organisations emerged in response to economic, social and political crises and conflicts. Revolution, civil war and international conflict overshadowed the first fifty years. Patterns of daily life also changed as a result of political and social developments. Furthermore advances in science and technology began to transform the worlds of work and home. Traditional forms of cultural expression such as art, music, literature and the new forms of film and radio were to both reflect and explore these changes.

This unit considers the way that societies responded to these changes and how they affected people’s lives. Topics studied include: World War I, the Rise of the Third Reich, cultural change between the wars and World War II.

Outcomes
1. Analyse and explain the development and impact of a political crisis and conflict in the period 1900 to 1945.
2. Analyse and discuss patterns of social life and the factors which influenced changes in patterns of social life in the first half of the twentieth century.
3. Analyse the relationship between the historical context and cultural expression of the period from 1900 to 1945.

Assessment Tasks
- Structured assignment
- Analytical exercises
- Oral presentation
- Essay
- Tests

Unit 2  
Twentieth Century History 1945-2000  
HI042

Description
The United States of America and the USSR emerged from the destruction of World War II as the new world superpowers. Movements for social, political and economic change saw the traditional power structures in both Western, communist and developing countries challenged. With the formation of the United Nations, which aimed, amongst other things, to take an internationalist approach to avoiding war and resolving political tensions, new countries such as Israel were created.

This unit considers some of the major themes and events of post-World War II history, and the ways in which individuals and communities responded to political, economic and social developments. Topics studied include: the Arab-Israeli conflict, the Cold War in Europe, Cuba and Asia and the emergence of social movements (eg anti-war activists, environmentalists and feminists).

Outcomes
1. Analyse and discuss how post-war societies used ideologies to legitimize their world view and portray competing systems.
2. Evaluate the impact of challenges to established social, political and/or power during the second half of the twentieth century.
3. Analyse issues faced by communities arising from political, economic and/or technological change.

Assessment Tasks
- Structured assignment
- Analytical exercises
- Oral presentation
- Essay
- Tests
History: Australian History Units 3 & 4

Student Testimonial

"History teaches you to appreciate different perspectives.
"It's good to know and understand the importance of the history of your nation.
"You understand and appreciate points of interest in Melbourne. For example How did the Perseverance Hotel in Brunswick St Fitzroy get its name?
"It helps you develop your writing and analysis skills – which help with other subjects such as English."

Unit 3  Australian History  HI083

Description
This unit focuses on the European experience in Australia from the early years of the Port Phillip District through the nineteenth century to the eve of World War I.

The study explores the impact of European settlement on the Indigenous people and the ideas and visions that underpinned significant events in colonial society including the Eureka rebellion, Federation and the movement for a national identity; the impact of World War I will then be explored in regard to this national identify. Research, analysis and evaluation skills based on an understanding of the nature of history and applicability of the World Wide Web will be developed.

Outcomes
1. Explain the motives and hopes underlying the settlement of the Port Phillip District up to 1860 and the impact on the Indigenous population.
2. Analyse the vision of nationhood that underpinned the concepts of citizenship and evaluate its implementation in the early years of the new nation.

Assessment Tasks
• Analysis of visual and/or written documents
• Essay

Unit 4  Australian History  HI084

Description
This unit continues the exploration of the ideas and visions underpinning Australian society by offering students the opportunity to examine a time when the nation was under threat during World War II.

The unit concludes with an examination of changing attitudes in relation to a number of issues that have been debated in the latter decades of the twentieth century, in particular Australia’s involvement and conscription during the Vietnam War, Australia’s changing economic policy, immigration policies and attitudes to indigenous rights.

Outcomes
1. Analyse the ways in which Australians acted in response to a significant crisis faced by the country during the period 1914 to 1950.
2. Evaluate the extent to which changing attitudes are evident in Australian’s reactions to significant social and political issues.

Assessment Tasks
• Research report
• Historiographical exercise

Percentage contributions to the study score:
• School assessed coursework for Unit 3 is worth 25% of the final assessment
• School assessed coursework for Unit 4 is worth 25%% of the final assessment
• End of year examination is worth 50% of the final assessment
History: Revolutions Units 3 & 4

**Student Testimonial**

"It’s really interesting to learn about history, in depth, and how it has helped shape the world today.

"The skills I have learnt in History: Revolutions include being able to develop a point of view and use evidence to support arguments.

"It challenges you, but in a good way. It is a period of history that I had never studied before and it is really interesting."

**Description**

History: Revolutions involves the study of two revolutions: the French Revolution (Unit 3) and Russian Revolution (Unit 4). On completion of each unit students are able to meet two outcomes which guide the study of both revolutions:

Evaluating the role of ideas, leaders, movements and events as contributing factors in the development of the revolution.

Analysing the challenges facing the emerging new order, and the way in which attempts were made to create the new society, and evaluating the nature of the new society created by the revolution.

The skills developed when studying History: Revolutions focus on analysis and evaluation of significant aspects of the revolution, developing an understanding of chronology and cause and effect, synthesizing and evaluating evidence, and weighing up a range of historians’ perspectives on significant aspects of the revolutions studied.

**Unit 3  The French Revolution  HI133**

**Description**

**Area of Study 1: Revolutionary ideas, leaders, movements and events (1781 – 4 Aug 1789)**

- the chronology of the key events and factors in the development of the revolution
- the causes of tension and conflicts in the old society that historians see as contributing to the revolution
- the ideas and ideologies used in the revolutionary struggle
- the role of revolutionary individuals and groups in bringing about change.

**Area of Study 2: Creating a new society (5 Aug 1789 – Nov 1795)**

- the contributions of key leaders and groups to the creation of the new society
- the causes of difficulties or crises faced by revolutionary groups or governments as the new State was consolidated
- the response of key revolutionary individuals, groups, governments or parties to the difficulties they encountered as the new State was consolidated
- the changes and continuities that the revolution brought about in the structure of government, the organisation of society, and its values and the distribution of wealth and conditions of everyday life.

**Outcomes**

1. Evaluate the role of ideas, leaders, movements and events in the development of the revolution.
2. Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.

**Assessment Tasks**

- Document analysis
- Research report
Unit 4  The Russian Revolution  HI134

Description
Area of Study 1: Revolutionary ideas, leaders, movements and events (1905 – 31 October 1917)
- the chronology of the key events and factors in the development of the revolution
- the causes of tension and conflicts in the old society that historians see as contributing to the revolution
- the ideas and ideologies used in the revolutionary struggle
- the role of revolutionary individuals and groups in bringing about change.

Area of Study 2: Creating a new society (November 1917 – December 1924)
- the contributions of key leaders and groups to the creation of the new society
- the causes of difficulties or crises faced by revolutionary groups or governments as the new State was consolidated
- the response of key revolutionary individuals, groups, governments or parties to the difficulties they encountered as the new State was consolidated
- the changes and continuities that the revolution brought about in the structure of government, the organisation of society, and its values and the distribution of wealth and conditions of everyday life.

Outcomes
1. Evaluate the role of ideas, leaders, movements and events in the development of the revolution.
2. Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.

Assessment Tasks
- Historiographical task
- Essay

Percentage contributions to the study score:
Unit 3 School-assessed Coursework: 25%
Unit 4 School-assessed Coursework: 25%
End of year examination: 50%
Informatics: Units 3 & 4

In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs.

In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making.

In Area of Study 2 students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.

Unit 3

**Outcome 1** - Students design a solution, develop it using a relational database management system, and diagrammatically represent how users interact with an online solution when supplying data for a transaction.

**Outcome 2** - Students use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis, and formulate a project plan to manage progress.

**Assessment Tasks**

TBC

Unit 4

**Outcome 1** – Students design, develop and evaluate a multimodal online solution that confirms or refutes a hypothesis, and assess the effectiveness of the project plan in managing progress.

**Outcome 2** – Students compare and contrast the effectiveness of information management strategies used by two organisations to manage the storage and disposal of data and information, and recommend improvements to their current practices.

**Assessment Tasks**

TBC

Percentages contributions to the study score:

School-assessed coursework (Unit 3 Outcome 1 and Unit 4 Outcome 2): 25%
School-assessed task (Unit 3 Outcome 2 and Unit 4 Outcome 1): 25%
End of year examinations: 50%
Languages Overview

Studying a Units 1 and 2 Language

If you have studied one or two languages in Year 10, you may consider continuing this study into VCE. Like other subjects in Year 11, languages are studied for the full year. A language is usually studied as a Units 1 – 4 sequence although you are not obliged to continue your study into Year 12.

In Year 11, the main assessment is the outcomes. These are similar to assessments you have done in Years 7 – 10:

- Reading
- Writing
- Listening
- Speaking

Grammar is also assessed, but it is assessed separately to the outcomes. The Year 11 outcomes are internally assessed by your language teachers and they do not contribute to your Year 12 study score.

If you do enjoy studying a language, it’s probably because you are interested in exploring another culture and you appreciate being able to communicate in another language. Your interest may be because of your family background or because it is very different from your own cultural background.

Many OLMC students are exploring exchange or college tours as a way to begin immersing themselves in a second language and culture. However, this is not essential and many students will pursue a language study at university or later in life.

Studying a Units 3 and 4 Language

While nationally only 12% of Australian students study a language in Year 12, at Our Lady of Mercy College approximately 30% of our students undertake the study of Japanese, French or Italian.

Our students value the cultural and linguistic enrichment, as well as the career and travel opportunities which a second language offers.

Consider the fact that universities and employers favour students who have studied a language other than English. If you choose to study a language the study score is derived from the following components:

**Internal assessment – 50%:**

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

**External Assessment – 50%:**

- Written exam 37.5%
- Oral exam 12.5%

*Please feel free to approach your language teacher to gain further information.*
# Languages – French: Units 1 - 4

## Student Testimonial

“French is a beautiful language and culture that I have been able to fully immerse myself in.

“After Year 10 the classroom environment becomes more positive because I have been surrounded by girls who are studying the subject because it was their choice. My French classes have been a lot more enjoyable going into Year 10 and VCE.

“It’s opened my eyes to the opportunities that are outside Australia’s doorstep and I hope to use my knowledge of the French language and culture in my future.”

## Units 1 & 2

**LO091 and LO092**

<table>
<thead>
<tr>
<th>Major Themes</th>
<th>Unit 1 Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each topic that students study in Year 11 belongs under one of the following overall themes:</td>
<td>• Les Jeunes</td>
</tr>
<tr>
<td>• The Individual</td>
<td>• La Francophonie</td>
</tr>
<tr>
<td>• The French-speaking Community</td>
<td>• La Culture Française</td>
</tr>
<tr>
<td>• The Changing World</td>
<td>Unit 2 Topics:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessments - Writing, Speaking, Listening, Reading &amp; Grammar, are assessed through a variety of tasks:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1 Tasks:</strong></td>
</tr>
<tr>
<td>Speaking &amp; Writing in French (Outcomes 1 &amp; 3)</td>
</tr>
<tr>
<td>Reading &amp; Listening Comprehension (Outcomes 2a &amp; 2b)</td>
</tr>
<tr>
<td>Semester 1 Exam</td>
</tr>
<tr>
<td><strong>Unit 2 Tasks:</strong></td>
</tr>
<tr>
<td>Speaking &amp; Writing in French (Outcomes 1 &amp; 3)</td>
</tr>
<tr>
<td>Reading &amp; Listening Comprehension (Outcomes 2a &amp; 2b)</td>
</tr>
<tr>
<td>Semester 2 Exam</td>
</tr>
</tbody>
</table>

## Units 3 & 4

**LO093 and LO094**

<table>
<thead>
<tr>
<th>Major Themes</th>
<th>Units 3 &amp; 4 Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All the topics studied in Year 12 come under one of the following themes:</td>
<td>• Paris and its Quartiers</td>
</tr>
<tr>
<td>• The Individual</td>
<td>• The Environment</td>
</tr>
<tr>
<td>• The French-speaking Community</td>
<td>• Humanitarian Action</td>
</tr>
<tr>
<td>• The Changing World</td>
<td>• Social Media</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessments - Writing, Speaking, Listening, Reading &amp; Grammar, are assessed through a variety of tasks:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3 Tasks:</strong></td>
</tr>
<tr>
<td>Speaking (Outcome 1)</td>
</tr>
<tr>
<td>Listening &amp; Responding (Outcome 2)</td>
</tr>
<tr>
<td>Writing (Outcome 3)</td>
</tr>
<tr>
<td><strong>Unit 4 Tasks:</strong></td>
</tr>
<tr>
<td>Reading &amp; Responding (Outcome 1)</td>
</tr>
<tr>
<td>Writing (Outcome 2a)</td>
</tr>
<tr>
<td>Speaking (Outcome 2b)</td>
</tr>
</tbody>
</table>
Languages – Italian: Units 1 - 4

Student Testimonial

"I chose to study Italian because I enjoy learning languages and have been exposed to this language since I was young; having grandparents speak to me in Italian, learning basic skills in primary school and attending Italian Mass on Religious holidays.

"My motivation to take on this language was the fact that my background is Italian and therefore learning this language will give me the ability to communicate with my family (especially my grandparents).

"In class we cover a range of exercises that assist in all aspects (reading and responding, listening and writing). Each outcome covers on of these elements in great detail. In class, conversation is encouraged which allows our year 12 classes to be forced to speak Italian, which helps us for the end of year oral, and widen our vocabulary. I recommend continuing to study Italian if you enjoy learning a language and you want to gain a better understating of culture."

Units 1 & 2

Through studying Units 1 & 2 Italian students build on their knowledge of the language to: communicate with others; deepen their understanding of Italian culture and understand language as a system.

Major Themes

Each topic that students study in Year 11 belongs under one of the following overall themes:

- The Individual
- The Italian-speaking Community
- The Changing World

Unit 1 Topics:

- I Giovani
- Le Feste
- La Tecnologia
- Le Passion Italiani

Unit 2 Topics:

- La Storia – Risorgimento e La Seconda Guerra Mondiale
- Neorealism in film
- I Viaggi

Assessments - Writing, Speaking, Listening, Reading & Grammar, are assessed through a variety of tasks:

Unit 1 Tasks:

Speaking & Writing in Italian (Outcomes 1 & 3)
Reading & Listening Comprehension (Outcomes 2a & 2b)
Semester 1 Exam

Unit 2 Tasks:

Speaking and Writing in Italian (Outcomes 1 & 3)
Reading and Listening Comprehension (Outcomes 2a & 2b)
Semester 2 Exam

Units 3 & 4

Through studying Units 3 & 4 Italian students build on their knowledge of the language to: communicate with others; deepen their knowledge of Japanese culture; understand language as a system.

Major Themes

All the topics studied in Year 12 come under one of the following three themes:

- The Individual
- The Italian-speaking Community
- The Changing World

Units 3 & 4 Topics:

- Made in Italy
- Trade & Commerce
- Health and Leisure
- Environment
- Italian migration to Australia

Assessments - Writing, Speaking, Listening, Reading & Grammar, are assessed through a variety of tasks:

Unit 3 Tasks:

Speaking (Outcome 1)
Listening & Responding (Outcome 2)
Writing (Outcome 3)

Unit 4 Tasks:

Reading & Responding (Outcome 1)
Writing (Outcome 2a)
Speaking (Outcome 2b)
Languages – Japanese Second Language: Units 1 - 4

**Student Testimonials**

"Japanese is a culturally exposing subject. It's not only interesting and fun to learn, but also exceedingly challenging. During the process of learning it, I faced many difficulties as Japanese contains a totally different alphabet; however, it is overcoming these obstacles that makes Japanese extremely rewarding, hence why I chose this subject.

"I personally love the Japanese culture and decided to study the language to get a more complete understanding of everything. I have been on the OLMC Japanese tour and I must say that it was the highlight of my life..."

"...It was really great to have the opportunity to immerse myself in the Japanese culture as well as attend our sister school, Serei. Japanese gives you the opportunity to interact with your fellow class mates and develop your confidence as you learn to read, write and speak the language. I would highly recommend this subject to everyone!"

**Units 1 & 2**

Through studying Units 1 & 2 Japanese, students build on their knowledge of the language to: communicate with others; deepen their understanding of Japanese culture; understand language as a system.

**Major Themes**

Each topic that students study in Year 11 belongs under one of the following overall themes:

- The Individual
- The Japanese-speaking Community
- The Changing World

**Unit 1 Topics:**

- Self and Family
- Directions and Locations
- Home and Neighbourhood
- Japanese Schools and My School

**Unit 2 Topics:**

- Travelling in Japan
- Tourism in Australia for the Japanese Traveller
- Careers and Part-time Jobs

**Assessments - Writing, Speaking, Listening, Reading & Grammar, are assessed through a variety of tasks:**

**Unit 1 Tasks:**

- Speaking & Writing in Japanese (Outcomes 1 & 3)
- Reading & Listening Comprehension (Outcomes 2a & 2b)
- Semester 1 Exam

**Unit 2 Tasks:**

- Speaking & Writing in Japanese (Outcomes 1 & 3)
- Reading & Listening Comprehension (Outcomes 2a & 2b)
- Semester 2 Exam

**Units 3 & 4**

Through studying Units 3 & 4 Japanese students build on their knowledge of the language to: communicate with others; deepen their knowledge of Japanese culture; understand language as a system.

**Major Themes**

All the topics studied in Year 12 come under one of the following 3 themes:

- The Individual
- The Japanese-Speaking Community
- The Changing World

**Units 3 & 4 Topics:**

- Sport in Japan
- Health
- Japanese Restaurants
- Life After High School
- Travel in Japan
- Leisure Activities
- Women’s Roles in Japan

**Assessments - Writing, Speaking, Listening, Reading & Grammar, are assessed through a variety of tasks:**

**Unit 3 Tasks:**

- Speaking (Outcome 1)
- Listening & Responding (Outcome 2)
- Writing (Outcome 3)

**Unit 4 Tasks:**

- Reading and Responding (Outcome 1)
- Writing (Outcome 2a)
- Speaking (Outcome 2b)
## Legal Studies: Units 1 & 2

### Unit 1  Criminal Law in Action  \( LS011 \)

**Description**
This unit explores the distinction between legal and non-legal rules, the Victorian Court hierarchy, and the process of making laws through parliament.

It focuses on:
- the role of the police and their powers of investigation
- the procedures of a criminal trial
- examination of possible sanctions that are available to the criminal courts

In addition, students explore the concepts of fairness and justice within the criminal justice system.

**Outcomes**
1. Explain the principles of criminal law and apply them to one or more cases to justify a decision.
2. Evaluate the processes for the resolution of criminal disputes and analyse the capacity of these processes to achieve justice.

**Assessment Tasks**
- Essay
- Tests
- Folio and report
- Case study
- Structured assignment

### Unit 2  Issues in Civil Law  \( LS022 \)

**Description**
This unit focuses on:
- the effective resolution of civil disputes
- the processes and procedures involved in civil litigation
- the possible defences to civil claims within our legal system available to enforce the civil rights of our citizens

As well as the judicial procedure to resolve civil disputes, the unit also investigates alternative avenues of dispute resolution and their effectiveness.

This unit provides students with the opportunity to explore specific areas of law and analyse contemporary legal issues.

**Outcomes**
1. Explain the principles of civil law and be able to apply them to one or more real or hypothetical cases to justify a decision.
2. Evaluate the processes for the resolution of civil disputes and analyse the capacity of these processes to achieve justice.
3. Analyse contemporary Australian law and assess its ability to reconcile and reflect conflicting attitudes in order to meet the needs of Australian Society and contribute to social cohesion.

**Assessment Tasks**
- Essay
- Annotated visual display
- Folio and report
- Case study
- Tests
Legal Studies: Units 3 & 4

Student Testimonials

"Legal Studies is interesting as you can relate it to what is happening in society. It helps me understand what is in the news in relation to parliament, courts and crimes."

"In Legal Studies you learn things like parliament and the constitution – which while sound boring are actually really interesting."

"It challenges you.

"Legal Studies helped build my understanding of answering question s- skills that I needed in other subjects like English."

### Unit 3  Law-making

**Description**
In this unit students will:

- develop an understanding of the institutions that determine our laws and their law-making powers and processes
- undertake an informed evaluation of the effectiveness of law-making bodies (parliament and courts)
- develop an understanding of the importance of the Commonwealth Constitution in relation to law making powers and rights. This will include a comparative analysis with another country
- learn of the importance of the role played by the High Court of Australia in interpreting and enforcing the Constitution and ensuring that parliaments do not act outside their areas of power nor infringe protected rights

**Outcomes**
1. Explain the structure and role of parliament, including its processes and an evaluation of its effectiveness as a law-making body.
2. Explain the role of the Commonwealth Constitution in defining law-making powers, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights.
3. Describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.

**Assessment Tasks**
Tests – a combination of short, medium and longer responses

### Unit 4  Resolution and Justice

**Description**
Students will:

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

**Outcomes**
1. Describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.
2. 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.

**Assessment Tasks**
Tests – a combination of short, medium and longer responses

**Percentages contributions to the study score:**

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End of year examinations: 50%
## Literature: Units 1 & 2

**This is a new study design for 2016.**

### Student Testimonial

"Year 11 Literature is a really thought-provoking and dynamic class. I chose this subject due to my love of reading and interest in exploring plots, characters and ideas that can be revealed in a variety of texts. I find this course really exciting and inspiring, as it encourages all perspectives for analysis.

"I enjoy the course mainly because it focuses on the context and views displayed in texts, not just the structure and style of the writing.

"The learning style is really creative and rewarding as you not only improve your vocabulary, but also broaden your knowledge about issues in society via different points of views through characters.

"Assessments and learning activities are diverse, including passage analysis, text essay responses and creative pieces based on films, plays and novels.

My passion and enthusiasm for literature has been enhanced and therefore my desire to explore literature in the future strengthened."

### Unit 1  Literature  LI011

<table>
<thead>
<tr>
<th>Description</th>
<th>Outcomes</th>
<th>Assessment Tasks</th>
</tr>
</thead>
</table>
| In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. | 1. Respond to a range of texts and reflect on influences shaping these responses.  
2. Analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society. |  
- Oral or written review/journal  
- Analysis of selected passages from a set text  
- Creative response  
- Comparison between a novel or play and its adaptation into film or television  
- Analytical response to a film |

Students respond personally, critically and creatively to a range of texts:  
- poetry  
- prose  
- drama and film

### Unit 2  Literature  LI012

<table>
<thead>
<tr>
<th>Description</th>
<th>Outcomes</th>
<th>Assessment Tasks</th>
</tr>
</thead>
</table>
| In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. | 1. Analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comments on the ideas and concerns of individuals and groups in that context.  
2. Compare texts considering the dialogic nature of texts and how they influence each other. |  
- An analytical essay on a text, and presentation of a dramatic interpretation of a text  
- A comparative essay on the ways in which views and values are represented and commented on in two or more texts  
- End of year examination |

Students analyse the similarities and differences across texts and establish connections between them.
This course will be replaced by a new study design in 2017.

Student Testimonial
"I chose to study Year 12 Literature while also studying English Language, as I wanted to study individual texts in detail. Literature is more closely focused on the actual language of the texts studied than English is. Classes involve looking at the set texts and discussing various aspects such as characters, the author's opinions and our own opinions, with assessment tasks generally being essays or passage analyses related to topics such as these.

"Though I originally only studied English Language, I soon began to enjoy Literature because of the way we get to explore the texts in detail over a period of time."

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong>&lt;br&gt;This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of the text affects meaning and generate different expectations in readers; students consider the ways texts represent views and values and comment on human experience, and they explore the social, historical and cultural contexts of literary works.</td>
<td><strong>Outcomes</strong>&lt;br&gt;1. Analyse how meaning changes when the form of a text changes. 2. Analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned. 3. Evaluate views of a text and make comparisons with their own interpretation.</td>
</tr>
<tr>
<td><strong>Assessment Tasks</strong>&lt;br&gt;- Written comparison of a print text with the text's adaptation into film. - Interpretative essay on the views and values in a text. - Written and/or oral evaluation of a review, critical essay or commentary.</td>
<td><strong>Assessment Tasks</strong>&lt;br&gt;- Written comparison of a print text with the text's adaptation into film. - Interpretative essay on the views and values in a text. - Written and/or oral evaluation of a review, critical essay or commentary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong>&lt;br&gt;This unit focuses on students’ creative and critical responses to texts. In their re-created or adapted work, students consider the context of their responses as well as the concerns, the style of language and the point of view of the text. In their critical responses, students develop an interpretation of the text, revealing the insights gained by their engagement with various aspects of the text.</td>
<td><strong>Outcomes</strong>&lt;br&gt;1. Respond imaginatively to a text, and comment on the connections between the text and the response. 2. Analyse critically the features of a text, relating them to an interpretation of the text as a whole.</td>
</tr>
<tr>
<td><strong>Assessment Tasks</strong>&lt;br&gt;- A creative response, which re-creates an aspect of a text and a brief reflective commentary. - An analysis of links, parallels and contrasts between different passages from a text and recognition of the contribution of a range of literary features to an interpretation of a text.</td>
<td><strong>Assessment Tasks</strong>&lt;br&gt;- A creative response, which re-creates an aspect of a text and a brief reflective commentary. - An analysis of links, parallels and contrasts between different passages from a text and recognition of the contribution of a range of literary features to an interpretation of a text.</td>
</tr>
</tbody>
</table>

Percentages contributions to the study score:<br>Unit 3 School-assessed Coursework: 25%<br>Unit 4 School-assessed Coursework: 25%<br>End of year examinations: 50%
Mathematics Overview

VCE: Mathematics
This study is designed to provide access to worthwhile and purposeful mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

The subjects offered at Year 11 are:
- Mathematical Methods Units 1 & 2 (MME)
- General Mathematics Units 1 & 2 (GMA)
- Specialist Mathematics Units 1 & 2 (SMA)
- Foundation Maths Units 1 & 2 (FDM)
- Further Mathematics Units 3 & 4 (FMA)

The subjects offered at Year 12 are:
- Mathematical Methods Units 3 & 4 (MME)
- Specialist Mathematics Units 3 & 4 (SMA)
- Further Mathematics Units 3 & 4 (FMA)

These courses are designed for four broad categories of students

<table>
<thead>
<tr>
<th>Students who wish to subsequently study or work in areas in which a strong mathematical background is beneficial, eg medicine, economics, commerce, engineering or science, would take:</th>
<th>Students who require an appropriate foundation for further study would take:</th>
<th>Students looking for a more general preparation for employment or further study might choose:</th>
<th>Students who wish to take some mathematics in Year 11 but not in Year 12 could choose:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Year 11</strong> both SMA 1 &amp; 2 and MME 1 &amp; 2 and in <strong>Year 12</strong> both MME 3 &amp; 4 and SMA 3 &amp; 4</td>
<td><strong>In Year 11</strong> MME 1 &amp; 2 and in <strong>Year 12</strong> MME 3 &amp; 4</td>
<td><strong>In Year 11</strong> GMA 1 &amp; 2 and in <strong>Year 12</strong> FMA 3 &amp; 4</td>
<td><strong>In Year 11</strong> GMA 1 &amp; 2 or FDM 1 &amp; 2</td>
</tr>
</tbody>
</table>

In mathematics is one of the essential emanations of the human spirit, a thing to be valued in and for itself like art or poetry.
**Possible Mathematics pathways for Year 10 students include:**

<table>
<thead>
<tr>
<th>Possible Pathways</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway 1</td>
<td>Mathematics A (Sem 1&amp;2) and</td>
<td>Mathematical Methods Unit 2</td>
<td>Mathematical Methods Units 3&amp;4</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods Unit 1</td>
<td>(Sem 2)</td>
<td>And Specialist Mathematics Units 3&amp;4</td>
</tr>
<tr>
<td></td>
<td>(Sem 2)</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>Pathway 2</td>
<td>Mathematics A (Sem 1&amp;2) and</td>
<td>Mathematical Methods Unit 2</td>
<td>Mathematical Methods Units 3&amp;4</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods Unit 1</td>
<td>(Sem 1)</td>
<td>and</td>
</tr>
<tr>
<td></td>
<td>(Sem 2)</td>
<td>and</td>
<td>Special Mathematics Units 3&amp;4</td>
</tr>
<tr>
<td>Pathway 3</td>
<td>Mathematics A (Sem 1&amp;2) and</td>
<td>Mathematical Methods Unit 2</td>
<td>Mathematical Methods Units 3&amp;4</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods Unit 1</td>
<td>(Sem 1)</td>
<td>and</td>
</tr>
<tr>
<td></td>
<td>(Sem 2)</td>
<td>and</td>
<td>Special Mathematics Units 3&amp;4</td>
</tr>
<tr>
<td>Pathway 4</td>
<td>Mathematics A (Sem 1&amp;2) and</td>
<td>Mathematical Methods Unit 2</td>
<td>Mathematical Methods Units 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods Unit 1</td>
<td>(Sem 1)</td>
<td>and</td>
</tr>
<tr>
<td></td>
<td>(Sem 2)</td>
<td>and</td>
<td>Further Mathematics Units 3&amp;4</td>
</tr>
<tr>
<td>Pathway 5</td>
<td>Mathematics A (Sem 1&amp;2)</td>
<td>Mathematical Methods Units 1&amp;2</td>
<td>Mathematical Methods Units 3&amp;4</td>
</tr>
<tr>
<td></td>
<td>and</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>Pathway 6</td>
<td>Mathematics A (Sem 1&amp;2)</td>
<td>Mathematical Methods Units 1&amp;2</td>
<td>Mathematical Methods Units 3&amp;4</td>
</tr>
<tr>
<td></td>
<td>and</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>Pathway 7</td>
<td>Mathematics A (Sem 1&amp;2) and</td>
<td>Mathematical Methods Units 1&amp;2</td>
<td>Mathematical Methods Units 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>General Mathematics Unit 2</td>
<td>and</td>
<td>and</td>
</tr>
<tr>
<td></td>
<td>(Sem 2)</td>
<td></td>
<td>Further Mathematics Units 3&amp;4</td>
</tr>
<tr>
<td>Pathway 8</td>
<td>Mathematics (Sem 1&amp;2)</td>
<td>General Mathematics Units 1&amp;2</td>
<td>Further Mathematics Units 3&amp;4</td>
</tr>
<tr>
<td>Pathway 9</td>
<td>Mathematics (Sem 1&amp;2)</td>
<td>Foundation Mathematics Units 1&amp;2 (Sem 1&amp;2)</td>
<td>No Mathematics</td>
</tr>
<tr>
<td>Pathway 10</td>
<td>Foundation Mathematics Units 1&amp;2</td>
<td>No Mathematics</td>
<td>No Mathematics</td>
</tr>
</tbody>
</table>
## Mathematics: Units 1 & 2

### Units 1 & 2 Mathematical Methods

**Entry (prerequisites):** A very good knowledge and understanding of Year 10 Mathematics A. Students should have a strong knowledge especially in Number and Algebra.

**Description**
These units contain the assumed knowledge for Mathematical Methods Units 3&4.

The areas of study in each unit are:
- functions and graphs
- algebra
- calculus
- probability and statistics

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.

**Outcomes**
On completion of these units the student should be able to:
1. 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
2. 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
3. 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 Tasks
- Tests
- Assignments
- Summary or review notes
- Problem-solving tasks
- Modeling tasks
- Mathematical investigation
- Examinations

### Units 1 & 2 Specialist Mathematics

**Entry (prerequisites):** A very good knowledge and understanding of Year 10 Mathematics A. Students should have a strong knowledge especially in Number and Algebra. Students must also study Mathematical Methods Units 1 & 2.

**Description**
These units are taken with Mathematical Methods Units 1 & 2 to provide a firm basis for the study of Mathematical Methods Units 3 & 4 alone or for both Mathematical Methods 3 & 4 and Specialist Mathematics Units 3 & 4 in Year 12.

The areas of study in each unit are:
- arithmetic and number
- geometry, measurement and trigonometry
- graphs of linear and non-linear relations
- algebra and structure
- discrete mathematics
- statistics

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 the unit as applicable.

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

**Outcomes**
1. On completion of this unit the student should be able to 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
2. On completion of each unit, the student should be able to apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in at least three areas of study.
3. On completion of this unit the student should be able to 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 Tasks**
- Tests
- Assignments
- Summary or review notes
- Problem-solving tasks
- Modeling tasks
- Mathematical investigation
- Examinations
Units 1 & 2  **General Mathematics**

**MA071 and MA072**

**Entry (prerequisites):** A good knowledge and understanding of Year 10 Mathematics. Students should be working at the expected standard.

**Description**

These units contain the assumed knowledge and related material for Further Mathematics Units 3 & 4.

The areas of study are:
- algebra and structure
- arithmetic and number
- discrete mathematics
- geometry, measurement and trigonometry
- graphs of linear and non-linear relations
- statistics

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.

**Outcomes**

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

1. 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
2. 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
3. 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 Tasks**

- Tests
- Assignments
- Summary or review notes
- Problem-solving tasks
- Modelling tasks
- Mathematical investigation
- Examinations

Units 1 & 2  **Foundation Mathematics**

**MA101 and MA102**

**Entry (prerequisites):** No prerequisites but students must understand that this course is for students who do not intend to study any further VCE Mathematics

**Description**

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Units 3&4 studies in VCE Mathematics in the following year.

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

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, 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.

The areas of study are:
- space, shape and design
- patterns and number
- data and measurement

Students are encouraged to use appropriate technology in all areas of their study.

**Outcomes**

On completion of these units the student should be able:

1. use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve problems based on a range of everyday and real-life contexts
2. apply mathematical procedures to solve practical problems in both familiar and new contexts and communicate their results.
3. select and use technology to solve problems in practical contexts.

**Assessment Tasks**

- Investigations and projects
- Assignments
- Tests
Mathematics: Units 3 & 4

**Further Mathematics**

Entry (prerequisites): Successful completion of VCE General Mathematics Units 1 & 2

**Student Testimonial**

"The reason I chose Further Mathematics Units 3 & 4 was because I believed it was important to have maths for the future.

"Further Mathematics requires hard work in order to achieve a satisfying result. Despite Mathematics being challenging at times, it's the best opportunity to take when wanting to learn something completely different.

"It’s different because it doesn’t require memorising definitions or content, but is more a doing subject where you work towards a specific answer.”

**Description**

Further Mathematics Units 3 & 4 are intended to be widely accessible. They provide general preparation for employment or further study, in particular, where data analysis is important. The assumed knowledge for this course is drawn from General Mathematics Units 1 & 2.

The areas of study are:
- data analysis
- recursion and financial modelling
- matrices
- geometry and measurement

The appropriate use of technology, in particular a CAS calculator, to support and develop the teaching and learning of mathematics is incorporated throughout the course.

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 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.

**Outcomes**

1. Unit 3 – on completion of this unit, the student should be able to define and explain key concepts and apply related mathematical techniques and models as specified in data analysis in routine contexts

Unit 4 - Apply mathematical processes in contexts related to the 'Applications' area of study and analyse and discuss these applications of mathematics.

2. On completion of this unit the student should be able to select and apply the mathematical concepts, models and techniques as specified in Area of Study 1 in a range of contexts of increasing complexity.

3. On completion of this unit the student should be able 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.

**Unit 3 Assessment Tasks**

- The application task is a guided investigation of a given data set with several variables. The task has three components or increasing complexity.
- Modelling or problem-solving task 1 is related to recursion and financial modelling.

**Unit 4 Assessment Tasks**

- Modelling or problem-solving task 1 is to relate to matrices.
- Modelling or problem-solving task 2 is to relate to geometry and measurement.

**Percentage contributions to the study score:**

Unit 3 School-assessed Coursework: 20%
Unit 4 School-assessed Coursework: 14%
Units 3 and 4 Examination 1: 33%
Units 3 and 4 Examination 2: 33%
Units 3 & 4  
**Mathematical Methods**

**Entry (prerequisites):** Successful completion of VCE Mathematical Methods Units 1 & 2.

---

**Student Testimonial**

"I chose to study Mathematical Methods Units 3 & 4 because I enjoy mathematics and problem solving. This course enables me to challenge myself. The learning focuses on connecting the different area of studies and topics throughout the year and applying the concepts in greater depth.

"I enjoy Mathematical Methods because it provides me with a vast variety of questions which require me to apply the knowledge and theory I learn in class. Most of all there is an incredible sense of satisfaction when I solve the problems.

"In Mathematical Methods you undertake assessment tasks such as: tests, analysis tasks and application questions."

---

**Description**

Mathematical Methods Units 3 & 4 is intended to provide a good mathematical background for students who enjoy Mathematics and will subsequently study or work in areas where having these skills will be an advantage. These units may be taken alone or in conjunction with Specialist Mathematics Units 3 & 4.

It is assumed that students have studied Mathematical Methods Units 1 & 2.

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, differentiation, anti-differentiation, 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, 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.

---

**Outcomes**

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

1. 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.
2. 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.
3. 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.

---

**Unit 3 Assessment Tasks**

- Application task – a function and calculus-based mathematical investigation of a practical or theoretical context involving content from two or more areas of study, with three components of increasing complexity

---

**Unit 4 Assessment Tasks**

- Two modelling or problem-solving tasks, one of which is to be related to probability and statistics.

---

**Percentage contributions to the study score:**

- Unit 3 School-assessed Coursework: 17%
- Unit 4 School-assessed Coursework: 17%
- Units 3 and 4 Examination 1: 22%
- Units 3 and 4 Examination 2: 44%
### Units 3 & 4 Specialist Mathematics

**Entry (prerequisites):** Successful completion of VCE Mathematical Methods Units 1 & 2 and VCE General Mathematics M Units 1 & 2. Students must also study VCE Mathematical Methods Units 3 & 4.

#### Student Testimonial

"We chose Specialist Mathematics Units 3 & 4 because we like a challenge and like to push ourselves to do the best that we can. It’s hard work but a rewarding experience.

"There is quite a lot of overlap between content studied in Specialist Mathematics and Mathematical Methods. This makes Mathematical Methods seem much easier and it assists in reducing the workload. It is a small class, so we all have the chance to work together and have a great opportunity to ensure everyone understands the coursework.

#### Description

Specialist Mathematics Units 3 & 4 is intended for students who enjoy the challenge of Mathematics and to provide them with a strong mathematical background for further study or work in areas where having these skills will be an advantage.

These units are taken in conjunction with Mathematical Methods Units 3 & 4. Mathematical Methods Units 3 & 4 contains assumed knowledge for Specialist Mathematics Units 3 & 4. It is also assumed that students have previously studied Mathematical Methods Units 1 & 2 and General Mathematics M Units 1 & 2.

Students are expected to be able to apply techniques, routines and processes involving rational and real 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, 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.

#### Outcomes

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

1. 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.
2. apply mathematical processes with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics.
3. 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 Tasks

**Unit 3 Assessment Tasks**

- Application task – a mathematical investigation of a practical or theoretical context involving content from two or more areas of study, with three components of increasing complexity.

**Unit 4 Assessment Tasks**

- Two modelling or problem-solving tasks, one of which is to be related to the mechanics or probability and statistics area of study.

#### Percentage contributions to the study score:

- Unit 3 School-assessed Coursework: 17%
- Unit 4 School-assessed Coursework: 17%
- Units 3 and 4 Examination 1: 22%
- Units 3 and 4 Examination 2: 44%
Media: Units 1 & 2

**Unit 1  Representation and technologies of representation  ME011**

**Description**
The main purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms.

The unit involves the study of the implications of media technology on society through developing practical and analytical skills and an understanding of the selection process in the construction of media texts.

**Outcomes**
1. Analyse and deconstruct representations evident in media texts.
2. Use media technology to create and then compare representations in media texts.
3. Recognise and evaluate the creative and cultural implications of new media technologies.

**Assessment Tasks**
- Analysis of representations in the media
- Discuss implications of new media technologies
- Practical exercises

**Unit 2  Media production and the media industry  ME022**

**Description**
In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production.

Students will:
- participate in specific stages of a media production, developing practical skills in their designated role
- develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate

**Outcomes**
1. Explain the media production process and demonstrate production skills in specialist roles within collaborative media productions.
2. Identify and analyse industry and production issues concerning production stages and specialist roles.
3. Describe the production characteristics of media organisations and their social, cultural and industrial contexts within which they operate.

**Assessment Tasks**
- Media production and roles
- Media organisations
- Media industry issues
**Media: Units 3 & 4**

**Student Testimonial**

"VCE Media is an exciting way for students to explore creativity and also discover the importance and impact the media can have on the world around us. Students are given the opportunity to create their own media product (film, photography, print, sound (radio), animation, etc.) allowing them to express individual creativity.

"As well as this, the course enriches students with the knowledge of how other narrative films are created and the way that social values (such as race and gender) are represented in the media.

"In a fun yet focused environment where students participate in active group discussions and share mutual engagement with the ideas and creativity, media is a subject that provides a variety of opportunities for students."

---

**Unit 3**  
**Narrative and media production design**  
**ME033**

**Description**
This unit enables students to develop an understanding of production and story elements in texts. Students develop practical skills through designing media products and undertaking all aspects of the design process.

**Outcomes**
1. Discuss the nature and function of production and story elements in fictional media texts.
2. Demonstrate a variety of skills which will contribute to the preparation of a media production design.
3. Prepare a media design plan incorporating specifications appropriate for the chosen text for a specified audience.

**Assessment Tasks**
- Written comparison of production and story elements
- Media production exercises*
- Media production design ready for production*

**Unit 4**  
**Media: process, influence and society’s values**  
**ME034**

**Description**
In this unit students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3.

Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analysed in this unit.

*externally marked

**Outcomes**
1. Produce a media product for an identified audience from the design plan prepared by the student in Unit 3.
2. Discuss the ways in which media texts are shaped by society’s values.
3. Discuss notions of media influence and analyse issues about the nature and extent of media influence.

**Assessment Tasks**
- Media product*
- Media texts and societies values
- Analysis of the media’s influence on audiences

---

**Percentage contributions to the study score:**

- Unit 3 School-assessed Coursework: 8%
- Unit 4 School-assessed Coursework: 12%
- School-assessed Task: 35%
- End of year examination: 45%
### Music Performance: Units 1 & 2

#### Unit 1  Music Performance  MC011

**Description**
This unit focuses on building performance and musicianship skills.

Students will:
- present performances of selected group and solo music works using one or more instruments
- study the work of other performers and explore strategies to optimise their own approach to performance
- identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work
- develop skills in performing previously unseen music
- study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

**Outcomes**
1. Prepare and perform a practised program of group and solo works.
2. Demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.
3. Identify, re-create, notate and transcribe elements of music, and describe ways in which expressive elements of music may be interpreted.

**Assessment Tasks**
- Performances of three works including at least one group work and one solo work with accompaniment as appropriate. The duration of the performances will vary depending on the works selected.
- A demonstration of technical work and exercises, for example an assessment task that includes a test or other performance context.
- An explanation of how selected technical work and exercises support the student’s development as an instrumentalist and their preparation of works performed for Outcome 1 presented in one or more of the following formats: oral, multimedia, written.
- A performance of unprepared material in a test or other performance context.
- Aural, written and practical tasks, eg a folio of exercises or a test or a workbook of class activities.

#### Unit 2  Music Performance  MC012

**Description**
In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments.

Students will:
- study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance
- study strategies for developing technical and expressive performance skills
- identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work
- develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills
- devise an original composition or improvisation

**Outcomes**
1. Prepare and perform a musically engaging program of group and solo works.
2. Demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.
3. Identify, re-create, notate and transcribe elements of music, and describe how selected elements of music have been interpreted in performance.
4. Devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.

**Assessment Tasks**
- Performances of three works including at least one group work and one solo work with accompaniment as appropriate. The duration of the performances will vary depending on the works selected.
- A demonstration of technical work and exercises, eg an assessment task that includes a test or other performance context.
- An explanation of how selected technical work and exercises support the student’s development as an instrumentalist and their preparation of works performed for Outcome 1 presented in one or more of the following formats: oral, multimedia, written.
- A performance of unprepared material.
- Aural, written and practical tasks, eg a folio of exercises or a test or a workbook of class activities.
- Composition and/or improvisation exercises and accompanying documentation that describes use of music language in the exercise/s presented in one or more of the following formats: multimedia, written.
Music Performance: Units 3 & 4

**Student Testimonial**

“I chose to complete units 3 and 4 of Music Performance as this subject allows me to express myself through the art of music. The subject is challenging, rewarding and fun. Both units consist of three outcomes: a performance, a technical and a musicianship outcome, each of which assist in strengthening the techniques required for the end of year performance and written examinations.

“This subject allows students to undertake various tasks, from the use of technology, to performing in front of a live audience. I love music performance as I have the opportunity to study closely with friends and partake in diverse activities, unique to this subject.”

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Music Performance</th>
<th>MC043</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>This unit prepares students to present convincing performances of group and solo works.</td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>1. Present an informed, accurate and expressive performance of a program of group and solo works.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. 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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Tasks</strong></td>
<td>A demonstration of performance techniques, technical work and exercises</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A description of how selected performance techniques, technical work and exercises support the student’s development as an instrumentalist and their preparation of works for Outcome 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A performance of unprepared material – sight reading or improvisation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A test that includes aural, written and practical components</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Music Performance</th>
<th>MC044</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>refine their ability to present convincing performances of group and solo works</td>
<td></td>
</tr>
<tr>
<td></td>
<td>select group and solo works that complement works selected in Unit 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters</td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>1. Prepare and present accurate and expressive performances of informed interpretations of a program/s of group and solo works.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate performance techniques, and technical work and exercises, and discuss their relevance to the performance of selected group and/ or solo works, and present an unprepared performance.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Identify, re-create, notate and transcribe short excerpts of music, and analyse the interpretation of expressive elements of music in pre-recorded works.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Tasks</strong></td>
<td>A demonstration of performance techniques, technical work and exercises</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A description of how selected performance techniques, technical work and exercises support the student’s development as an instrumentalist and their preparation of works for Outcome 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A performance of unprepared material – sight reading or improvisation</td>
<td></td>
</tr>
</tbody>
</table>

**Percentage contributions to the study score:**

Units 3 and 4 School-assessed Coursework: 30%

**End of year performance examination**

Students will give a live performance in only one of the following contexts: as a member of a group OR as a soloist: 50%.

**End of year aural and written examination**

Students will answer a series of questions set by an examination panel based on Unit 3 Outcome 3 and Unit 4 Outcome 3. Students will respond to aural and written stimulus material: 20%.
Physical Education: Units 1 & 2

Unit 1  Bodies in motion  PE011

Description
In this unit, students will examine the systems of the human body and how they translate into movement. Through practical activities they will explore the major components of the musculoskeletal, cardiovascular and respiratory systems and their contributions and interactions during physical activity. Anaerobic and aerobic pathways are introduced and linked to the types of activities that utilise each of the pathways.

This study will also encourage students to examine biomechanical principles underpinning physical activity and sport. Through their involvement in practical activities, students will 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.

Outcomes
1. Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.
2. 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.

Students will also undertake a detailed study of either:
- Technological advancements from a biomechanical perspective
- Injury prevention and rehabilitation.

Assessment Tasks
- Practical laboratory report linking key knowledge and key skills to practical activity
- Data analysis | Case study analysis
- Visual presentation | Multimedia presentation
- Physical simulation or model
- Written report
- Critically reflective folio of participation in practical activities
- Oral presentation such as podcast, debate
- Test

Unit 2  Sports coaching and physically active lifestyles  PE022

Description
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students will focus on the roles and responsibilities of a coach as well as looking at coaching pathways and accreditation. The effectiveness of a coach may be determined by their style, skills and behaviours. A coach must have an understanding of skill learning practices and interpersonal skills if they are to develop and enhance the performance of athletes. Students will apply these skills by coaching a team.

Students will also focus on the range of physical activity options in the community. Health benefits of participation in regular physical activity and health consequences of physical inactivity and sedentary behaviour are explored at individual and population levels. Students will explore the dimensions of the National Physical Activity Guidelines and investigate the current status of physical activity and sedentary behaviour from an Australian perspective. Students will investigate factors that facilitate involvement in physical activity and consider barriers to participation for various population groups. Students will create and implement a program that encourages compliance with the National Physical Activity Guidelines for a given age group.

Outcomes
- 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 National Physical Activity Guidelines.

Students will also undertake a detailed study of either:
- Decision making in sport
- Promoting active living

Assessment Tasks
- Practical laboratory report linking key knowledge and key skills to practical activity
- Data analysis | Case study analysis
- Visual presentation | Multimedia presentation
- Physical simulation or model
- Written report
- Critically reflective folio of participation in practical activities
- Oral presentation such as podcast, debate
- Test
Physical Education: Units 3 & 4

Student Testimonial

“Do you ever wonder what is happening to your muscles and body systems during exercise? Physical Education is the answer. During unit 3/4 we focus a lot on energy systems and the processes happening within our body systems prior to, during and post exercise.

“PE isn’t always an easy subject to grasp on its own, being quite heavily science based. However, what I love most about it is how easily it fits into everyday life. I love having the ability to relate content we learn in class back to my own sports. This is extremely beneficial to me and makes learning content a lot clearer and easily remembered.

“Since studying PE I have discovered answers to many questions we often think about in relation to exercise, like why we feel so unfit and out of breath in the first minute of exercise! Assessment tasks are often questions on topics previously learnt or lab reports based on a practical activity we undertake in prior lessons. The main assessment task in semester 2 is a training program in which we design, undertake and evaluate.”

Unit 3  Physical activity participation and physiological performance  PE033

Description
This unit will introduce students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective.

Students will:
- apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines
- study and apply the socio-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity
- investigate the contribution of energy systems to performance in physical activity. In particular, they will investigate the characteristics of each system and the interplay of the systems during physical activity
- explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

Outcomes
1. Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.
2. 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.

Assessment Tasks
- A response which focuses on strategies aimed at increasing physical activity levels: a practical report, a case study analysis, a data analysis, a visual presentation, a multimedia presentation.
- A response which focuses on the acute effects that physical activity has on the cardiovascular, respiratory and muscular systems of the body: a practical laboratory report, a case study analysis, a data analysis, a critically reflective folio of participation in practical activities, a visual presentation, a test.
- A practical laboratory report analysing the relative contribution of the energy systems and associated fatigue mechanisms and recovery strategies used in various activities.

Unit 4  Enhancing performance  PE034

Description
Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training.

In this unit, students will undertake an activity analysis. Using the results of the analysis, they will then investigate the required fitness components and participate in a training program designed to improve or maintain selected components.

Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students will learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices.

Outcomes
1. Plan, implement and evaluate training programs to enhance specific fitness components.
2. Analyse and evaluate strategies designed to enhance performance or promote recovery.

Assessment Tasks
- A written report that includes a plan and evaluation of a six-week training program with reference to an activity analysis, fitness testing and a training diary, designed to enhance specific fitness components.
- A response which links chronic adaptations of the cardiovascular, respiratory and muscular systems to training methods and improved performance: a practical laboratory report, a case study analysis, a data analysis, a critically reflective folio of participation in practical activities, a visual presentation, a test.
- A response which identifies and evaluates various strategies and practices that are used to enhance performance: a practical laboratory report, a case study analysis, a data analysis, a media analysis, a test.

Percentage contributions to the study score:
- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End of Year Examination: 50%
Physics: Units 1 & 2

This is a new study design for 2016.

Unit 1  What ideas explain the physical world?  PH011

**Description**
Students will investigate climate science by understanding the principles of thermodynamics which they will apply to various heat transfer systems including the greenhouse effect and household heating or cooling systems. Electrical circuits will be investigated both practically and theoretically, with an emphasis on safety and how a range of components are used.

Lastly students will look at the origins of time, space and matter. They will investigate theories of how the universe began, current models of atoms and subatomic particles, radioactive decay and how energy from the atom is used in nuclear power.

**Outcomes**
1. Apply thermodynamic principles to explain changes in thermal energy including climate science concepts
2. Investigate and apply a DC circuit model to household electrical systems and analyse these mathematically.
3. Explain the origins of atoms, sub atomic particles and how energy is produced from atoms.

**Assessment Tasks**
- Practical activities
- Research investigations
- Tests
- Examination

Unit 2  What do experiments reveal about the physical world?  PH022

**Description**
Students will learn about concepts and mathematical models used to describe motion. The way forces affect motion and the role of energy and momentum will be considered. Students and their teacher will then choose a detailed study from a list of twelve to investigate something about the physical world.

Topics include:
- 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?
- How do heavy things fly?
- How do fusion and fission compare as viable nuclear energy power sources?
- How is radiation used to maintain human health?
- How do particle accelerators work?
- How can human vision be enhanced?
- How do instruments make music?
- How can performance in ball sports be improved?
- How does the human body use electricity?

Finally students will design and conduct a practical investigation into an aspect of physics that has been covered in Unit 2 and present a poster of their findings.

**Outcomes**
1. Investigate and analyse the motion of particles and bodies.
2. This outcome depends on the detailed study chosen.
3. Design and undertake the investigation of a physics question.

**Assessment Tasks**
- Practical activities
- Research investigations
- Tests
- Examination
Physics: Units 3 & 4

This course will be replaced by a new study design in 2017.

Unit 3  Motion and electronics and photonics  PH033

Description
This unit looks at motion in one and two dimensions in terms of the Newtonian model, along with motion of the Solar System and the effects of gravity. Circular and projectile motions are also analysed.

The ideas of DC circuits are expanded to include electronic devices, and the area of photonics is introduced. Students will consider the application of photonics to communication devices and other domestic and industrial applications.

Outcomes
1. Investigate motion and related energy transformations experimentally, and use the Newtonian model in one and two dimensions to analyse motion in the context of transport and related aspects of safety, and motion in space.
2. Investigate, describe, compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems.

Assessment Tasks
- Practical activities
- Research investigations
- Tests
- Examination

Unit 4  Light and matter and electric power  PH034

Description
This unit will investigate the nature of light and matter and describe these in terms of wave or particle models, relating these models to experimental work. The generation, transmission, distribution and use of electric power will be investigated, as will motors, alternators and transformers.

Detailed Studies
One detailed study is to be chosen from six detailed studies in Unit 4:
- Einstein’s special relativity
- Materials and their use in structures
- Further electronics
- Synchrotron and its applications
- Photonics
- Sound

Outcomes
1. Investigate and explain the operation of electric motors, generators and alternators, and the generation, transmission, distribution and use of electronic power.
2. Use wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms.
3. 3.1: Use Einstein’s theory of relativity to describe and explain relativistic motion and effects, and make comparisons with classical descriptions of motion; or
3.2: Analyse and explain the properties of construction materials, and evaluate the effects of forces and loads on structures and materials; or
3.3: Design and investigate an AC to DC voltage regulated power supply system, and describe and explain the operation of the system and its components, and the effects of test equipment on the system; or
3.4: Describe the basic design and operation of The Australian Synchrotron and the production, characteristics and interactions with targets of synchrotron radiation; or
3.5: Apply the photon and wave models of light to describe and explain the operation of different light sources and fibre optic wave-guides and analyse their domestic, scientific and industrial uses; or
3.6: Apply a wave model of sound and a field model of electromagnetism to describe, analyse and evaluate the recording and reproduction of sound.

Assessment Tasks
- A summary report of practical work
- A student designed investigation
- Tests
- Data analysis
- A written report
- Media analysis

Percentage contributions to the study score:
School-assessed Coursework: 40%
End of Year Examination: 60%
<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Product re-design and sustainability</th>
<th>DT011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>This unit focuses on the analysis, modification and improvement of a product's design and the tools, processes, techniques, knowledge and skills used by a designer to solve problems. Students focus on the analysis and modification of a range of products and their sustainability.</td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>1. Describe the methods used by a designer to design a product, and apply similar processes to document the redesigning of an existing product. 2. Use and evaluate materials, tools, equipment and processes to make the product redesigned in Outcome 1 and compare the finished product with the original design.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Tasks</strong></td>
<td>• Short written report/oral report  • Production work  • Folio  • Evaluation  • Examination</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Collaborative design</th>
<th>DT022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>In this unit each student works both individually and as a member of a team to design and develop design concepts to assist in the development and production of a group product.</td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>1. Individually and as a team member, identify a need and collaboratively develop design options and production planning in response to a common themed design brief. 2. Justify, manage and use appropriate production processes to make a product and evaluate both individually and as a member of a team, the processes and materials used, and the suitability of the product against the design brief.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Tasks</strong></td>
<td>• Production  • Folio  • Evaluation  • Examination</td>
<td></td>
</tr>
</tbody>
</table>
Product Design and Technology: Units 3 & 4

**Student Testimonial**

"Society’s dress code has changed throughout history and differs from place to place around the world. Product design is a form of self-expression displaying who I am and designing innovative creations. It gives me the opportunity to discover the importance of sustainability and marketing in our modern society.

"PD and T gives an insight into the manufacturing industry starting from communication skills such as: identifying a need, researching, visualisation, planning, scaling, problem solving, modifications, investigations, potential ideas, justification and evaluation. With this, our skills are enhanced and refined for efficiency and effectiveness of designing and manufacturing. The ability of being able to design for myself and others gives me a great sense of achievement as it builds confidence and personal knowledge.

### Unit 3  Applying to product design process  DT033

**Description**

This unit focuses on the role of the designer and the methods used to establish the needs of a client in the production of a garment for a particular occasion.

The development and production extends over Units 3 and 4.

**Outcomes**

1. Explain and demonstrate the role of a designer by writing a design brief, developing evaluation criteria, and identifying and explaining areas for research and methods that would be used to develop design ideas
2. Explain the factors that influence the design development and manufacture of products within an industrial setting.
3. Present a folio that documents the procedure and decision-making processes used while working as a designer to meet the needs of a client, and commence production of the designed product.

**Assessment Tasks**

- Written response on the Designer and the Design brief
- Test on Design Development and manufacture of products – ability to explain and analyse the influences
- Develop a folio

### Unit 4  Product development and evaluation  DT034

**Description**

In this area of study students continue to develop and manufacture the product designed in Unit 3, Outcome 3 and record production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques and product quality using their evaluation criteria.

**Outcomes**

1. Analyse similar product types through a comparison of innovative features, function, aesthetic and visual appeal, and any economic, social and environmental benefits and costs.
2. Competently and safely apply a range of production skills and processes to implement the production plan, make the product and manage time and resources efficiently.
3. Evaluate the outcomes of the design and production activities and promote the product’s design features to the client.

**Assessment Tasks**

- Test
- Short written report
- Structured questions
- Multi media report
- Oral or visual report

**Percentage contributions to the study score:**

- Units 3 and 4 School-assessed Coursework: 20%
- Units 3 and 4 School-assessed Task: 50%
- End of Year Examination: 30%
Psychology: Units 1 & 2

This is a new study design for 2016.

Unit 1  How are behaviour and mental processes shaped?  PY011

**Description**

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system.

Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

**Outcomes**

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

1. 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.
2. 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.
3. Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

**Assessment Tasks**

- report of a practical activity involving the collection of primary data
- research investigation involving the collection of secondary data
- brain structure modelling activity
- logbook of practical activities
- analysis of data/results
- media analysis/response
- problem solving
- test
- reflective learning journal/blog
- report of an investigation into brain function and/or development that can be presented in various formats

Unit 2  How do external factors influence behaviour and mental processes?  PY022

**Description**

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.

**Outcomes**

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

1. Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
2. Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
3. Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

**Assessment Tasks**

- a report of a practical activity involving the collection of primary data
- a research investigation involving the collection of secondary data
- a logbook of practical activities
- analysis of data/results including generalisations/conclusions
- media analysis/response
- problem solving
- test
- a reflective learning journal/blog
- a report of an investigation into internal and/or external influences on behaviour that can be presented in various formats
- Unit examination
## Psychology: Units 3 & 4

This course will be replaced by a new study design in 2017.

### Unit 3  The conscious self

**Description**

The impact sleep (and lack of sleep) has on your thoughts, behaviours and body is studied along with the purpose of each stage of sleep.

The information gleaned from brain damaged patients and modern technology regarding the roles each part of the brain plays in our abilities to communicate, move and respond is studied.

This is then linked into our memory abilities and the impacts of neurodegenerative diseases such as Alzheimers. Some key memory tricks are also learnt (very helpful for VCE!).

**Outcomes**

1. Explain the relationship between the brain and states of consciousness including sleep and behaviour, and describe the contribution of selected studies to the investigation of brain function.
2. Compare theories that explain the neural basis of memory and factors that affect its retention and evaluate the effectiveness of techniques for improving and manipulating memory.

**Assessment Tasks**

**Outcome 1:** Two different tasks selected from:
- Evaluation of research
- Data analysis
- Essay
- Media response
- Folio of practical activities
- Oral presentation using two or more data types
- Report of student investigation
- Test
- Visual presentation

**Outcome 2:** Report of research investigation related to memory conducted by the students

### Unit 4  Brain, behaviour and experience

**Description**

- How do we learn?
- Why do some people learn faster than others?
- How important are role models in shaping behaviour?

All these are considered as students analyse key studies (and their ethics) regarding learning.

Following on from this, students study mental health and illness and consider the concept of 'normal' – who, or what, is normal?

Within the studies of mental health, students learn some stress management techniques to help them manage their own responses to difficult situations.

**Outcomes**

1. Explain the neural basis of learning and compare and contrast different theories of learning and their applications.
2. Differentiate between mental health and mental illness and use a biopsychosocial framework to explain the causes and management of stress and a selected mental disorder.

**Assessment Tasks**

**Outcome 1:** Folio of at least five practical activities and annotation of at least three of these activities to illustrate selected aspects of learning.

**Outcome 2:** One of the following:
- Report
- Visual presentation
- Oral presentation
- Media response

And, one of the following:
- Evaluation of research
- Data analysis
- Essay
- Media response
- Report of student investigation
- Oral presentation using two or more data types
- Test
- Visual presentation

**Percentage contributions to the study score:**

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 20%
- End of Year Examination: 60%
## Religion and Society: Units 1 & 2

### Unit 1: Religion in society
#### Year 11 (two semesters) – or choose Texts and Traditions Units 3 & 4

**Description**
This unit focuses on the origins of religion, identifying the nature and purpose of religion past and present. The contribution of religion to the development of human society and the role of religious traditions in shaping personal and group identity are explored, as are different religious traditions.

As part of the Religious Education program, students also participate in prayer and meditation experiences.

**Outcomes**
1. Describe the role of religion in society.
2. Explain the expression of collective identity of particular religions in Australia, and the interaction of these religious traditions with other religious traditions and wider society.
3. Recognise and discuss the interplay between a person’s individual identity and their religious community.

**Assessment Tasks**
- Comparative research project
- Field report
- Inter faith research assignment
- Biographical review

### Unit 2: Ethics and morality
#### Year 12 (two semesters) – or choose Texts and Traditions Units 3 & 4

**Description**
Ethics is a discipline that investigates the various methods for making ethical decisions. It involves reflection on what is 'right' and 'wrong' when applied to human decisions and actions. Ethical questions are explored at the personal, family, local, wider community, national and global level.

Students explore and reflect on these issues from different perspectives, including the common understandings in pluralist societies and in diverse religious traditions.

As part of the Religious Education program, students also participate in prayer and meditation experiences. Students have opportunities to participate in community service.

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

**Assessment Tasks**
- Test
- Essay
- Research presentation
### Studio Arts: Units 1 & 2

#### Unit 1

**Artistic inspiration and techniques **

<table>
<thead>
<tr>
<th>Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through artmaking.</td>
<td>1. Source inspiration, identify individual ideas and use a variety of methods to translate these into visual language.</td>
</tr>
<tr>
<td></td>
<td>2. Explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks.</td>
</tr>
<tr>
<td>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.</td>
<td>3. Discuss how artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.</td>
</tr>
<tr>
<td>Students are encouraged to use ICT skills to enhance their studies.</td>
<td></td>
</tr>
</tbody>
</table>

#### Assessment Tasks
- Folio of visual solutions/workbook
- Theoretical investigations
- Examinations

#### Unit 2

**Design exploration and concepts **

<table>
<thead>
<tr>
<th>Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1. Develop artworks through an individual design process based on visual research and inquiry.</td>
</tr>
<tr>
<td>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.</td>
<td>2. Analyse artworks by artists and/or groups of artists from different times and cultures in order to understand how art elements and principles are used to communicate artists’ ideas, and create aesthetic qualities and identifiable styles.</td>
</tr>
</tbody>
</table>

#### Assessment Tasks
- Folio of visual solutions/workbook
- Theoretical investigations
- Examination
Studio Arts: Units 3 & 4

Student Testimonial

“VCE Studio Arts allows me to work like an artist. I feel relaxed and inspired in this class because I’m working on Art that relates to me and I’m expressing my individual ideas in my own distinct way.

“In the beginning of Unit 3 I wrote an Exploration Proposal. This is a plan which helps me to organise all my ideas and work out my focus for the semester. Then I begin to follow the Design Process. This is really a guide to the process of making a folio. The Studio Arts folio includes experimenting with your own choice of art materials, techniques and ideas until you feel ready to create artworks.

“In unit 3 these artworks are called Potential Directions and these are the starting points for your unit 4 folio. In unit 4 you start with some of your potential directions and through further experimentation and practice you develop these into a cohesive folio of artworks. The theory is engaging because it supports your own art making through examining how past and present artists from a variety cultures have created artworks in a similar way that you have. By studying how artists apply their materials and techniques in their work helps you with your own experimentation and gives you ideas for ways to move forward with your own art. Part of the theory also looks at how the art industry works and you go on excursions to visit different types of galleries and listen to various curators who discuss the behind the scenes activities of their galleries.”

Unit 3 Studio production and professional art practices SA033

Description

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

Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. 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.

For this study, the exploration proposal supports the student to identify a direction for their design process. The design process is individually determined by the student. It records trialling, experimenting, analysing and evaluating the extent to which their art practices successfully communicate their aims and ideas. From this process students can develop directions for the development of finished artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students’ own approaches to artmaking. Students investigate and analyse the response of artists to a wide range of stimuli, and examine their use of materials and techniques. They explore professional art practices of artists in relation to particular artworks and art form/s and identify the development of 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. Students are expected to visit at least two different exhibition spaces in their current year of study.

Outcomes

1. Prepare an exploration proposal that formulates the content and parameters of an individual design process, and that includes a plan of how the proposal will be undertaken.
2. Present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal.
3. Discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop their styles.

Assessment Tasks

Outcomes 1 & 2:
- An exploration proposal and a developmental folio that presents a design process which explores and develops the aims and ideas set out in the exploration proposal and produces a range of potential directions

Outcome 3:
- Written SAC – Professional Art Practices and Styles
Unit 4  Studio production and art industry contexts  SA034

Description
This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities. This unit also investigates aspects of artists’ involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students examine a range of environments for the presentation of artworks exhibited in contemporary settings. Students are expected to visit at least two different exhibition spaces.

Outcomes
1. 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.
2. Provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrate a cohesive relationship between the works.
3. 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 Tasks
Outcomes 1 & 2:
- A statement of reflection and evaluation and a cohesive folio of finished artworks
Outcome 3:
- Written SAC – Art Industry Contexts

Percentage contributions to the study score:
Unit 3 School-assessed Coursework: 33%
Unit 4 School-assessed Coursework: 33%
End of Year Examination: 34%
## Texts and Traditions: Units 3 & 4

| Year 11 – or choose Religion and Society Unit 1 | TT011 |
| Year 12 – having completed Religion and Society Unit 1 in Year 11 |

### Student Testimonial

“I really enjoyed that we could learn about the history of the religion; from where the religion comes from as well as other associated religions.

“I found that compared to studying religion in previous years, this subject had much more depth and was much more interesting.

“It was really cool that when I heard Gospel readings I had a deeper understanding of what the Gospel was about, and why it was written.

“It was interesting to learn about the tradition of when particular pieces of Scripture were written and applying them to the context of today.

“If you are interested in history or if good literature is your thing – this is the subject for you.”

### Unit 3 — Texts and the early tradition

#### Description

In this study the term 'texts' refers to a body of writings held to be the authoritative core for the tradition. Unit 3 focuses on the background to the origin and early development of the Christian tradition.

Students will also develop knowledge of the Christian scriptures such as understanding the backgrounds, how they function, analysing major ideas and themes and interpreting the text itself.

#### Outcomes

1. Identify and explain social and cultural contexts that influenced early development of the religious tradition.
2. Discuss major themes of the Gospel of Luke, and analyse its literary structure and issues related to the writing of this Gospel.
3. Apply exegetical methods to develop an interpretation of some of the passages for special study, and discuss the nature of, and challenges to, exegetical method.

#### Assessment Tasks

- Short answer test
- An essay or a report
- Exegetical methods exercise

### Unit 4 — Texts and their teachings

#### Description

In this unit students continue to apply, in greater depth, the exegetical method to the passages for special study from Luke's Gospel begun in Unit 3. Some texts are regarded as essential for the continuation of a tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through religious ideas, beliefs or social themes in the particular texts.

In this unit a significant idea, belief or social theme contained in the Gospel of Luke will be studied, and the interpretation of this Gospel in the light of the idea, belief or theme considered.

#### Outcomes

1. Apply exegetical methods to develop an interpretation of all the passages for special study from Luke’s Gospel.
2. Discuss a significant religious idea, belief or social theme in Luke’s Gospel, and analyse and evaluate how related passages from Luke’s Gospel have been interpreted within the tradition at a later stage in the light of the particular idea, belief or theme.

#### Assessment Tasks

- Exegetical methods exercise
- An essay on a significant religious idea within the prescribed text

### Percentage contributions to the study score:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End of Year Examination: 50%
Theatre Studies: Units 3 & 4

**Student Testimonial**

"I chose Unit 3 & 4 Theatre Studies as the Study Design had been altered in 2014— with acting no longer an essential aspect of the course! Now students are able to deepen their interest in other areas of stagecraft and refine 'behind the scenes' skills that are equally as significant in producing a full-scale performance for an audience.

"The course is challenging yet highly enjoyable. The practical and 'hands on’ work away from the classroom is stimulating and lively. A particular example of this includes the task of planning, developing and presenting a full-scale performance of an interpreted playscript.

"Apart from being memorable, the project developed and sharpened my skills of organisation, collaboration and efficiency as there was a strong emphasis on working as a team to achieve our outcome."

---

### Unit 3  Playscript interpretation  TS033

**Description**

This unit focuses on interpretation of a playscript through the three designated stages of production:

- planning
- development
- presentation

Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They analyse the ways stagecraft can be used to interpret playscript.

Students also attend a performance selected from the prescribed Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin, and analyse and evaluate the interpretation of the playscript in the performance.

**Outcomes**

1. Apply stagecraft to interpret a playscript for performance to an audience.
2. Document an interpretation of excerpts from a playscript and explain how stagecraft can be applied in the interpretation.
3. Analyse and evaluate ways in which a written playscript selected from the prescribed playlist is interpreted in its production to an audience.

**Assessment Tasks**

- Practical application of two areas of stagecraft in three stages of the production process to interpret a playscript in performance to an audience.
- Documentation of an interpretation of excerpts from a playscript and explain how stagecraft can be applied in the interpretation.
- An analysis and evaluation of an interpretation of a written playscript in production to an audience.

---

### Unit 4  Performance interpretation  TS034

**Description**

In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination specifications published annually by the VCAA, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research.

Students interpret a monologue from within a specified scene selected areas of stagecraft to realise their interpretation.

Students attend a performance selected from the prescribed Theatre Studies Unit 4 Playlist and analyse and evaluate acting in the production.

**Outcomes**

1. Interpretation of a monologue from a playscript and justification of decisions.
2. Develop a theatrical treatment that presents an interpretation of a scene.
3. Analyse and evaluate acting in a production from the prescribed playlist.

**Assessment Tasks**

- Prepare and present a monologue from the prescribed list of structures.
- A written theatrical treatment that outlines an interpretation of a prescribed scene.
- A written analysis and evaluation of acting in a production from the prescribed playlist.

---

**Percentage contributions to the study score:**

- Unit 3 School-assessed Coursework: 30%
- Unit 4 School-assessed Coursework: 15%
- End of year performance exam 25%
- End of year written exam 30%
Visual Communication Design: Units 1 & 2

Unit 1  Introduction to visual communication design  VC011

Description
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible.

Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Through experimentation and through exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived.

Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design.

In this unit students are introduced to three stages of the design process: researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts.

Outcomes
1. Create drawings for different purposes using a range of drawing methods, media and materials.
2. Select and apply design elements and design principles to create visual communications that satisfy stated purposes.
3. Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

Assessment Tasks
- Folio of all design work
- Written task
- Examination of Unit 1

Unit 2  Applications of visual communication design  VC022

Description
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.

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

Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Outcomes
1. Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
2. Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
3. Engage in stages of the design process to create a visual communication appropriate to a given brief.

Assessment Tasks
- Folio of all design work
- Written task
- Examination of Unit 2
Visual Communication Design: Units 3 & 4

Student Testimonial

"VCD is a fun and hands-on way for students to develop their creative side. It's practical in that you're working to accomplish a finished product or visual piece that you have developed yourself through a folio of lots of trials. It can be a bit of a "stress release" as you're always drawing and experimenting with different materials and media, including computer programs – you are doing something, creating something.

"As well as the practical side, you develop an awareness of how design impacts on every aspect of life around us: from the furniture and products we use to the posters, packaging and apps on our devices. You look at how designers use factors like humour, wit, culture and politics, for instance and mix it with design features to produce powerful and effective visuals. Viscom is a subject where you can explore your creative side doing practical activities and gain an understanding of the way designers can manipulate our world."

Unit 3  Design thinking and practice  VC033

Description
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of visual communication designers to support the development of their own work. They establish a brief and apply design thinking skills through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

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

Outcomes
1. Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
2. Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.
3. Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

Assessment Tasks
Outcome 1:
• Folio
• Report
Outcome 2:
• Written task
Unit 4  Design development and presentation  VC034

Description
The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused. Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

Outcomes
1. Develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief.
2. Produce final visual communication presentations that satisfy the requirements of the brief.
3. Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.

Assessment Tasks
Outcome 3 (Unit 3):
• A brief
Outcome 1:
• Folio
Outcome 2:
• Two presentations
Outcome 3:
• Evaluation and exploration

Percentage contributions to the study score:
School Assessed Coursework for Unit 3 (Outcomes 1 and 2) and Unit 4 (Outcome 3): 25%
School Assessed Tasks for Unit 3 and 4 (Outcomes 1 and 2): 40%
End of year examination: 35%
VET
Course Descriptions
VCE VET Health
Certificate III in Allied Health Assistance

Duration

Over two years at OLMC.

Description

The VCE VET Health program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the skills and knowledge required to pursue further training or work in an entry-level role within a range of health related areas.

At OLMC, students will undertake Program 2: Certificate III in Allied Health Assistance. This qualification draws from the HLT07 Health Training Package.

Certificate III in Allied Health Assistance provides students with the knowledge and skills to assist allied health professionals (under direct supervision). Core units of competence in the certificate include: assist with an allied health program, recognise healthy body systems in a health care context and assist with client movement.

By completing this qualification, students will gain the skills and knowledge to assist in providing a range of services to clients. These may include assisting clients to develop their abilities for improved daily living, undertake rehabilitation, speech therapy, podiatry or nutritional programs. Students will work under the direction of other professional medical staff in organisations such as hospitals, aged care facilities, clinics or day centres.

VCE Credit

Students will be eligible for a minimum of one Unit 3 and 4 sequence. If a student receives a Units 3 and 4 sequence the student will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies), unless the student has completed six other VCE Units 3 & 4 subjects.

Career Opportunities

Certificate III in Allied Health Assistance may lead to employment as an allied health assistant in the areas of podiatry, physiotherapy, speech, pathology or occupational therapy. Through a higher education pathway, future employment outcomes may include nurse, physiotherapist, pharmacist, dietician or doctor.

Units of Competence

- Apply privacy principles – medical environment
- Comply with infection control policies
- Communicate and work effectively in health
- Interpret and apply medical terminology
- Maintain patient records
- Participate in WHS processes
- Recognise healthy body systems in health
- Work with culturally diverse clients/peers
VCE VET Hospitality
Certificate II in Hospitality (Kitchen Operations)

Duration

Students who have completed the first year of this course at OLMC in 2015 will do the second year externally. Students will need to apply directly to the TAFE or NMVC.

If you wish to commence VET Hospitality in Year 11 2016, you would do this externally.

Description

The VCE VET Hospitality program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the knowledge and skills to prepare them for a diverse range of occupations in the hospitality industry including commercial cookery, catering and food and beverage service.

At OLMC, students will undertake Program 2: Certificate II in Hospitality (Kitchen Operations). This qualification is drawn from the SIT07 Tourism, Hospitality and Events Training Package.

Certificate II in Hospitality (Kitchen Operations) provides students with the skills and knowledge to be competent in a range of kitchen functions and activities to work in various hospitality enterprises where food is prepared and served.

Units 1 and 2 of the program include health, safety and security procedures, workplace hygiene, working with colleagues and customers, using basic methods of cookery, receiving and storing kitchen supplies and presenting food.

Units 3 and 4 offer scored assessment and incorporate units such as preparing, cooking and serving food for service, preparing appetisers and salads, stocks, sauces, soups, and desserts.

VCE Credit

Students will be eligible for up to four units towards their VCE: two units at Units 1 and 2 level, and a Units 3 and 4 sequence. A study score is available for Program 2, which can contribute directly towards the final ATAR – either as one of the student’s best four studies (the primary four) or as a fifth or sixth study.

VCAL Credit

You will be eligible for up to four credits towards your VCAL – at the Foundation, Intermediate and Senior levels.

Career Opportunities

Completing Certificate II in Hospitality (Kitchen Operations) will assist you in pursuing a career in the hospitality industry through vocational and higher education pathways. Employment opportunities exist in a variety of roles such as chef, pastry chef, caterer, breakfast cook, short order cook and fast food cook. Work would be undertaken in the kitchen area of various hospitality settings including restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Units of competence

- Clean kitchen premises and equipment
- Maintain quality of perishable supplies
- Prepare simple dishes
- Participate in safe work practices
- Produce dishes using basic methods of cookery
- Source/use information on hospitality industry
- Use food preparation equipment
- Use hygienic practices for food safety
- Work effectively with others
VET Certificate II in Live Production, Theatre and Events

Duration

Over one year at OLMC.

Description

The Certificate II in Live Production, Theatre and Events is designed to reflect the role of individuals who perform a range of mainly routine tasks and who work under direct supervision.

It is an entry level qualification, which has been customised to meet the needs of the theatre production industry.

Most students would use this as a pathway to VCE Theatre Studies Units 3 & 4.

Career Opportunities

This course covers many facets of the theatre production industry - ushering, ticketing, seating, staging, lighting, make-up, set production, properties, occupational health and safety and industry knowledge.

Units of competence

- Work safely in the construction industry
- OHS
- Develop basic lighting skills and knowledge
- Basic audio skills and knowledge
- Ushering
- Process financial transactions
- Follow a design process
- Basic prop construction
- Work effectively with others
- Develop and apply creative arts industry knowledge
VCE VET Sport and Recreation
Certificate III in Sport and Recreation

Duration

This is a two year course. In 2016, Units 1 & 2 will be offered at OLMC and Units 3 & 4 will be offered the following year. A student wishing to go straight to the second year (Units 3 & 4) program in 2016 would do this via the external VET offerings.

Description

The VCE VET in Sport and Recreation program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students the opportunity to acquire and develop skills, knowledge and confidence to work in the areas of community, sport and outdoor recreation. Leadership, organisational and specialist activity skills are developed through the units of competency undertaken in the selected program.

At OLMC, students will undertake Program 3: Certificate III in Sport and Recreation. This qualification is drawn from the SIS10 Sport, Fitness and Recreation Training Package.

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry. There are units such as teaching the fundamental skills of athletics, basketball, gymnastics or squash and implementing sports injury prevention. Units 3 and 4 offers scored assessment and include core units such as basic warm-up and cool-down programs, plan and conduct sport and recreation sessions and undertake a risk analysis of activities. There are elective units in aquatics, fitness, sport and outdoor recreation groups.

VCE Credit

Students will be eligible for up to four units towards your VCE: two units at Units 1 and 2 level, and a Units 3 and 4 sequence. A study score is available for Program 3, which can contribute directly towards a student’s ATAR – either as one of their best four studies (the primary four) or as a fifth or sixth study.

Career Opportunities

Completing Certificate III in Sport and Recreation will assist you in pursuing a career in the sport and recreation industry through vocational or higher education pathways in areas such as facilitating sport and recreation programs, maintaining grounds and facilities and working in the service industry in locations such as recreation and fitness centres, outdoor sporting grounds or aquatic centres. With additional vocational training and experience, potential job outcomes may include coaching, teaching and sports administration. Higher education pathways can lead to employment opportunities such as sports development manager, sports scientist or sports marketing manager.

Units of competence

- Develop and extend critical creative thinking
- Develop and update knowledge of coaching
- Follow work health and safety policies
- Organise personal work
- Provide customer service
- Provide first aid
- Respond to emergency situations
- Use social media tools