

**Pathways
to the Future
VCE/VCAL 2017-2018**



**Course Selection Handbook
for students undertaking
VCE / VCAL 2017 - 2018**

Foreword

Course Creation—an individual process

At PVCC we want you to enjoy rich learning experiences in your daily program at school. These experiences will occur in the activities you choose to undertake and will include anything in the areas of sport, debating, music, arts, leadership opportunities, as well as your academic program.

It is important to keep in mind that the purpose of your education is to prepare you to be confident, critical thinkers who have a passion for learning. Our hope is that you will be clear about your spiritual standing and beliefs, able to make considered decisions and choices in the light of an informed Christian worldview, and become equipped and empowered to responsibly serve your local and wider community.

A major component in this process is the creation of an academic program from the courses available to you through the College as well as other options available to you from outside the College. What should you consider in this process?

You need to get informed!

- Gather information about the VCE courses on offer at PVCC
- Consider your strengths as well as your level of interest in the various areas of study available
- Think about possible tertiary options that you might follow and establish the prerequisites and other requirements for them at the many institutions
- Take your mathematics recommendations seriously
- Talk to current VCE students about the courses which interest you
- Seek advice from relevant staff
- If appropriate, think about additional VET offerings from the Northern Melbourne VET Cluster.

It is important to invest significant time and energy into this process to ensure that you construct a course that will be both challenging, enriching and one to which you will be fully committed.

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Introduction

This Handbook is an introduction to the Victorian Certificate of Education (VCE) and VCAL at PVCC. Parents and students have a choice of many schools for the final years of their schooling and we encourage them to think through the benefits of the education that is offered at this College. The VCE is a much sought after certificate which is recognised around the world and has been adopted by other countries as the course to mark the end of secondary schooling. It is a prized reward for diligent study and students need to consider carefully if they are ready for the challenge of this course. VCE is not suitable for everyone and students entering the course need to determine if they are 'VCE-ready' and if it will provide the best pathway for their future. A checklist for "VCE Readiness" has been prepared at the end of this handbook. Please conduct a self-analysis and bring the checklist with you to your interview.

Perhaps the most demanding aspect of VCE is that it is very student based and teachers act as facilitators of the student's own learning. To this end, prospective VCE students need to be self-motivated and independent learners. They need to have a genuine desire to complete this course as much of the work is done outside of the classroom and students need the personal discipline and motivation to do this. Some of this work will be essential for the student's learning but may not necessarily be assessed by the teacher so students need the maturity to recognise the intrinsic value of all that they are required to do and not be dependent on teachers and parents to follow up on their work.

PVCC also offers VCAL, the Victorian Certificate of Applied Learning, which is more suited to students not expecting to undertake University studies but rather focussed on a Trade Certificate or TAFE program or moving directly into employment. The VCAL certificate may be the most suitable avenue for students to explore their particular God-given talents and if this is the case, you should discuss this option at your interview or earlier with Mrs Patterson, the Head of Senior School.

The VCE course offered at Plenty Valley Christian College offers a comprehensive range of studies that satisfy the pre-requisites for tertiary courses. In view of the intense competition for tertiary selection, students are given every assistance to develop responsible work habits and aim to achieve their very best. Even for students who do not wish to pursue a tertiary course the range of subjects offered at PVCC means that these students can create a course which interests them and inspires them to complete their VCE/VCAL in a manner which highlights their talents. Relatively few students are sure of what they wish to do in the future and so it is important that students choose subjects which they enjoy and which inspire them to achieve the highest results possible. By achieving at their highest level, students are broadening their choices in the future and giving themselves the greatest advantage of finding a course or employment which suits their abilities.

Our goal is to develop and maintain a senior culture where students are mutually supportive of each other's learning, and work together to bring the best out of each other. This also presupposes that students will support the non-academic programs and commitments of the College. In this way they then become excellent leaders and role models for younger students in their endeavours.

It is important that parents and students understand the structure and requirements of the VCE/VCAL as these two years have a great influence on the choices students have in their future studies or careers. At PVCC, information nights are provided for both parents and students. We publish this Pathways Handbook for students as an outline of the course structures and requirements. The organisation with overall responsibility for VCE and VCAL curriculum and assessment in Victoria is the Victorian Curriculum and Assessment Authority (VCAA) which governs the regulations and assessment of the VCE/VCAL programs in all participating schools.

Course and Career Advice

Studies and Course Advice

Before making decisions about course composition and balance, students and parents may wish to seek advice from relevant staff. *Please take careful note of any recommendations stated for entry into specific VCE subjects – particularly Mathematics, Physics, Chemistry, Biology, Psychology and Literature. **Students are not guaranteed entry into any VCE subject of their choosing** and selections will be scrutinised on past performance, progress and final results. Class size limits apply and students submitting selections late or not showing appropriate commitment to their subjects or aspects of their studies may be precluded from certain subjects and required to reselect. Subjects will not generally run with less than eight students.*

Career Guidance

The Careers Advisor can provide information and guidance relating to VCE courses and their pathways to employment and tertiary studies. Help with understanding tertiary entrance is also available including information on the ATAR (Australian Tertiary Admission Rank), prerequisites and selection procedures.

VCE

The VCE Co-ordinator can advise students and parents regarding all aspects of the VCE, course structures and requirements as well as special considerations necessary for particular individuals. The VCE Co-ordinator has extensive experience and is able to offer a broad range of ideas to help find solutions to course problems.

VET/VCAL

The Careers Advisor is the person to speak to about the availability of VET courses within the VCE/VCAL courses and can advise students and parents regarding all aspects of the VET/VCAL. Students doing any internal or external VET course **must** see the Careers Advisor to confirm enrolment and complete associated paperwork. This is relevant for those VET courses undertaken independently of the College, as part of retail training, for example.

Making Contact

The Careers Advisor can be contacted by phone as well as email. Students can make appointments directly with these people at the College.

Email Address:

helen.madden@pvcc.vic.edu.au

Course Selection Interviews

The formal course information and selection program runs from mid-June, when the students are initially addressed regarding course selection, until the final selection forms are due.

During this period, each student will be interviewed by a course counsellor to: check progress, answer questions, ensure proper consideration of a wide range of issues is being made and refer queries to appropriate sources. Parents are encouraged to attend these interviews with the students. A parent information evening will be held on **27 July**.

Process:

- Each student will be allocated to a counsellor who will make an appointment for the student and inform him/her, of the day, time and place of the appointment as well as what to bring.
- All appointments will be made between the dates of **August 3 and August 26** at times to suit the counsellor. They will be approximately 20 minutes in duration.
- Follow-up appointments or referrals will be made for students who need to reconcile issues.

VCE Programs at PVCC

The usual 22 unit program for students at PVCC involves taking six VCE units per semester in Year 11 and five VCE units per semester in Year 12. Any deviation from this requires the approval of the VCE Coordinator.

Year 11s Enrolling in VCE Units 3 & 4

A student **may** enrol in a single Unit 3 & 4 sequence in Year 11 if it is clearly in his/her best interest to do so. This judgement is made based upon the Year 10 Semester 1 reports of the applicant as well as in consultation with relevant teachers. Any student desiring this option needs to be an independent learner with a strong academic background who has demonstrated the ability to be well organised, self-disciplined and committed.

The key advantages are:

- Students who complete one Unit 3 & 4 sequence in Year 11 and five Unit 3 & 4 sequences in Year 12 achieve the maximum number of Unit 3 & 4 sequences allowable for the calculation of the ATAR score (six).
- Students are exposed to the assessment and workload demands of a Unit 3 & 4 sequence in Year 11 giving them valuable experience and background for their Year 12 studies.

The key disadvantages are:

- The increased workload can detract from the Unit 1 & 2 studies being taken concurrently. This can affect the preparation for studies which are to be taken in Year 12. The best way to do a strong Year 12 is to build upon a strong Year 11!
- Students will usually perform better in Unit 3 & 4 studies taken in Year 12 rather than in Year 11 due to their greater maturity, organisational skills and experience.
- Taking a Unit 3 & 4 sequence prematurely can adversely affect a student's confidence to achieve well in Year 12.

Students are advised not to undertake a Unit 3 & 4 sequence in Year 11 on which they intend to build their tertiary studies.

The Unit 3 & 4 studies available for selection are asterisked on page 13 of this booklet.

Note: The placement of any Year 11 student in a Unit 3 & 4 class is subject to an application process that assesses the student's academic suitability, behaviour, timetabling and class size constraints

Sport

Year 11 students take part in regular sporting activities. This is the final year for which this is a compulsory part of the senior school program and students must be committed to the sporting program.

Interschool team sport will run in the EISM (Eastern Independent Schools Melbourne) competition on Wednesday afternoon with Year 10 and a few Year 12 students. There is also a Development Squad for those not selected in a competitive sporting team. Sport is a key part of our curriculum to which we commit significant resources.

Note: Many of the VET Courses are scheduled for Wednesday afternoons and participation in a VET course would be in lieu of sport.

VCAL Program at PVCC

The College has been licensed to offer VCAA's VCAL program alongside its VCE offering. The VCAL (Victorian Certificate of Applied Learning) gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE) the VCAL is a recognised senior secondary qualification. Students who do the VCAL are likely to be interested in going on to training at a Technical and Further Education (TAFE) institute, starting an apprenticeship, or getting a job after completing school.

The VCAL's flexibility enables you to undertake a study program that suits your interests and learning needs. Fully accredited modules and units are selected for the following four compulsory strands:

- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills.

The Industry Specific Skills Strand is completed by the inclusion of components of a nationally recognised VET qualification. Many students at PVCC achieve this through our association with the NMVC (Northern Melbourne Vet Cluster) Schools Group or by completing a VET subject at the College; VET Sport and Recreation, VET Music Technology or VET Christian Ministry and Theology.

The Work Related Skills Strand is completed via a Structured Work Placement (similar to an extended Work Experience Arrangement) or if the student has part time work or a part time apprenticeship/traineeship, these will equally satisfy the requirements. Small units and modules that prepare students for the world of work are provided by a College teacher to supplement the learning obtained on the job.

The final strand, Personal Development Skills, is provided as a separate subject studied at the College and includes participation in activities and/or projects in the community or school that help develop teamwork skills and self-confidence.

Students may also continue to undertake individual VCE studies that also contribute to the VCAL Certificate.

Students interested in undertaking the VCAL program at PVCC need to complete the template at the back of this booklet and bring it along to their interview. They should also make appointments to see Mrs Gullone, Mr Theunissen and Ms Madden regarding their intended program.

The following links provide further information in the form of a Parent Information Sheet and a Video link.

Parent Information Sheet: <http://www.vcaa.vic.edu.au/Documents/vcal/englishVCAL.pdf>

Video Link: <http://www.youtube.com/watch?v=bB8m7t4cJHQ>

Commitments to VCE/VCAL

Attendance

Year 11 students are expected to be at the College for the entire school day.

Year 12 students are expected to be at the College for all of their classes and for General Periods and to maintain a 90% attendance record to satisfy VCE Requirements.

They may study at home if they:

1. have no classes or other commitments,
2. bring a note from parents specifying when they will be studying at home,
3. obtain a laminated pass out from the office, and
4. sign out each time when leaving and show the pass to the Office staff,

According to College policy once the student has signed out the College deems that the student has left for the day. Special arrangements should be made if a student intends to return to the College for any reason once they have signed out.

Absences

There are strict requirements about the attendance and absences should be kept to a minimum. If a student is sick they should obtain a doctor's certificate so as to reduce the number of penalty absences. Students who are to be absent on the day of a SAC or any other form of assessment, MUST have a doctor's certificate in order to apply to re-sit the assessment. The student must notify the teacher concerned BEFORE the SAC and then provide the certificate upon return to school.

Study Periods

All students studying VCE are provided with Study Periods because almost half of the work completed is done outside of timetabled classes. This requires a great deal of self-discipline and maturity and students need to realise that effective use of this time is their responsibility.

Year 11 Students – work silently in the Year 11 Common Room (Room 81)

Year 12 Students – work silently in the Year 12 Common Room (Room 82)

Other study locations include, the Library, VCE Tutorial Room and the computers in the foyer areas upstairs. Each of these may be occupied and so study in these areas may need to be pre-arranged. In all situations, students will be removed if disruption or poor study habits are occurring.

Behaviour

As College leaders there is an expectation that the behaviour of our senior students will be excellent and that they will be worthy role models for younger students. VCE teachers take on the role of facilitators rather than educators and they need to develop a close working partnership with their students. This essential relationship can be seriously damaged if teachers need to enter into conflict with students over behaviour that should not occur. Furthermore we feel it is our responsibility to send our students out into the workplace and wider community with impeccable manners, respect for authority and a generosity of spirit which allow them to work well with others. The manner in which students address their peers and teachers, the way they behave in public and their wearing of the College uniform should be respectful and responsible.

Uniform

The College uniform needs to be worn with pride and according to the rules specified in the Student Diary. Breaking even seemingly minor uniform regulations in the name of individuality is immature and unacceptable. Senior students should have the maturity and depth of character to show their individuality in positive ways through their successes, leadership and in what they give to our community. VCE students arriving at class not compliant with the uniform policy will be asked to leave and rectify the situation immediately and if they can't achieve this within 10 minutes, an absence will be recorded against their attendance record. VCE students receiving more than one uniform infringement may also be asked to go home immediately and, again, their absence will be recorded against their VCE Record of Attendance.

Alternative Programs to add to VCE/VCAL

In the attempt to provide a broader curriculum that the College can offer on campus, we allow, by negotiation, students to enrol in educational opportunities from external providers. When this is deemed appropriate for the student, it is to be understood that the costs incurred for the external program must be covered, in full, by the family of the student concerned. The only exception to this general position is, if the College had intended to offer a course but ended up not being able to, the College may choose to subsidise the cost of this external course in some way.

Students who wish to enrol in External Studies are to complete an application form available from the VET Coordinator, Ms Madden.

External courses available are:

VET Programs

Students may include certain certificate courses as part of their VCE under the VET (Vocational Education & Training) umbrella. Depending on specific courses these programs contribute to the VCE in one of three ways. Students obtain either a block credit (contributing to the number of units completed only), a unit 3 & 4 study score contributing to the ATAR or a 10% increment contribution to the ATAR.

VCE students at PVCC will have access to a wide range of VET programs provided through our membership in the Northern Melbourne VET Cluster. The NMVC is a consortium of secondary schools that have joined forces to improve the provision of VET programs throughout our region. To participate in these programs students will need to attend classes at the host school where the program is offered. In almost all cases this will be on Wednesday afternoons. Students must convince the College that this contributes to their chosen pathway and that they can cope with the disruption to their program that may occur back at the College.

The NMVC 2017 Handbook which provides information about each of the programs offered will be distributed to interested students when available early in Term 3. **The Handbook requires an NMVC Application form to be returned to Ms Madden at PVCC for endorsement. A PVCC External Studies Application Form must also be completed with the NMVC application.** Students wishing to apply for VET programs offered through the NMVC will need to indicate this on their PVCC Program Proposal.

Parents will be asked to pay the associated RTO provider fees plus any other expenses attached to the course. If the College receives funding from any source to subsidise the cost of any approved course, the funding may be passed on to parents via fee reimbursement.

See Page [40](#) for further information.

University Subjects

It is possible for talented students to undertake a first year university subject. These subjects can be credited towards a student's ATAR as a sixth incremental VCE subject. Students must make application directly to the university on the correct forms at the end of Year 11. They must be very strong academically across the board and must also be completing the appropriate Unit 3 & 4 subject. For example, if a student studies first year Biology at Melbourne University, they must also be studying Unit 3 & 4 Biology. Acceptance into any university subject is at the discretion of the university. These subjects are not taught at the PVCC campus. Parents will be asked to pay the associated fees plus any other expenses attached to the course.

Distance Education

Students may, under advisement, take a subject that the College does not offer by Distance Education. Students who are enrolled at PVCC must enrol through us as their home school. Parents will be asked to pay the associated fees which will be added to their regular College fees. **The College may, at its discretion, offer tutorial support to students undertaking Distance Education Subjects but generally, it is the responsibility of the student to keep abreast of course material through the Distance Education Unit and obtain external support if required.**

Looking Beyond Secondary School

There are four main constructive post-school options:

- University studies
- TAFE courses
- Bible Colleges / Ministry Training
- Employment

It is important to consider your goals and preferences from these options when constructing your VCE course.

University Studies

To gain entrance to universities the applicant must normally satisfy:

1. the general entrance requirements:
 - satisfactory completion of the VCE,
 - satisfactory completion of Units 3 and 4 of English;
2. specific course requirements:
 - pre-requisites studies usually at level 3 and 4, but sometimes at level 1 and 2, are specified in many courses.

The list of courses available and their pre-requisites will be available (from July) through the VICTER 2018 link (Victorian Tertiary Entrance Requirements 2018) on the VTAC website, (Victorian Tertiary Admissions Centre).

Course applications are made through VTAC (Victorian Tertiary Admissions Centre) during Year 12.

TAFE Courses

Accredited vocational courses in TAFE colleges are:

- Apprenticeships: no formal level of education stated, but employers prefer Year 11 or 12 for most positions
- Certificates—some post-Year 11, some post-Year 12
- Diplomas and Advanced Diplomas —post-Year 12
- Traineeships and other programs are also conducted in TAFE colleges

The application procedures for TAFE vary between colleges, and sometimes between courses. For post-Year 12 courses application is made through VTAC. Information needs to be obtained from individual colleges or by visiting the Vocational Orientation Centre (Abbotsford).

Bible College / Ministry Training

There are many Bible Colleges, Church programs and Theological training organisations that students leaving PVCC may be interested in attending and so wish to investigate. Some of these offer short courses for Christian students finishing school as well as certificate, diploma and degree courses. Please see the Careers Advisor for assistance with your research into these areas.

Employment

Students have been made aware of the issues related to seeking employment through their studies in Year 10, and should have been seriously considering career options for themselves.

The Job Guide provides valuable information. Places such as: Centrelink; Youth Access Centres; The Careers Reference Centre (Abbotsford) are further resources.

2018 VCE Studies List

Biology 1 – 4

Business Management 1 – 4 *

Chemistry 1 – 4

Drama 1 – 4

English 1 – 4 (compulsory)

Environmental Science 1 - 4

Food and Technology 1 – 4

Further Mathematics 3 – 4 *

Geography 1 – 4 *

Health and Human Development 1 – 4 *

History 1 – 4

Information Technology/Applications 1 – 4 *

Legal Studies 1 – 4 *

Literature 1 – 4

Mathematics 1 – 4

Music / Cert III in Music 3 – 4 *

Physical Education 1 – 4 *

Physics 1 – 4

Product Design and Technology 1 – 4

Psychology 1 – 4 *

Studio Arts 1 – 4 *

VET Subjects Available at PVCC

VET Christian Ministry and Theology

VET Sport and Recreation Cert II (with previous year's cohort and dependent on class caps)

VET Music Cert III (with previous year's cohort and dependent on class caps)

***Students may apply to take one asterisked study at Unit 3 & 4 level in Year 11**

STUDY DESCRIPTIONS

Biology

Aims of Subject

Biology is the study of living things from familiar, complex multicellular organisms to single-celled micro-organisms. It includes the study of the dynamic relationships that exist between living things and their environment and the challenges of survival.

Modern biology draws on biochemistry, neuroscience, genetics, evolutionary biology, behavioural science, and cell and molecular biology. It connects physics, chemistry, earth and space sciences in exploring the nature of past and present life. In studying Biology, students develop knowledge of bioscience and skills of science inquiry and the values and attributes that will help them to consider issues and implications associated with the application of biological techniques and technologies.

Recommendation

It is strongly recommended that students wishing to take this study have achieved a 'C+' average or better in Science, as well as at least a 'C' average in English and a 'D' average in Mainstream Mathematics. Students who achieve grades less than these benchmarks are not guaranteed enrolment in this subject.

Areas of Study for each Unit

UNIT 1

How do living things stay alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment.

Areas of study:

- How do organisms function?
- How do living systems sustain life?
- Practical investigation

UNIT 3

How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations.

Areas of study:

- How do cellular processes work?
- How do cells communicate?

UNIT 2

How is continuity of life maintained?

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

Areas of study:

- How does reproduction maintain the continuity of life?
- How is inheritance explained?
- Investigation of an issue

UNIT 4

How does life change and respond to challenges over time?

Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Areas of study:

- How are species related?
- How do humans impact on biological processes?
- Practical investigation

Units 3 & 4 Assessment Details

Units 3 coursework	20%
Units 4 coursework	20%
Written examination (November)	60%

Business Management

Aims of Subject

Business Management examines the ways in which people within a business organise and manage resources to achieve the objectives of the organization. Students investigate how large-scale organizations 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 organizations and have the opportunity to compare theoretical perspectives with practical applications. Students learn about the key aspects of human resource management and strategies used to most effectively manage human resources. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Areas of Study for each Unit

UNIT 1

Small Business Management

Small rather than large businesses make up the large 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. This, combined with the employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Areas of Study

- Introducing business
- Small business decision-making, planning and evaluation.
- Day-to-day operations.

UNIT 3

Corporate Management

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

Areas of Study

- Large-scale organisations in context.
- Internal environment of large-scale organisations.
- The operations management function.

UNIT 2

Communication and Management

This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

Areas of Study

- Communication in business.
- Managing the marketing function.
- Managing the public relations function.

UNIT 4

Managing People and Change

This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about 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 are provided with the opportunity to apply these to a contemporary issue of significance.

Areas of Study

- The human resource management function.
- The management of change.

Units 3 & 4 Assessment Details

Unit 3 coursework	25%
Units 4 coursework	25%
Written examination 2 hrs (Nov)	50%

Chemistry

Aims of Subject

This study enables students to:

- apply models, theories and concepts to describe, explain, analyse and make predictions about chemical phenomena, systems, structures and properties, and the factors that can affect them.
- understand and use the language and methodologies of chemistry to solve qualitative and quantitative problems in familiar and unfamiliar contexts, and more broadly to:
- understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences.
- develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory.
- develop an informed perspective on contemporary science-based issues of local and global significance.
- apply their scientific understanding to familiar and unfamiliar situations including personal, social, environmental and technological contexts.
- develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions.
- understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data.
- communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

Recommendation

It is strongly recommended that students wishing to take this study have achieved a 'B' average or better in Mainstream Mathematics as well as a 'B' average or better in Science. Students who achieve grades less than these benchmarks are not guaranteed enrolment in this subject.

Areas of Study for each Unit

UNIT 1

How can the diversity of materials be explained?

In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications.

Areas of study:

- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research investigation

UNIT 3

Chemical pathways

Students use a variety of analytical techniques to analyse products in the laboratory. Instrumental analytical techniques are also introduced. Stoichiometry is reviewed and applied. Organic chemical pathways are studied. Students also investigate the use of biochemical fuels, how forensic analysis relies on the use of organic chemicals (including DNA), and the role of organic chemicals in the development of medicines.

Areas of study:

- What are the options for energy production?
- How can the yield of a chemical product be optimised?

UNIT 2

What makes water such a unique chemical?

In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Areas of study:

- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical investigation

UNIT 4

Chemistry at work

This area of study focuses on the factors that affect the rate and extent of a chemical reaction. One chemical selected from ammonia, ethane, sulfuric acid or nitric acid is studied in detail. Different energy sources are studied and evaluated. Other topics include: the energy of chemical reactions, the electrochemical series, galvanic and electrolytic cells and electrolysis

Areas of study:

- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food?
- Practical investigation

Units 3 & 4 Assessment Details

Units 3 coursework	20%
Units 4 coursework	20%
Written examination (November)	60%

Computing

Aims of Subject

This study enables students to:

- apply skills, techniques, processes and a methodology to create digital solutions that meet a range of needs and conditions
- understand how data can be represented in digital systems and structured and manipulated to become part of a digital solution become independent and discerning users of digital systems, able to critically appraise the opportunities and appropriateness of different digital systems in a range of settings
- understand the components of information systems and the architecture of the associated digital systems
- understand how digital systems, processes, legislation and personal behaviours can affect the integrity and security of data and information
- apply computational, design and systems thinking skills when creating digital solutions.

Areas of Study for Each Unit

UNIT 1

Computing

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs.

UNIT 3

Informatics

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

UNIT 2

Computing

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

Informatics

In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs.

Units 3 & 4 Assessment Details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination (November)	50%

Drama

Aims of Subject

The study of Drama is a rich and wonderful way to connect to our Creator God. When we use our gifts of creativity we are imitating the One who made us. In Drama, we use story to examine our humanity as illustrated through God's Word. Actors are given the job of interpreting the world they are in. As Christians we then direct them to the One who made it.

The study of Drama concentrates on the creation and performance of characters, narratives and stories. Students draw on a range of content and expressive skills to create dramatic work. They analyse the process of their performance and explore the actor-audience relationship. Students develop an understanding of dramatic elements, stagecraft and theatrical conventions appropriate to performance styles from a range of cultural contexts. They view and analyse performances by professional and other drama practitioners. The study provides students with opportunities to explore the ways in which drama represents social, political, and historical contexts and narratives. Students will need to display an understanding of drama terminology appropriate to the context of the drama that students create and analyse.

The study of drama provides students with pathways to many creative areas, such as writing, teaching, design, makeup and advertising. It gives students skills in analysing public speaking and people management. There are also specific drama jobs such as acting, direction, playwriting, production management and studies in drama criticism.

Areas of Study for each Unit

UNIT 1

Creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students examine storytelling through the creation of solo devised performances.

Students develop an understanding of the styles: non-naturalism and naturalism, using a variety of material and resources for stimulus. They also explore stagecraft, theatrical conventions and performance styles.

Areas of Study

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing drama performances presented by other practitioners

UNIT 3

Non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Areas of Study

- Creating and presenting ensemble performance
- Responding to ensemble performances
- Analysing non-naturalistic performance

UNIT 2

The use of documentation of the processes involved in constructing a devised solo. Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts relevant to Australia and Australians. Theatrical conventions appropriate to the selected styles are also explored. Student's knowledge of how dramatics elements are enhanced or manipulated through performance is further developed in this unit. This unit also involves analysis of a student's own performance work as well as the performance of an Australian work.

Areas of Study

- Using Australia as inspiration
- Presenting a devised performance
- Analysing a devised performance
- Analysing Australian drama performance

UNIT 4

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. For a short solo performance they develop practical skills of researching creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by VCAA.

Areas of Study

- Process used to create solo performance
- Creating a solo performance
- Analysing solo performance

Units 3 & 4 Assessment Details

Unit 3 coursework	30%
Unit 4 coursework	10%
External end-of-year performance examination:	35%
External end-of-year aural and written examination:	25%

English

Aims of Subject

This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education, and participation in a democratic society.

It emphasises the integration of reading, writing, speaking, listening, and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding. All texts are approached from a Christian perspective and evaluated against Christian teaching and doctrine.

This is a compulsory study.

Areas of Study for each Unit

UNIT 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

UNIT 3

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

UNIT 2

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

UNIT 4

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

Units 3 & 4 Assessment Details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination (November)	50%

English Language

Aims of Study

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit.

English Language builds on students' previous learning about the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. Students studying English Language examine how uses and interpretations of language are nuanced and complex rather than a series of fixed conventions. Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions and to create and disrupt social cohesion.

The study of English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use.

Areas of Study for each Unit

UNIT 1

Area of Study 1

Language and Communication

In this unit, students examine the nature and functions of language, including details of the structure of language. They explore how language is acquired, including psychological and linguistic theories. Students develop their skills in retaining information and in recalling it under test conditions, in answering essay questions and in researching case studies.

Area of Study 2

Language acquisition

This area of study focuses on the developmental stages of child language acquisition

UNIT 3

Language variation and social purpose

Area of Study 1

Informal language

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

Area of Study 2

Formal language

In this area of study students consider the way speakers and writers choose from a repertoire of language to achieve a particular purpose. As with informal language, the situational and cultural context determines whether people use formal language and in which mode they choose to communicate.

UNIT 2

Area of Study 1

Language Change

In this unit, students examine the origins and development of English across time. They explore how English has changed as it has spread across the world.

Area of Study 2

English in contact

In this area of study students consider the effects of the global spread of English by learning about both the development and decline of languages as a result of English contact, the elevation of English as a global lingua franca and the cultural consequences of language contact. Students explore the ways English is used as an expression of culture in a range of literary, transactional and popular-culture texts.

UNIT 4

Language variation and identity

Area of Study 1

Language variation in Australian society

In this unit, students focus on the role of language in establishing and challenging different identities. Students examine a range of extracts selected from novels, films or television programs, poetry, letters and emails, songs, advertisements and speeches. Students explore how language can distinguish between "us" and "them," creating solidarity and reinforcing social distance.

Area of Study 2

Individual and group identities

In this area of study students focus on the role of language in reflecting and constructing individual and group identities. They examine how language users are able to play different roles within speech communities and to construct their identities through subconscious and conscious language variation, according to age, gender, occupation, interests, aspiration and education. While individual identity can be derived from the character traits that make us unique, our social identities are drawn from membership of particular groups.

Units 3 & 4 Assessment Details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination (November)	50%

Environmental Science

Aims of Study

Environmental science is an interdisciplinary science that explores the interactions and inter-connectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth Systems.

VCE Environmental Science enables students to explore the challenges that past and current human interactions with the environment presents for the future by considering how Earth's atmosphere, biosphere, hydrosphere and lithosphere function as interrelated systems. In undertaking this study, students examine how environmental actions affect, and are affected by, ethical, social and political frameworks. In VCE Environmental Science students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary issues related to environmental science, and communicate their views from an informed position.

Areas of Study for each Unit

UNIT 1

How are Earth's Systems connected?

In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured. A student practical investigation related to ecosystem monitoring and/or change is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

UNIT 2

Organisms and their environment

The rich diversity of Australian ecosystems provides a variety of contexts for students to study the relationships between living things and their environment. Students investigate particular sets of biotic and abiotic factors that operate in different places in the biosphere, and how these factors influence the kinds of organisms that live there. Students examine how organisms in their particular habitats are part of the integrated and naturally self-sustaining systems in which energy flows and matter is cycled between the living and non-living components of the environment.

Students investigate how features possessed by organisms affect their fitness and reproductive success, in relation to their habitats. They consider how species are affected by changes in environmental conditions, whether natural or human-induced.

In this unit students investigate what changes have taken place in selected ecosystems, and how ecological principles can be applied to conserve natural ecosystems, to restore damaged ones and to ensure sustainability of the biosphere. Students investigate how technologies are being applied to monitor natural ecosystems and to manage systems developed to provide resources for humans.

Units 3 & 4 Assessment Details

Units 3 and 4 coursework	30%
School assessed Task	40%
Written examination (November)	30%

Food and Technology

Aims of Subject

We live in a world that provides a variety of food from both plant and animal sources. As Christians we have the opportunity to acknowledge and praise our generous God who created our world and replenishes our food supply.

Unit 1 will enable students to develop an understanding of the properties of food, and the application of these properties on food preparation.

Unit 2 addresses nutritional considerations, social and cultural factors to meet specific requirements of individuals and families.

In Units 3 and 4 students investigate how technology has influenced the way food is produced, processed, packaged and marketed.

Areas of Study for each Unit

UNIT 1

Food Safety and Properties of Food

Students 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. Students examine the links between the classification of food and their properties, and then examine the changes of foods when different preparation and processing techniques are used.

Areas of Study

- Keeping food safe
- Food properties and preparation

UNIT 3

Food Preparation, Processing and Food Controls

Students will demonstrate understanding of key foods, analyse their function and apply this information during food production. Students study the primary and secondary processing of key foods, including preservation techniques which prevent spoilage. They write a design plan applying knowledge of key foods, tools, cooking and preservation techniques. .

Areas of Study

Maintaining Food Safety in Australia.
Developing a Design Plan
Food Preparation and Processing

UNIT 2

Planning and Preparation of Food

Students investigate the most appropriate tools and equipment to optimise sensory, physical and chemical properties of food.

Areas of Study

- Tools, equipment, preparation and processing
- Planning and preparing meals

UNIT 4

Food Product Development and Emerging Trends

Students work independently to implement the design plan they established in Unit 3. They apply food safety and hygiene guidelines, evaluate planning and processes in the plan. Students examine food product development, and contributing factors, such as social pressures, consumer demands, technological developments and environmental considerations.

Areas of Study

Implementing a Design Plan
Food Product Development

Units 3 & 4 Assessment Details

Units 3 and 4 coursework	30%
School assessed Task	40%
Written examination (November)	30%

Geography

Aims of Subject

Geography provides a bridge between the physical world and people's use of the world. As Christians we believe that God created the world and has made us stewards, responsible to care for the land and everything that dwells in it. Therefore it is important to understand the working and balance of natural processes, to adopt strategies for the conservation of the environment and proper management of natural resources. Our Christian beliefs clarify for students the issues of the debate because ultimately it is the care of people and our resources that should be the main concern rather than the use of a resource purely for profit. As Geographers, we are concerned with the interaction of mankind with the environment, its resources and other people. God has directed us to manage and look after the environment and therefore our aim must be the wise use and care of our coasts, rivers, mountains, forests, etc. God has provided many resources upon the earth for us to use, but not spoil for future generations.

This study is designed to enable students to

- develop a sense of wonder and curiosity about people, culture and environments throughout the world
- develop knowledge and understanding of geographic phenomena at a range of temporal and spatial scales
- understand and apply geographic concepts including place, scale, distance, distribution, movement, region, process, change, spatial association and sustainability to develop their ability to think and communicate geographically
- develop and understanding of the complexity of natural and human induced geographic phenomena across the earth's surface
- develop a range of skills to assist in analysing information and making informed judgements and decisions about geographic challenges
- understand the importance of geography in analysing issues and challenges to human welfare and the environment, at a range of scales
- develop an understanding of the role and application of geography in the planning and management of human welfare and the environment

Areas of Study for each Unit

UNIT 1

Hazards and Disasters

In this unit, students undertake an overview of hazards, including geological, hydro-meteorological, biological and technological, before investigating two contrasting types of hazards and the responses to them by people. Students explore the nature and effectiveness of specific measures such as prediction and warning systems, community preparedness and land use planning as well as actions taken after hazards become harmful and destructive disasters. They study natural and human factors influencing the nature of human responses.

UNIT 2

Tourism

This unit investigates the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. Students study examples of tourism from within Australia and overseas. They will investigate Sports and Entertainment tourism in Melbourne CBD using appropriate fieldwork techniques. Students explore the environmental, economic and socio-cultural impacts of different types of tourism. They evaluate the effectiveness of measures taken to enhance the positive aspects and/or minimize the negative aspects of tourism. A range of information sources including statistical data, digital images, video and maps will be used.

Overall Final Assessment

End of Semester Examination – 1.5 hours

UNIT 3

Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources.

UNIT 4

Human population – trends and issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places. The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining. Populations change by growth and decline in fertility and mortality, and by people moving to different places. The Demographic Transition Model and population structure diagrams provide frameworks for investigating the key dynamics of population. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

Units 3 & 4 Assessment Details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination (November)	50%

Health and Human Development

Through the study of VCE Health and Human Development, students investigate Health and Human Development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biological and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health as being created in the settings where people live and work.

Outcomes of this subject

This study is designed to enable students to

- explain multiple dimensions of health and wellbeing, explain indicators used to reassure health status and analyse factors that contribute to variation in health status of youth.
- apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.
- interpret data to identify key areas for improving youth health and wellbeing.
- explain developmental changes in the transition from youth to adulthood, analyse the factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.
- describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

Areas of Study for each Unit

UNIT 1

On completion of this unit, students should be able to describe the dimensions of, and the interrelationships within and between youth health and wellbeing. They should be able to analyse the health status of Australia's youth using appropriate measurements with a focus on youth. Students consider their own health as individuals and as a cohort. They build healthy literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

UNIT 3

Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource and universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO) and evaluate variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time.

Areas of study:

- Understanding health and wellbeing
- Promoting health and wellbeing

UNIT 2

On completion of this unit the students should be able to describe the transitions in health and wellbeing from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. They enquire to the Australian Healthcare System and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

UNIT 4

Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students investigate health status and burden of disease in different countries and overtime, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Student will study the health implications of increased globalisation and worldwide trends. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs), the work of the World Health Organization (WHO), non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Areas of study:

- Health and wellbeing in a global context
- Health and the Sustainable Development Goals

Units 3 & 4 Assessment Details

Unit 3 Coursework	25%
Unit 4 Coursework	25%
Written examination (November)	50%

History

Aims of Subject

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a Social and Conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the highly transferable skills necessary to analyse visual, oral and written records.

The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time. Studying History encourages students to think through and articulate their opinions, supporting them with evidence.

Areas of Study for each Unit

UNIT 1

Twentieth Century History 1918 –1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come.

The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures.

Areas of Study

Area of Study 1 Ideology and conflict
Area of Study 2 Social and cultural change

UNITS 3 & 4

The French and Russian Revolutions

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions. Because revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state. In defence of the revolution, under attack from within and without, revolutionary governments often deploy armed force and institute policies of terror and repression. The process of revolution concludes when a point of stability has been reached and a viable revolutionary settlement made.

Areas of Study

Area of Study 1 (Unit 3 & 4)
Causes of Revolution
Areas of Study 2 (Unit 3 & 4)
Consequences of Revolution

UNIT 2

Twentieth Century History 1945 –2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights.

Areas of Study

Area of Study 1 Competing Ideologies
Area of Study 2 Challenge and change

Units 3 & 4 Assessment Details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination (November)	50%

Legal Studies

Aims of Subject

VCE Legal Studies investigates how the law connects with, and assists individuals and the community to achieve justice. VCE Legal Studies investigates the way in which parliaments and courts make law in Australia, examines criminal and civil law, law enforcement and policing, penalties and punishments and how individuals may access the law. Environmental law, sports and the law, family law and tenancy issues are also investigated.

Areas of Study for each Unit

UNIT 1

Criminal Law and Justice

Investigate 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 police, their powers of investigation, the procedures of a criminal trial and an examination of sanctions available to the criminal courts. Students investigate fairness and justice within the criminal justice system.

UNIT 3

Law-making

Students develop an understanding of the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students evaluate the strengths and weaknesses of the law-making bodies and the processes used to influence law change and reform.

UNIT 2

Issues in the Civil Law

Investigate the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and defences to civil claims. Unit 2 investigates alternative avenues of dispute settlement. This unit provides an opportunity for students to explore specific areas of law and to analyse current legal issues including environmental law, workplace law, family law, wills and inheritance and sports and the law.

UNIT 4

Resolution and Justice

Investigates the jurisdiction of the courts, tribunals and alternative avenues of dispute settlement. Students examine criminal and civil pre-trial and trial procedures within the Victorian legal system. This unit also reviews the adversary system of trial and juries. Students will evaluate the effective operation of the Victorian legal system and make recommendations for possible improvements and reform.

Units 3 & 4 Assessment Details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination (November)	50%

Literature

Aims of Subject

Literature involves the study and enjoyment of a wide range of literary texts – classical, popular, traditional and modern. Its distinctive focus is on the use of language to illuminate and give insight into the nature of human experience. It particularly suits students who have a penchant for language.

Literature is a higher level interactive study between the text, the social/political/economic context in which the text was produced, and the experience of life and of literature that the reader brings to the text. All texts will be explored in light of Christian doctrine and experience.

Recommendation:

It is strongly recommended that only students who score an overall academic assessment of “B+” or better in Year 10 English should undertake this subject.

Areas of Study for each Unit

UNIT 1

Approaches to literature

In this unit students focus on the ways the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop responses to a range of literary forms and styles. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

UNIT 1

Form and transformation

In this unit, students consider how the form of a text affects meaning, and how writers construct their texts. They consider how the perspectives of those adapting texts may inform or influence the adaptations.

Students respond both analytically and creatively.

UNIT 2

Context and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students consider the relationships between authors, audiences and contexts and analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

UNIT 2

Interpreting texts

In this unit, students develop critical and analytical responses to texts. They consider the context of their responses as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism that informs both the reading and writing of texts.

Students develop an informed and sustained interpretation supported by close textual analysis.

VCE WORK REQUIREMENTS AND ASSESSMENT

The various work requirements for each of the three subjects in the VCE English Group are set according to VCAA specifications for the particular subject. Assessment Tasks in Units 1 & 2 are at the discretion of the school, but are in accordance with VCAA course descriptions and recommendations for assessment. Assessment Tasks in Units 3 & 4 are set by VCAA and graded according to the VCAA criteria for each subject. Details of assessment for each subject in the English Group are available on the VCAA website.

EXAMINATIONS

Examinations are held for Units 1 & 2 in each of the subjects in the English Group at the end of Semester 1 and 2 and are set by the school. Examinations are held for Units 3 & 4 at the end of Semester 2 in the VCAA October/November examination period.

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination (November)	50%

Mathematics

Aims of Subject

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous. It is a means by which people can better understand the order and structure of God's world and attempt to manage their environment.

This study is designed to provide access to worthwhile and challenging 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. All students in all the mathematical units offered will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in a variety of contexts.

General Mathematics Units 1 & 2

General Mathematics Units 1 & 2

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level.

This course is intended to be accessible for students who are not studying Mathematical Methods Units 1 and 2. Students who perform well in this course are able to proceed into Further Mathematics Units 3 and 4 in Year 12.

UNIT 1

- Statistics Collection – Analysis and presentation of Data.
- Functions and Graphs – Graphical Representation of Linear Functions.
- Algebra – Use of Formulae and Equations to generalise and analyse Data.
- Networks

UNIT 2

- Financial Mathematics.
- Geometry – Spatial Relations, Geometric objects and Measurement.
- Trigonometry – Practical Application of Trigonometry to real life examples.
- Matrices.
- Linear Programming.

Further Mathematics Units 3 & 4

Further Mathematics Units 3 & 4

These units are intended to be widely accessible. They provide general preparation for employment for further study and are available to students who have completed either General Mathematics or Mathematical Methods Units 1 and 2.

May be taken alone or with Mathematical Methods Units 3 & 4.

UNITS 3 & 4

Core Component: All students undertake three topics within the core component of the course. These topics include the presentation, summary, description and analysis of:

- 1) Univariate Data,
- 2) Bivariate Data and
- 3) Recursion and Finance

Modules: All students undertake two of the following modules:

- 1) Matrices
- 2) Networks and Decision Mathematics
- 3) Geometry and Measurement
- 4) Graphs and Relations

Mathematical Methods (CAS) Units 1 & 2

Mathematical Methods (CAS) Units 1 & 2

The material in Mathematical Methods Units 1 and 2 is developed in a closely sequential manner and leads directly into Mathematical Methods Units 3 and 4 which is the mainstream mathematics prerequisite for a large number of tertiary courses.

Recommendation:

It is strongly recommended that only students who score an overall academic assessment of "B" or better in Year 10 Mainstream Mathematics or at least "C" in Advanced Mathematics should undertake this subject.

UNIT 1

- Functions and Graphs – use and interpretation of graphs of linear, quadratic and cubic relationships.
- Algebra – polynomials, solution of quadratic and cubic equations, sketch graphs, polynomial modelling.
- Functions and Graphs – circular and exponential functions; a gallery of graphs – transformation.
- Trigonometry.

UNIT 2

- Rates of Change – constant, average and instantaneous rates of change, interpreting graphs.
- Calculus – the gradient function, differentiation and applications, anti-differentiation.
- Application of Calculus.
- Probability – calculation of probability of simple and compound events, simulation, representation with diagrams and tables, permutations and combinations, sampling with and without replacement.

The appropriate use of computer algebra systems (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is included throughout this course.

Mathematical Methods (CAS) Units 3 & 4

Mathematical Methods (CAS) Units 3 & 4

Mathematical Methods Units 3 and 4 may be taken alone or in conjunction with either Specialist Mathematics Units 3 and 4 or Further Mathematics Units 3 & 4. This course is intended to provide an adequate background for further study in, for example, science, economics or medicine.

Note: Assumes completion of Mathematical Methods 1 & 2. May be taken alone or with Further Mathematics 3/4 or with Specialist Mathematics 3 & 4.

UNITS 3 & 4

- Functions and Graphs - graphs of various types of functions, transformations, inverse function graphs, solving equations, recognition of functions.
- Algebra - polynomials, exponential and logarithmic equations, inverses of functions, equations with circular functions.
- Calculus - rules and properties of differentiation, anti-differentiation and integration, applications to curves and other problems, areas under curves.
- Probability - discrete random variables, binomial distribution, continuous random variables, normal distribution, statistical inference. The appropriate use of computer algebra systems (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is included throughout this unit.

Specialist Mathematics Units 1 & 2

Specialist Mathematics Units 1 & 2

This challenging course is intended for able students who also study Mathematical Methods Units 1 and 2, and who plan to study Mathematical Methods Units 3 and 4 and/or Specialist Mathematics Units 3 and 4 in Year 12.

Recommendation:

It is strongly recommended that only students who score an overall academic assessment of “B+” or better in Year 10 Advanced Mathematics should undertake this subject.

UNIT 1

- Matrices
- Algebra 1
- Algebra II
- Trigonometry
- Geometry

UNIT 2

- Gallery of graphs – transformations
- Sequences and Series
- Polar Coordinates
- Complex Numbers
- Vectors
- Graph Theory
- Recursion
- Statistics

Specialist Mathematics Units 3 & 4

Specialist Mathematics Units 3 & 4

These high-level mathematics units must be taken in conjunction with Mathematical Methods Units 3 and 4 as they extend and further develop many of the same concepts while also introducing the students to a variety of rich and deep new ideas. Specialist Mathematics Units 3 and 4 are intended for students with a strong creative interest in mathematics and for those wishing to undertake subsequent study in mathematics, physical sciences, engineering and related disciplines.

Note: Assumes completion of Mathematical Methods 1 & 2 and Specialist Mathematics 1 & 2. Must be taken only in combination with Mathematical Methods 3 & 4.

Units 3 & 4 Assessment Details (for all Maths subjects)

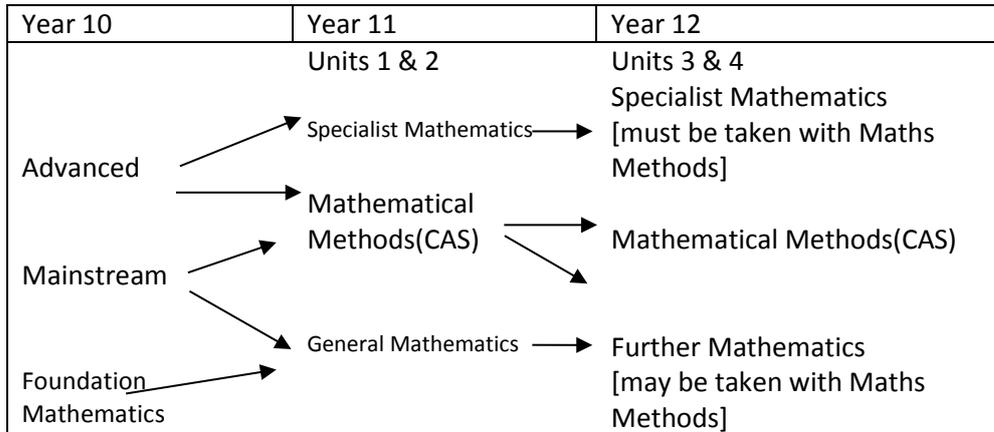
UNITS 3 & 4

- Functions, relations and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and Statistics

Unit 3 & 4 coursework	34%
Written examination 1 (November)	22%
Written examination 2 (November)	44%

Progression between Units

The following Table illustrates the complexity of the available Mathematics Pathways through the VCE and so it is particularly important to pay attention to the requirements suggested in the key.



Key:

- Requires "C" or better
- ↗ Requires "B" or better
- ↘ If "D" or below
Foundation Mathematics 1 & 2 to General Mathematics 1 & 2 - TEACHER RECOMMENDATION

Example Combinations of Mathematics Units

Year 11	Year 12
Mathematical Methods(CAS) 1 & 2 followed by	Mathematical Methods(CAS) 3 & 4
Mathematical Methods(CAS) 1 & 2 followed by	Further Mathematics 3 & 4
Mathematical Methods(CAS) 1 & 2 followed by Specialist Mathematics 1 & 2 Further Mathematics (optional at Year 11)	Mathematical Methods(CAS) 3 & 4
Mathematical Methods(CAS) 1 & 2 followed by Specialist Mathematics 1 & 2 Further Mathematics (optional at Year 11)	Mathematical Methods(CAS) 3 & 4 Specialist Mathematics 3 & 4
Mathematical Methods(CAS) 1 & 2 followed by Further Mathematics (optional at Year 11)	Mathematical Methods(CAS) 3 & 4 Further Mathematics 3 & 4
General Mathematics 1 & 2 followed by	Further Mathematics 3 & 4
General Mathematics 1 & 2 followed by	No mathematics

Music

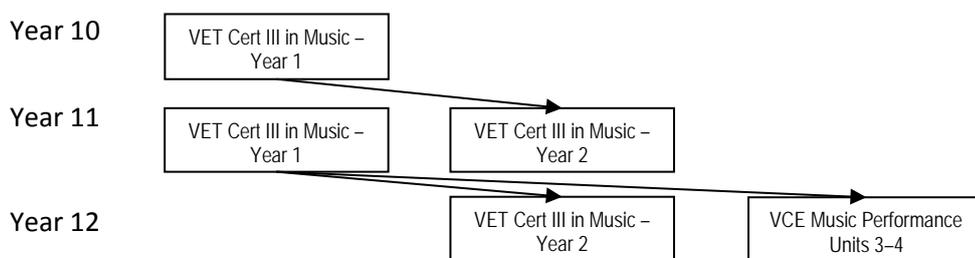
Aims of Subject

Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students' understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains.

At Year 11, two options exist for students wishing to study music. Those students who completed the first year of the two-year Certificate III in Music course may continue with this program. Students who did not undertake the first year of the Certificate Course in Year 10 may commence the program as a Year 11 student and complete it in Year 12. The Certificate III course contributes towards the VCE (recognition of up to three units at Units 1 and 2 level, and a Units 3 and 4 sequence) and the ATAR as a scored assessment (includes an End of Year Performance Exam).

At Year 12, students may also choose to study VCE Music Performance Units 3 & 4.

The following diagram outlines the possible structure of a Music Program for Senior students in 2013–2015:



Areas of Study

VET CERTIFICATE III IN MUSIC

Certificate III in Music is a diverse course which caters well for many streams of student interest:

- Performance
- Critical listening
- Music Management
- Music Promotions
- Media
- Group Management
- Audio (recording & mixing)
- Computer related technology & software

Course Outline

The experience gained through studying the Performance and Musicianship modules prepare students for further VCE Music Performance studies at PVCC.

The course is flexible and providers can structure the course to suit individual needs. Students are required to receive weekly lessons on their chosen instrument. Some modules require written homework, visiting workers within the music industry, and witnessing performances in varied performance venues.

For further information, also refer to the VET Music page [Music \(VCE VET\)](#)

VET Units 3 & 4 Assessment Details

Three Coursework Tasks: 50%
External end-of-year performance examination: 50%

MUSIC PERFORMANCE UNITS 3-4

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures.

Areas of Study

- Performance
- Performance technique
- Musicianship
- Organisation of sound

Units 3 & 4 Assessment Details

Units 3 and 4 School-assessed Coursework: 30%
External end-of-year performance examination: 50%
External end-of-year aural and written examination: 20%

Physical Education

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

Aims of Subject

- Understand the social, environmental, cultural, biological, psychological and physiological factors that influence participation in physical activity.
- Develop a critical perspective on physical activity across the lifespan.
- Investigate the promotion of physical activity in a variety of settings.
- Examine how the body systems work together to produce movement.
- Examine performance enhancement in terms of training programming and recovery, biomechanics, sports psychology, risk management and ethics.
- Analyse the processes associated with skill development and coaching, and strategies and tactics used within game situations.
- Use practical activities to underpin theoretical understanding.

Recommendation:

In order to attempt Physical Education Units 1 & 2 it is recommended that students successfully complete at least one of the three Physical Education electives offered in year 10. It is also suggested that students wishing to undertake Unit 3 and 4 studies complete Units 1 and 2 first.

Areas of Study for each Unit

UNIT 1

Bodies in motion

Students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway. Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

UNIT 3

Physical activity participation and physiological performance

Students are introduced to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity. Students investigate the contribution of energy systems to performance in physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

UNIT 2

Sports coaching and physically active lifestyles

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan.

UNIT 4

Enhancing performance

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. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Students 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 from sporting competition.

Units 3 & 4 Assessment Details

Unit 3 coursework	25%
Unit 4 coursework	25%
Written examination (November)	50%

Physics

Aims of Subject

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

VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Recommendation:

It is strongly recommended that students wishing to take this study have achieved a 'B' average or better in Mainstream Mathematics as well as a 'B' average or better in Science. Students who achieve grades less than these benchmarks are not guaranteed enrolment in this subject.

Areas of Study for each Unit

UNIT 1

What ideas explain the physical world?

Area of Study 1: How can thermal effects be explained?

In this area of study students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work.

Area of Study 2: How do electric circuits work?

In this area of study students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components.

Area of Study 3: What is matter and how is it formed?

In this area of study students explore the nature of matter, and consider the origins of atoms, time and space.

UNIT 3

How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes.

Area of Study 1: How do things move without contact?

Area of Study 2: How are fields used to move electrical energy?

Area of Study 3: How fast can things go?

UNIT 2

What do experiments reveal about the physical world?

Area of Study 1: How can motion be described and explained?

In this area of study students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations.

Area of Study 2: Options

Twelve options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world.

Area of Study 3: Practical Investigation

Systematic experimentation is an important aspect of physics inquiry. In this area of study students design and conduct a practical investigation related to knowledge and skills developed in Area of Study 1 and/or Area of Study 2.

UNIT 4

In this unit, students explore the use of wave and particle theories to model the properties of light and matter.

Area of Study 1: How can waves explain the behaviour of light?

In this area of study students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation.

Area of Study 2: How are light and matter similar?

Area of Study 3: Practical investigation

Units 3 & 4 Assessment Details

Unit 3 coursework	16%
Unit 4 coursework	24%
Written examination (November)	60%

Product Design and Technology

Aims of Subject

This course is designed to enable students to:

- Develop an understanding of design and product development;
- Identify design problems and develop solutions through the design and production processes;
- Acquire knowledge of the origins and properties of a broad range of processed and unprocessed materials;
- Understand the relationship between the properties of materials and their selection and use as part of the design process;
- Acquire, extend and apply a range of practical skills related to design, safe use of tools, equipment and machines and develop an understanding of the processes used in manipulating materials;
- Develop an understanding of the social and environmental implications of the production, efficient use and disposal of materials and products.
- Develop an appreciation of working with others in a demanding environment to engender a spirit of care and cooperation.
- Develop in a spirit of valuing the skill, ideas and products of their peers.
- The class work is primarily practical and students will be making several projects designed to incorporate the above aims with an accompanying written folio for each practical task.

Areas of Study for each Unit

UNIT 1

Design modification and production

Materials are the building blocks of technology. An understanding of their properties, appropriate uses, and ways they can be worked is essential in product design and development. This Unit focuses on the distinctive properties of materials, the selection of materials for specific purposes and the tools, equipment and machines used to process materials.

Areas of Study

- Redesigning an existing product.
- Producing and evaluating a redesigned product.

UNIT 3

Design, Technological Innovation and Manufacture

The design and development of a product for the mass market is subject to a range of complex forces. These include client requirements, social and economic trends, availability of resources and technological developments in industry. Design and production in an industrial setting provides a marked contrast to that in a 'one-off situation' in a school workshop.

Areas of Study

- The designer, client and end-user in product development.
- Product development in industry.
- Designing for others.

UNIT 2

Collaborative design

Designers are restricted by various boundaries and limitations. These boundaries and limitations may be set by the consumer, manufacturer, social conventions or the law and constrain the actions of the designer throughout the design and production processes. This unit focuses on the origins of products, the considerations and constraints that may be imposed as products are developed and the impact of these constraints on product solutions.

Areas of Study

- Designing as a team.
- Producing and evaluating a collaboratively designed product.

UNIT 4

Product Development, Evaluation and Promotion

This unit focuses on how judgments of the success of products can be informed by a comparison of products in terms of their quality, usefulness and appeal. The role and influence of product promotion and marketing are also considered.

Areas of Study

- Product analysis and comparison.
- Product manufacture.
- Product evaluation and promotion.

Units 3 & 4 Assessment Details

Units 3 and 4 coursework	20%
School assessed task	50%
Written examination (November)	30%

Psychology

Aims of Subject

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

Recommendation

It is strongly recommended that PVCC students wishing to study Psychology have achieved a 'C+' average or better in Science and English.

Areas of Study for each Unit

UNIT 1

How are behaviour and mental processes shaped?

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

Area of Study 1: How does the brain function?

Area of Study 2: What influences psychological development?

The psychological development of an individual involves complex interactions between biological, psychological and social factors.

Area of Study 3: Student-directed research investigation

In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development. Students analyse the scientific evidence that underpins the research in response to a question of interest.

UNIT 3

The Conscious Self

Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep. Students consider the function of the nervous system in memory and investigate the ways in which information is processed, stored and utilised. They apply different theories of memory and forgetting to their everyday learning experiences. Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

Areas of Study

Mind, brain and body
Memory

UNIT 2

How do external factors influence behaviour and mental processes?

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

Area of Study 1: What influences a person's perception of the world?

Human perception of internal and external stimuli is influenced by a variety of biological, psychological and social factors.

Area of Study 2: How are people influenced to behave in particular ways?

A person's social cognition and behaviour influence the way they view themselves and the way they relate to others.

Area of Study 3: Student-directed practical investigation

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

UNIT 4

Brain, Behaviour and Experience

This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. They consider different concepts of normality, and learn to differentiate between normal responses such as stress to external stimuli, and mental disorders. Students use a biopsychosocial framework—a conceptual model which includes psychological and social factors in addition to biological factors in understanding a person's mental state—to explore the nature of stress, simple phobia and a selected mental disorder.

Areas of Study

Learning
Mental Health

Units 3 & 4 Assessment Details

Unit 3 coursework	20%
Unit 4 coursework	20%
Written examination (November)	60%

Studio Arts

Introduction

VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making. It broadens their understanding of, and ability to engage with, artworks. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks.

Aims of the Subject

This study is designed to enable students to

- express themselves creatively through art making and come to understand how to support and sustain their art practice
- develop an individual studio process, and practise and refine specialised skills appropriate to particular art forms and media selected for art making
- analyse and draw inspiration from the ways in which artists apply studio processes in the production of their individual artworks
- develop an understanding of historical and cultural contexts in the production and analysis of artworks
- develop and apply skills in visual analysis, including the use of appropriate terminology in relation to their own artwork and artists studied
- Introduction VCE Studio Arts 2017–2021
- extend their understanding of the roles and methods involved in the presentation of artworks in a range of gallery and exhibition spaces
- Develop an understanding of professional art practices related to the exhibition of artworks to an audience, including the roles and methods involved in the presentation of artworks in a range of gallery and exhibition spaces.

Areas of Study for each Unit

UNIT 1

Studio inspiration and techniques

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks. The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

UNIT 2

Studio exploration and concepts

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists' ideas and how they have created aesthetic qualities and subject matter. Comparisons of contemporary art with historical art styles and movements should be encouraged. The exhibition of artworks is integral to Unit 2 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

Assessment

- An Exploration Proposal
- A Work Plan
- A Visual Diary
- Art forms
- Potential Directions
- Presentation of final Artwork/s

Students who are interested in taking one of these VCE studies in Year 10 must apply using the Expression of Interest form. Please note there are only a few places available, and only very able students with a clear record of very high achievement, good organisation and a regular commitment to their homework will be considered.

UNIT 3**Studio Production and Professional Art Practices**

Students undertaking Studio Arts Unit 3 in Year 12 will investigate sources of inspiration for their own art practice and develop skills in exploring their individual ideas and determining their own artistic goals.

Areas of Study

Exploration proposal

Design process

Professional art practices and styles

Assessment Tasks

Folio of artwork

Research Project

Theory

Research

Visual Arts diary (Workbook)

Short answer questions

Development work

Examination (written)

UNIT 4**Studio Production and Art Industry Contexts**

As they develop focused ways of producing completed work in this unit, students will produce a cohesive folio of finished artwork. Students will also gain an understanding of contemporary artists' involvement in the art industry through looking at current issues in professional practice, and the conservation of artworks and their presentation to an audience.

Areas of Study

Folio of artworks

Folio, reflection and evaluation

Art industry contexts

Assessment Tasks

School Assessed Tasks

A Folio of finished artwork

Theory

Research

Visual Arts diary (Workbook)

Short answer questions

Development work

Examination (written)

Externally assessed examination

Units 3 & 4 Assessment Details

School assessed Task 1	33%
School assessed Task 2	33%
Written examination (November)	34%

Texts and Traditions Units 3 & 4

At Plenty Valley Christian College, the text that will be studied in Units 3 and 4 Text and Traditions is the Gospel according to John, using the New Revised Standard Version (NRSV) translation of the Bible. Key passages studied will include 1:1-18; 5; 10; 14; 16; 18; 19. The themes that will be explored include

- Authority and Judgement
- Coming to faith
- The Commandment of Love
- Discipleship and Mission
- The Father-Son Relationship
- Fulfillment of Messianic Prophecies
- The Holy Spirit
- The Identity and Nature of Jesus

UNIT 3

Texts and the early tradition

In this unit students explore the society and culture from which the tradition being studied, was formed. They seek an understanding of the historical background that lent shape and content to the texts themselves. Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text. As a means to gaining an understanding of the content and message of a text, students become familiar with the nature of exegetical methods being used today by scholars in the religious tradition of their particular text. Their first exegetical method students are introduced to in Units 3 and 4 is called sociocultural criticism. The premise this is based on is that an understanding of the original social, cultural, religious, political and historical experience or situation at the time of the formation of the text can lead to a more accurate understanding of the original intention of the text. Their second exegetical method used in Units 3 and 4 is literary criticism which seeks to classify texts according to form, considers their structure and literary forms and techniques, and attempts to establish authorship, date, and audience.

Outcomes

- Identify and explain sociocultural and historical contexts that influenced the early development of the religious tradition.
- Discuss major themes of the set text, and analyse literary structure and other aspects related to the writing of the set text.
- Apply exegetical methods to develop an interpretation of some of the passages for special study, and discuss the nature of exegetical method.

Task (one or more)

- Extended responses
- Report
- Short-answer questions
- Textual commentary
- For Outcome 3 one or more:

Units 3 & 4 Assessment Details

Unit 3 Assessments	25%
Unit 4 Assessments	25%
Written examination (November)	50%

UNIT 4

Texts and their teachings

In this unit students focus on establishing and using a studio practice to In this unit students continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth. 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 ideas, beliefs or themes in the particular texts. Some of the themes contained in the foundational texts have been reinterpreted at different times by the tradition. In this unit students study a significant idea, belief or theme contained in the set text, and consider the interpretation of the text in the light of the idea, belief or theme.

VET Building and Construction Cert II

This is a two year course which opens up employment opportunities in the building construction and building design industries by providing the skills and knowledge you need for the carpentry and building trades. The Certificate II in Building and Construction is designed to improve your carpentry or associated building trades apprenticeship prospects. During the course you will gain experience in using hand and power tools, and learn a wide range of carpentry skills, including how to install windows and doors, wall framing, interior fixing and roofing.

Table of VCE VET Building and Construction program structure

This program structure contains the units, codes and hours for the VCE VET Building and Construction program. This document needs to be read in conjunction with the VCE VET Building and Construction Program Booklet.

22216VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating, Wall and Ceiling Lining, Wall and Floor Tiling, Solid Plastering and Stonemasonry) Pre-Apprenticeship

Code	Unit of competency	Release	Nominal Hours
Units 1 to 4			
Core unit to be completed first			
CPCCOHS1001A	Work safely in the construction industry		6
Core units continuing			
VU20955	Workplace safety and site induction		34
HLTFA211A	Provide basic emergency life support		8
VU20956	Building structures		8
VU20957	Calculations for the construction industry		20
VU20958	Prepare for work in the construction industry		16
VU20959	Communication skills for the construction industry		20
VU20960	Introduction to scaffolding and working platforms		24
VU20961	Levelling		8
VU20962	Quality principles for the construction industry		8
VU20963	Safe handling and use of plant and selected portable power tools		16
VU20964	Workplace documents and plans		20
Subtotal:			188
Elective Bank			
BRICKLAYING STREAM			
VU20965	Bricklaying hand tools		60
VU20966	Bricklaying basic skills		126
VU20967	Brick veneer construction processes		100
VU20968	Cavity brick construction processes		100
VU20969	Masonry blockwork		50
VU20970	Basic environmental sustainability in bricklaying		16
Subtotal:			452
CARPENTRY STREAM			
VU20971	Carpentry hand tools		80
VU20972	Carpentry power tools		64
VU20973	Basic setting out		24

VU20974	Sub-floor framing	36
VU20975	Wall framing	48
VU20976	Roof framing	40
VU20977	External cladding	24
VU20978	Installation of window and door frames	24
VU20979	Interior fixings	40
VU20980	Introduction to demolition	16
VU20981	Formwork for concreting	40
VU20982	Basic environmental sustainability in carpentry	16

Subtotal: 452

PAINTING AND DECORATING STREAM

VU20983	Painting and decorating hand tools	40
VU20984	Surface preparation for painting and decorating	80
VU20985	Paint principles	12
VU20986	Colour theory and practice	32
VU20987	Paint application	140
VU20988	Timber staining and clear finishing principles	40
VU20989	Protective metal coatings	40
VU20990	Spray painting	32
VU20991	Paperhanging principles	20
VU20992	Basic environmental sustainability in painting and decorating	16

Subtotal: 452

WALL AND CEILING LINING STREAM

VU20993	Wall and ceiling lining hand tools	80
VU20994	Wall and ceiling lining installation	120
VU20995	Suspension systems	32
VU20996	Specialist wall and ceiling lining materials	32
VU20997	Introduction to plaster casting and run casting	60
VU20998	Wall and ceiling lining stopping techniques	80
VU20999	Basic environmental sustainability in wall and ceiling lining	16

Select one from the options below

VU21000	Archway construction	32
VU21001	Basic cement rendering	32

Subtotal: 452

WALL AND FLOOR TILING STREAM

VU21002	Wall and floor tiling hand and power tools	40
VU21003	Tiling substrates	48
VU21004	Tiling adhesives	96
VU21005	Wall tiling	128
VU21006	Floor tiling	128
VU21007	Basic environmental sustainability in wall and floor tiling	16

Subtotal: 456

SOLID PLASTERING STREAM

VU21008	Solid plastering hand and power tools	76
VU21009	Surface preparation for solid plastering	56
VU21010	Cement rendering	100

VU21011	Acrylic rendering	100
VU21012	Finishing coats	60
VU21013	Introduction to restoration and renovation	40
VU21014	Introduction to materials hoist	8
VU21015	Basic environmental sustainability in solid plastering	16
		Subtotal: 456
STONEMASONRY STREAM		
VU21016	Stonemasonry hand and power tools	116
VU21017	Stone types and applications	20
VU21018	Reduce stone to size	45
VU21019	Machining and finishing stone	80
VU21020	Build stone constructions	100
VU21021	Concrete footings and formwork for stone monument installation	45
VU21022	Install prepared monument	30
VU21023	Basic environmental sustainability in stonemasonry	16
		Subtotal: 452

VET

Vocational Education and Training (VET) offers students the opportunity to combine their VCE studies with vocational training. It is also a compulsory part of the VCAL program. At PVCC, three courses are offered onsite:

- VET Music
- VET Sport and Recreation (second year may be completed at NCAT-Northern College of the Arts)
- VET Christian Ministry and Theology. This may be completed in the subject Insight Out.

Whilst the first two courses are usually commenced at Year 10, it is possible for them to be commenced in Year 11 instead (provided class caps have not been reached).

PVCC students are also able to arrange VET participation through the Northern Melbourne VET Cluster (NMVC). The NMVC is a consortium of secondary schools that have joined forces to improve the provision of VET programs in the Northern Region of Melbourne.

This enables:

- The sharing of resources and ideas in the organisation of VET programs;
- Small numbers of students from individual schools to access VET programs.

The Cluster collaborates with employers, industry and TAFE Colleges. Registered Training Organisations (RTOs) are responsible for the delivery, assessment and certification of VET qualifications.

All NMVC VET programs will hold an Information Enrolment Evening early in Term 4.

Features of VET

- It is an accredited program (usually over two years).
- It enables students to complete a nationally recognised vocational qualification and a senior secondary certificate (VCE) at the same time.
- It allows students to go directly into employment or receive credit towards further study.
- It focuses on students developing industry specific and workplace skills.
- It is a vocationally oriented school program designed to meet the needs of industry.

Some of the certificate courses that PVCC students have previously undertaken include:

Certificate II in Agriculture
 Certificate II in Automotive
 Certificate II in Retail Make-up and Skincare

Certificate II in Building and Construction
 Certificate II in Business
 Certificate II in Community Services
 Certificate II in Dance
 Certificate III in Digital Media
 Certificate II in Electro-technology
 Certificate II in Equine Industry
 Certificate II in Furnishings
 Certificate II in Hairdressing
 Certificate II & III in Hospitality
 Certificate II in Hospitality (Kitchen Operations)
 Certificate III in Music (Technical Production)
 Certificate III in Musical Instrument Making and Repairs
 Certificate II in Outdoor Recreation

Please see the NMVC Handbook for a comprehensive list of Certificate Courses available through the VET Cluster.

VCE VET Programs offering a Study Score:

BSB20112	Business
CHC20112	Community Services
21764VIC	Dance
22209VIC	Engineering Studies
21908VIC	Equine Industry
LMF20309	Furnishing
FNS30107	Financial Services
SIT20207	Hospitality
SIT20307	Hospitality (Kitchen Operations)
ICA30111	Information, Digital Media & Technology (Cert III)
22071VIC	Integrated Technologies
MSL30109	Laboratory Skills
CUF30107	Creative Industries / Media
CUS30109	Music (Cert III)
CUS30209	Technical Production
SIS20210	Outdoor Recreation
SIS20313	Sport & Recreation (Cert II)
SIS30513	Sport & Recreation (Cert III)

Units 3 & 4 Assessment Details

For most VCE VET programs,	
Graded Assessment 1 - 3 Assessment Tasks	66%
Graded Assessment 2 - Written examination (November)	34%
VCE VET Dance and	
VCE VET Music, each Graded Assessment contributes	50%

Music (VCE VET)

CUS30109 Certificate III in Music

Certificate III in Music provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. With additional training and expertise, potential employment outcomes may include band member, songwriter, arranger, promoter, studio teacher and performer. The total number of units required for this qualification is 14, including three compulsory and five elective subjects from Units 1 and 2, and five compulsory subjects from Units 3 and 4. While the course focuses largely on the popular music industry, it is completely appropriate and relevant for students with a classical or jazz orientation, and for those who plan to use their musical gifts for God's ministry.

Areas of Study for each Unit

Units 1 and 2

Core

CUFMP301A	Implement Copyright Arrangements	20
CUSIND301B	Work Effectively in the Music Industry	35
CUSOHS301A	Follow Occupational Health and Safety Procedures	10

Electives

CUSMLT303A	Notate Music	40
CUSMPF202A	Incorporate Music Technology in Performance	35
CUSMPF302A	Prepare for Performances	35
CUSMPF304A	Make a Music Demo	40
CUSSOU201A	Assist with Sound Recordings	35

Nominal Hours

250

Units 3 and 4

Core

CUSMPF301A	Develop technical skills in performance	20
CUSMPF305A	Develop improvisation skills	35
CUSMLT301A	Apply knowledge of genre to music making	40
CUSMPF402A	Develop and maintain stagecraft skills	70

One of the following

CUSMPF404A	Perform music as part of a group OR	70
CUSMPF406A	Perform music as a soloist	70

Nominal Hours

235

Units 3 & 4 Assessment Details

Units 3 and 4 coursework	50%
Written examination (November)	50%

Christian Ministry and Theology (VET)

10432NAT Certificate III in Christian Ministry and Theology

The Certificate III in Christian Ministry and Theology is a nationally accredited VET qualification that consists of a minimum of 8 units of competency:

- Six compulsory units plus 2 elective units; comprising a total of 250 nominal hours

This course is currently facilitated by our College during school hours in the subject Insight Out. Cost to be advise). (There is also a requirement for a practical component to be completed during the year which may incur additional costs).

On successful completion of the course, students are eligible for:

- the award of 10432NAT Certificate III in Christian Ministry and Theology
- recognition of a VET subject that can be used as a 5th or 6th subject towards your VCE. (Block Credit – you do not receive a Study Score)

The course aims to provide students with an opportunity to:

- grow in their faith
- learn more about their identity in God
- gain a clearer understanding of their personal gifts and strengths

Areas of Study for each Unit

Compulsory:

CMTTHE301A	Identify how Christian Scripture, life and practice are understood today	60
CMTTHE302A	Identifies theological data	60
CMTTHE303A	Identifies a range of data within a theological theme or issue	60
CMTTHE304A	Identifies new theological insights	60
CMTMIN301A	Identifies theological knowledge in relation to the Christian way of life	60
CMTMIN302A	Communicate theology in everyday language	60

Electives:

CUECOR01C	Manage own work and learning	20
CUECOR02C	Work with others	20

Nominal Hours **400**

Selecting a VCE Course at Year 11

1. Before choosing individual studies it is advised that students carefully consider the prerequisites for tertiary courses of interest as outlined in the VTAC Guide or VICTER.
2. English Units 1 and 2 are compulsory.
3. Year 11 students at PVCC are required to choose 6 studies (i.e. 5 Unit 1&2 pairs in addition to English). At Year 11, we have access to the Northern Melbourne VET Cluster. Students may choose a VET Course as one of their 6 subjects (indicate on the grid if VET is one of your selections).
4. It is strongly recommended that all students take great care when selecting their mathematics study and should take serious note of the recommendations of the Mathematics Department.
5. Other units need to be chosen with any pre-requisites for further study or work in mind. In almost all cases Year 12 studies will be a continuation of those chosen in Year 11, so **choose carefully**.
6. Year 12 students will attempt only 5 Unit 3 and 4 sequences, due to the high work load involved with School Assessed Coursework (SAC's).
7. This document outlines the content for the VCE units being offered at the College. PVCC reserves the right to withdraw units if there is insufficient demand for them.
8. Subject selection will be confirmed (and adjusted if necessary) in light of the end of year examination results. This particularly affects Mathematics, Sciences and Literature.

Once the provisional timetable has been drawn up, students may find that certain combinations of units are impossible. However, all pathways and reasonable course combinations can be considered.

You may use this grid for drafting and brainstorming.

Year 11	English Unit 1						Year 11 6 studies
	English Unit 2						
Year 12	English Unit 3					Year 12 5 studies	
	English Unit 4						

VET Course being considered: _____

Selecting a VCAL Course at Year 11

1. Literacy Strand is incorporated into the VCAL course.
2. The Numeracy Strand can be met by taking VCE Foundation Mathematics at Year 10 or 11, is incorporated into the VCAL course.
3. The Industry Skills Strand is satisfied by undertaking a VET Course.
4. The Work Related Skills Strand requires a Work Placement (As part of the VET course) or it can be fulfilled by a student's Part Time Work or Apprenticeship/Traineeship.
5. The Personal Development Skills Strand is a subject conducted at school but requires the student to undertake an activity or project to demonstrate teamwork skills and self-confidence.
6. A separate VCAL Application Form must also be completed before a student's program is accepted.

You may use this grid for drafting and brainstorming.

Literacy Strand	Numeracy Strand	Industry Skills Strand	Work Related Skills Strand	Personal Development Skills Strand
VCAL Literacy	VCAL Numeracy	VET Subject:	Work Placement:	Project:

PVCC Readiness for VCE Checklist

The teachers of PVCC have created the following checklist as a basis for determining the suitability of students for VCE. In doing so we recognise that VCE is an academic course requiring significant time commitment and diligence on the part of the student. PVCC is also prepared to, where feasible, accommodate the needs of students for whom a full VCE course is not appropriate. Apart from these special arrangements, all PVCC senior students need to be able to meet the following requirements.

In order to be “VCE ready” a student by the end of Year 10 should:

- be a positive role model for younger students in their behaviour
- need little or no discipline
- wear the College uniform correctly
- obey all College rules
- move around the College in a quiet and respectful manner
- treat all members of the community with respect and good manners
- be punctual
- come prepared to class with all required materials
- enter the classroom ready to work and prepare for work without prompting
- settle to tasks quickly without being asked
- listen in class and take notes where appropriate
- not engage in personal conversations in class
- not interrupt the learning of others
- participate in positive relationships with staff
- recognise when they require assistance with their work
- seek advice outside of class time when difficulties arise
- spend at least one hour EVERY night on homework whether set or not
- be self-disciplined regarding homework tasks
- submit all work on time
- recognise the intrinsic value of all work not just tasks to be marked
- be prepared to organise time well to ensure a good life/work balance
- make a personal commitment to learning
- recognise the main function of the College as education
- recognise that talents are the gifts of God and should be respected
- seek to use their talents to their full capacity

Student: _____ **Signature:** _____

Parent: _____ **Signature:** _____

Please bring this page to your interview