Pathways
to the Future
VCE/VCAL 2018-2019

Course Selection Handbook
for students undertaking
VCE / VCAL 2018 - 2019

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Table of Contents

Contents

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.

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 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 before interviews commence.

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 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 Studies and Course Requirements

The VCE is a two year (four semester) course during which students usually complete 20 to 24 semester-length units of study. Each unit involves 100 hours of study, of which approximately 60 are provided in formal classroom situations. Clearly, a substantial amount of work, both assessed and non-assessed is necessary outside of class time.

At Plenty Valley Christian College, students may develop an appropriate course of study from:

- the extensive set of VCE units offered at Plenty Valley Christian College;
- one or more VET Courses studied in conjunction with a TAFE institution;
- a study through Distance Education;
- a university subject (in Year 12, as a sixth study);

Important Note:	**Unless there are specific learning issues to be considered** **PVCC Students usually select:** **6 studies (12 units) in Year 11** **followed by:** **5 studies (10 units) in Year 12** **making a total of 22 units.**

Satisfactory completion of the VCE

Over the two years the requirements that students must ***satisfactorily complete*** are a minimum of 16 units including at least:
Three units of an English (Units 1, 2, 3 and 4),
Three unit 3 and 4 sequences in addition to English.

Assessment

Unit 1 and 2 studies will be assessed by the College and reported on the VCE Certificate as S or N (satisfactory or not satisfactory) based on the satisfactory completion of all Learning Outcomes as set out in the study design for each unit. Plenty Valley Christian College also issue a Year 11 report, which gives school-determined grades (A+ to E) and/or descriptive statements of levels of performance.

Unit 3 and 4 studies will also be assessed 'S' or 'N' on the basis of the satisfactory unit completion of all Learning Outcomes. All unit 3 and 4 studies are assessed by VCAA examinations as well as with a range of school-assessed coursework which is statistically moderated by VCAA. The final ATAR score is based on both the internally assessed coursework and the external examinations so a high level of commitment is required for all tasks.

Expectations

At Plenty Valley Christian College, VCE students are expected to behave as young adults and take responsibility for their behaviour and organisation.

Students are responsible for following VCE rules and regulations as published in the PVCC VCE/VCAL Handbook. This includes knowledge of issues related to satisfactory completion, attendance, due dates and authentication.

Students impacting negatively upon a VCE learning environment and who have not completed their preparatory homework will be required to sit a detention on a Thursday afternoon to catch up. Such incidences are treated seriously and repeat occurrences may result in the student's enrolment being reconsidered.

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 or VET Music Technology.

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 the VCE Co-ordinator, the VCAL Co-ordinator or the Careers Advisor 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 cannot 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.

External courses available are:

VET Programs

Students may include certain certificate courses as part of their VCE under the VET (Vocational Education and 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. **The Handbook requires an NMVC Application form to be returned to the Careers Advisor 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.

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 2019 link (Victorian Tertiary Entrance Requirements 2019) 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.

2019 VCE Studies List

Biology 1 – 4
Business Management 1 – 4 *
Chemistry 1 – 4
Drama 1 – 4
English 1 – 4 (compulsory)
English Language 1 - 4
Environmental Science 1 - 4
Food Studies 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 Sport and Recreation Cert III (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. Students who achieve grades less than this benchmark 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 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 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 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	16%
Units 4 coursework	24%
Written examination (November)	60%

Business Management

Aims of Subject

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Areas of Study for each Unit

UNIT 1

Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Areas of Study

- The business idea
- External environment
- Internal environment

UNIT 2

Establishing a business

This unit focuses on the establishment phase of a business' life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Areas of Study

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

UNIT 3

Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Areas of Study

- Business foundations
- Managing employees
- Operations management

UNIT 4

Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Areas of Study

- Reviewing performance – the need for change
- Implementing 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 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 3

How can chemical processes be designed to optimise efficiency?

In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. The purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells are considered. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. The language and conventions of chemistry including symbols, units, chemical formulas and equations are used to represent and explain observations and data collected from experiments, and to discuss chemical phenomena. A student practical investigation related to energy is undertaken in this unit and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster.

Areas of study:

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

UNIT 4

How are organic compounds categorised, analysed and used?

In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. Data from instrumental analyses of organic compounds is processed to confirm or deduce organic structures, and volumetric analyses are performed to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Key food molecules are investigated through an exploration of their chemical structure and bonding. The metabolism of food in the body is examined and in this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

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	16%
Units 4 coursework	24%
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. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Are of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue. When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills.

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. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

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. In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as website and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making. In Area of Study 2 students complete the first part of a project. They fame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.

UNIT 4

Informatics

In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project. In Area of Study 2, students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

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 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 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 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 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 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 4

In this unit, students compare the presentation of ideas and themes in texts. They create an oral presentation intended to positon 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 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 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 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.

UNIT 3

In this unit students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management.

UNIT 4

In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.

Units 3 & 4 Assessment Details

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

Food Studies

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

Unit 1 focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.
Unit 2 explores food systems in contemporary Australia. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.
Unit 3 investigates the many roles and everyday influences of food. Students explore the science of food and influences on food choice.
Unit 4 explores debates about global and Australian food systems. Students investigate issues and challenges of food supply consider how to assess information and draw evidence-based conclusions.

Areas of Study for each Unit

UNIT 1

Food origins
Students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Students examine the history and culture of food in Australia. They consider the development of food production, processing and manufacturing industries in Australia and the impact of immigration. The practical component explores the use of ingredients available today that were used in earlier cultures as well as ingredients indigenous to Australia and introduced through migration.

Areas of Study

- Food around the world
- Food in Australia

UNIT 2

Food makers
Students investigate food systems in contemporary Australia examining both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.

Areas of Study

- Food industries
- Food in the home

UNIT 3

Food in daily life
Students examine the physiology of eating and microbiology of digesting, and the absorption and utilisation of macronutrients. They investigate food allergies, food intolerances and the microbiology of food contamination. Students explore patterns of eating in Australia and the influences on the food we eat. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Areas of Study

- The science of food
- Food choice, health and wellbeing

UNIT 4

Food issues, challenges and futures
Students explore issues on the environment, ethics, technologies, food access, food safety, and the use of agricultural resources. They examine food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. In practical work, students apply responses to environmental and ethical food issues, and extend their food production repertoire.

Areas of Study

- Environment and ethics
- Navigating food information

Units 3 & 4 Assessment Details

Units 3 and 4 coursework	60%
Written examination (November)	40%

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, it provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically across the lifespan and the globe, and through a lens of social equity and justice.

Outcomes of this subject

This study enables students to

- understand the complex nature of health and wellbeing, and human development.
- develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors.
- examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age.
- develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks.
- develop understanding of the Australian healthcare system and the political and social values that underpin it.
- apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions.
- apply the objectives of the United Nations' Sustainable Development Goals to evaluate the effectiveness of health and wellbeing initiative and programs.
- propose and implement action to positively influence health and wellbeing and human development, outcomes at individual, local, national and/or global levels.

Structure

The study is made up of four units.

Unit 1: Understanding health and wellbeing
Unit 2: Managing health and development
Unit 3: Australia's health in a globalized world
Unit 4: Health and human development in a global context

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Areas of Study for each Unit

UNIT 1

Area Study 1 takes a broad, multidimensional approach to health and wellbeing. Such an approach acknowledges that defining and measuring these concepts is complicated by a diversity of social and cultural contexts. Students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and profiles relating to health and wellbeing. They look at measurable indicators of population health, and at data reflecting the health status of Australians. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours. Area Study 2 explores food and nutrition as foundations for good health and wellbeing. Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to

UNIT 2

Area Study 1 examines the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours. Students consider perceptions of what it means to be a youth and an adult and investigate the expected physical and social changes. They inquire into factors that influence both the transition from youth to adulthood and later health status. They consider the characteristics of respectful, healthy relationships. Students examine parenthood as a potential transition in life. With a focus on the influence of parents/carers and families, students investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Health and wellbeing is considered as an intergenerational concept (that is, the health and wellbeing of one generation affects the

promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth and consider the social, cultural and political factors that influence the food practices of and food choices made by youth. They develop strategies for building health literacy and evaluating nutrition information from various sources, including advertisements and social media. Area Study 3 has students focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest. Students identify major health inequalities among Australia's youth and reflect on the causes. They apply research skills to find out what young people are most focused on and concerned about with regard to health and wellbeing. Students inquire into how governments and organisations develop and implement youth health programs, interpret data and raw conclusions on how the health and wellbeing of Australia's youth can be promoted and improved.

Area of Study 1: Health perspective and influences
Area of Study 2: Health and Nutrition
Area of Study 3: Youth health and wellbeing

UNIT 3

Area Study 1 explores health and wellbeing and illness as complex, dynamic and subjective concepts. While the major focus is on the health of Australians, this area of study also emphasises that Australia's health is not isolated from the rest of the world. Students inquire into the WHO's prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. Students develop their understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups in Australia. Area Study 2 look at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. Students examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations. Students investigate the Australian health system and its role in promoting health and wellbeing. They conduct a detailed study on a successful health promotion campaign or program, and inquire into priorities for health improvements in Australia.

Areas of study:

- Understanding health and wellbeing
- Promoting health and wellbeing

next). Area Study 2 investigates the health system in Australia. Students examine the functions of various entities that play a role in our health system. They inquire into equity of access to health services, as well as the rights and responsibilities of individuals receiving care. Students research the range of health services in their communities and suggest how to improve health and wellbeing outcomes and health literacy in Australia. They explore a range of issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

Area of Study 1: Developmental transitions
Area of Study 2: Health care in Australia

UNIT 4

Area Study 1 looks at similarities and differences in major burdens of disease in low-, middle- and high income countries, including Australia. Students investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and the Human Development Index to further their understanding of health in a global context. Students consider the global reach of product marketing and inquire into the effects of particular global trends on health and wellbeing. Area Study 2 looks at action for promoting health globally. It looks at the rationale, objectives and interdependencies of the UN's SDGs, focusing on their promotion of health and wellbeing and human development. Students investigate the priorities and work of the WHO and evaluate Australia's aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis. They reflect on meaningful and achievable individual actions that could contribute to the work of national and international organisations that promote health and wellbeing.

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

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

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

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 examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system. Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (fair legal processes are in place, and all parties receive a fair hearing); equality (all people treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case).

Areas of Study for each Unit

UNIT 1

Guilt and liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgements and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Areas of Study

- Legal foundations
- The presumption of innocence
- Civil liability

UNIT 2

Sanctions, remedies and rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgement about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Areas of Study

- Sanctions
- Remedies
- Rights

UNIT 3

Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, Country Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system.

Areas of Study

- The Victorian criminal justice system
- The Victorian civil justice system

UNIT 4

The people and the law

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit students apply legal reasoning and information to actual scenarios.

Areas of Study

- The people and the Australian Constitution
- The people, the parliament and the courts

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 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 3

Form and transformation

In this unit, students consider how the form or 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 4

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 ae 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 or 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 a 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 1 or at least "D" 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, engineering 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.

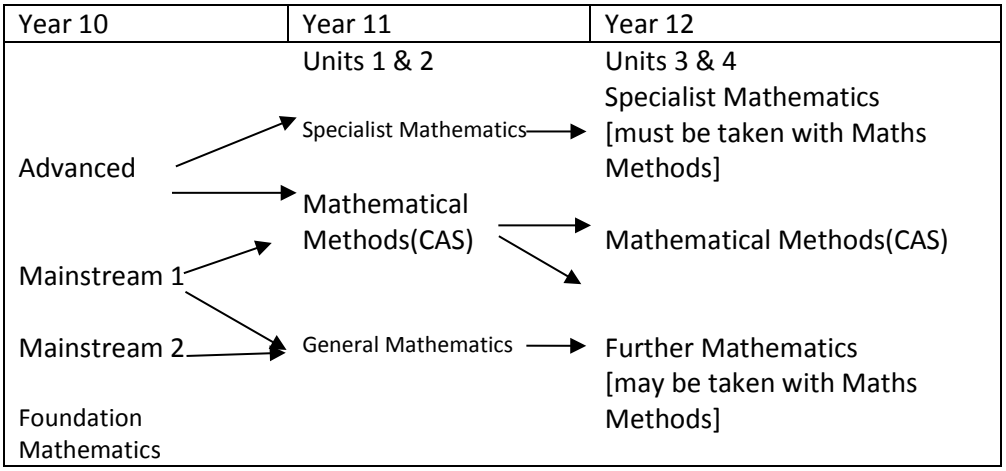
UNITS 3 & 4

- 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.



Example Combinations of Mathematics Units

Year 11	**Year 12**
Mathematical Methods(CAS) 1 & 2	Mathematical Methods(CAS) 3 & 4
Mathematical Methods(CAS) 1 & 2	Further Mathematics 3 & 4
Mathematical Methods(CAS) 1 & 2 Specialist Mathematics 1 & 2	Mathematical Methods(CAS) 3 & 4
Mathematical Methods(CAS) 1 & 2 Specialist Mathematics 1 & 2	Mathematical Methods(CAS) 3 & 4 Specialist Mathematics 3 & 4
Mathematical Methods(CAS) 1 & 2	Mathematical Methods(CAS) 3 & 4 Further Mathematics 3 & 4
General Mathematics 1 & 2	Further Mathematics 3 & 4
General Mathematics 1 & 2	No mathematics

Music

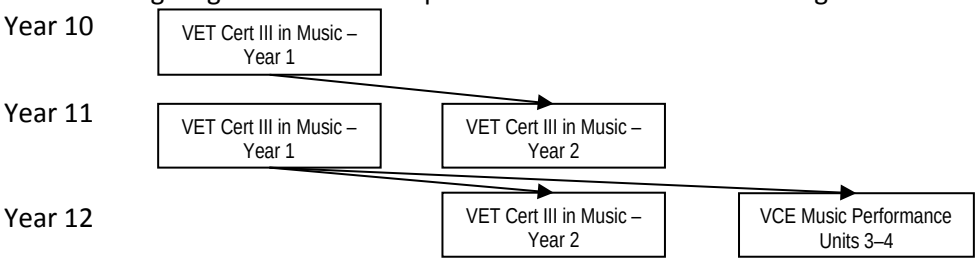
Aims of Subject

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, three options exist for students wishing to study music. **Firstly**, those students who completed the first year of the two-year Certificate III in Music course may continue with this program. **Secondly**, 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). **Thirdly,** students may commence VCE Music Performance Units 1-2 and complete 3-4 in Year 12.

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 2019-2020:



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

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching health promotion and related careers.

Aims of Subject

This study enables students to

- use practical activities to underpin contemporary theoretical understanding of the influences on participation and performance in physical activity, sport and exercise.
- develop an understanding of the anatomical, biomechanical, physiological and skill acquisition principles, and of behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity across the lifespan.
- engage in physical activity and movement experiences to determine and analyse how the body systems work together to produce and refine movement.
- critically evaluate changes in participation from a social-ecological perspective and performance in physical activity, sport and exercise through monitoring, testing and measuring of key parameters.

Structure

The study is made up of four units. Unit 1: The human body in motion, Unit 2: Physical activity, sport and society, Unit 3: Movement skills and energy for physical activity and Unit 4: Training to improve performance. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

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

The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation on physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

UNIT 2

Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which

opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

UNIT 3

Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution of interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

UNIT 4

Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

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 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 3

How do fields explain motion and electricity?

Area of Study 1: How do things move without contact?
In this area of study students examine the similarities and differences between three fields: gravitational, electric and magnetic.

Area of Study 2: How are fields used to move electrical energy?
The production, distribution and use of electricity has had a major impact on human lifestyles. In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes.

Area of Study 3: How fast can things go? In this area of study students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. At very high speeds, however, these laws are insufficient to model motion and Einstein's theory of special relativity provides a better model.

Unit 4

How can two contradictory models explain both 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? In this area of study students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter.

Area of Study 3: Practical investigation. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work.

Units 3 & 4 Assessment Details

Unit 3 coursework	21%
Unit 4 coursework	19%
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

Sustainable redevelopment of a product

It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers.

UNIT 2

Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-users/s' needs and wants; function, purpose and context for product design, aesthetics; materials and sustainability; and the impact of these factors on a design solution.

UNIT 3

Collaborative design

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

UNIT 4

Product development and evaluation

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

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 b rain 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 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 3

How does experience affect behaviour and mental processes?

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

Areas of Study

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

UNIT 4

How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Student examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Areas of Study

- How do levels of consciousness affect mental processes and behaviour?
- What influences mental well-being?
- Practical investigation.

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

Introduction

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 aby scholars in the religious tradition of their particular text. They first exegetical method students are introduced to in Units 3 and 4 is called sociocultural criticism. They 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. They 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: **Exegetical tasks**

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 ae 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.

Outcomes

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

Tasks (one or more)

- Outcome 1: Exegetical tasks
- Outcome 2: Essay, Extended responses, Report, Short-answer questions

Units 3 & 4 Assessment Details

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

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)

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.

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		
CUFCMP301A	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%

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**.

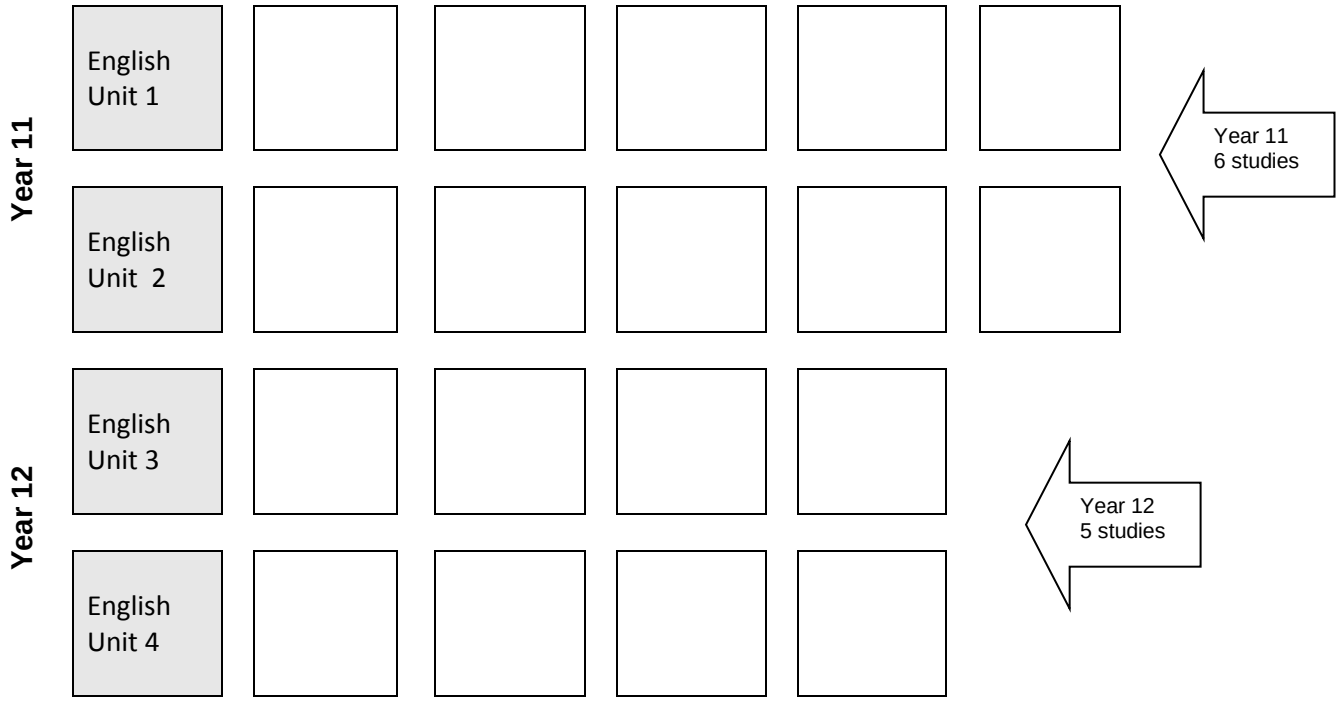
6. Year 12 students will attempt only 5 Unit 3 and 4 sequences, due to the high work load involved with School Assessed Coursework (SAC's).

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.



VET Course being considered: _____

Selecting a VCAL Course at Year 11

1. Literacy Stand 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