Our Lady of Mercy College

VCE & VCAL 2017
Subject Handbook
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Planning Your Pathway through the Senior Years

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

Pathway and Subject Selection

There are two senior pathways available: VCE and VCAL.

Both provide Year 12 qualifications and access to further studies.

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

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

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

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

---

### Senior Certificate Pathway Options at OLMC

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

**VCAL Pathway**

- **Year 10**: Year 11 VCAL Intermediate Certificate School-based VET and external VET Work placement
- **Year 12**: Year 12 VCAL Senior Certificate School-based VET and external VET Work placement

---

Ms Jocelyn Weterings
Pathways Coordinator
## Subject Selection Timeline

### Year 10 2016 into Year 11 2017

<table>
<thead>
<tr>
<th>2016 Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 22 June 7.30 pm</td>
<td>Year 10 Parent Information Evening for VCE 2017 VCE &amp; VCAL 2017 Subject Handbook available on Portal</td>
<td>Information evening for academic pathways in the senior school; requirements of the VCE and VCAL, the opportunities for VET studies and VCE acceleration. Information evening presentation is available on the Portal.</td>
</tr>
<tr>
<td>Tuesday 26 July 3.40 – 6.00 pm</td>
<td>Subject Expo and Year 10 Subject Selection Interviews</td>
<td>Parents and current Year 10 students will have a conversation with their Pastoral Leader about their proposed program in 2017; university and TAFE and subject information will be available.</td>
</tr>
<tr>
<td>Friday 29 July</td>
<td>Accelerated Studies: applications open</td>
<td>Application forms available for students for accelerated studies from the Pathways Coordinator.</td>
</tr>
<tr>
<td>Thursday 4 August (2.00 – 8.00 pm)</td>
<td>Parent/Student/Teacher Interviews (Years 10-12)</td>
<td>Subject interviews; parents and students to attend.</td>
</tr>
<tr>
<td>Friday 5 August</td>
<td>Accelerated Studies: applications due today</td>
<td>Students to hand completed applications to Pathways Coordinator.</td>
</tr>
<tr>
<td>Early August tbc</td>
<td>Assembly on Subject Selection for Year 11 2017</td>
<td>Assembly with current Year 10 students outlining the subject selection process including entering proposed program online.</td>
</tr>
<tr>
<td>Monday 8 – Friday 19 August</td>
<td>Accelerated Studies: interviews</td>
<td>Students who have applied for an accelerated study will be interviewed by the Domain Leader and a subject teacher.</td>
</tr>
<tr>
<td>Monday 22 August (7.00 am)</td>
<td>Web Preference Online opens</td>
<td>Web Preference opens for students to enter their subject preferences for 2017.</td>
</tr>
<tr>
<td>Wednesday 24 August</td>
<td>Accelerated Studies: approvals</td>
<td>Students who have applied for an accelerated study will receive notification of approval or non-approval by today.</td>
</tr>
<tr>
<td>Monday 29 August</td>
<td>Subject Selection Web Preference receipt submission</td>
<td>Students submit to their Pastoral Leader the printout of the studies they entered online (must be signed by parent).</td>
</tr>
</tbody>
</table>

### Year 11 2016 to Year 12 2017

<table>
<thead>
<tr>
<th>2016 Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 22 June</td>
<td>VCE &amp; VCAL 2017 Subject Handbook</td>
<td>Available on Portal</td>
</tr>
<tr>
<td>Mid July tbc</td>
<td>Assembly on Subject Selection for Year 12 2017</td>
<td>Assembly with current Year 11 students outlining the subject selection process including entering proposed program outline.</td>
</tr>
<tr>
<td>Friday 29 July (7.00 am)</td>
<td>Web Preference Online opens</td>
<td>Web Preference opens for Year 11 students to enter their subject preferences for 2017.</td>
</tr>
<tr>
<td>Thursday 4 August (2.00 – 8.00 pm)</td>
<td>Parent/Student/Teacher Interviews (Years 10-12)</td>
<td>Subject interviews and a discussion with Pastoral Leader regarding Year 12 2017 program.</td>
</tr>
<tr>
<td>Friday 5 August (midnight)</td>
<td>Web Preferences Online closes</td>
<td>Web Preference closes.</td>
</tr>
<tr>
<td>Monday 8 August</td>
<td>Subject Selection Web Preference receipt submission</td>
<td>Students submit to their Pastoral Leader the printout of the studies they entered online (must be signed by parent).</td>
</tr>
</tbody>
</table>
Careers Department

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

Throughout each Year Level students participate in a range of activities designed to increase their personal understanding of themselves as learners as well as potential future pathways in education, training and employment.

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

<table>
<thead>
<tr>
<th>Year 11</th>
<th>I DECIDE...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 students begin to apply their knowledge of attributes and values to determine their broad career pathway. They consolidate their decision-making skills and make informed decisions on possible future transitions. Opportunities to attend lunchtime career/uni forums and discussions will be available. Students are encouraged to attend Open Days at Universities and other providers to identify potential pathways of interest, with a particular focus on pre-requisites.</td>
<td></td>
</tr>
</tbody>
</table>

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

Subject Selection

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

Students need to:

- Consider the implications of their choices in detail;
- Utilise the extensive counselling that is available to ensure that they select appropriate units that form a coherent course of study;
Consider a meaningful course of study which will provide pathways into further study or employment;

During the year, students should make time to discuss their plans with teachers, parents, the Careers Counsellor and with staff at universities and TAFEs during Open Days;

Consider such things as personality, abilities, interests, needs and strengths when making subject decisions;

Ultimately, if you enjoy the subjects you are studying, you will do well and enjoy your senior years;

The Pathways Lounge is full of resources that can help with subject and course decisions;

Students and parents are most welcome to arrange individual appointments with the Careers Counsellor at any time.

Ms Kelly Bregantic
Careers Counsellor
# University/TAFE Open Days and Expos 2016

<table>
<thead>
<tr>
<th>Institution</th>
<th>Date</th>
<th>Time</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Australian Catholic University</strong>&lt;br&gt;Melbourne Campus&lt;br&gt;Ballarat Campus</td>
<td>Sun 14 August&lt;br&gt;Sun 28 August</td>
<td>10am – 4pm&lt;br&gt;10am – 3pm</td>
<td>1300 ASK ACU&lt;br&gt;Email: <a href="mailto:opendayvic@acu.edu.au">opendayvic@acu.edu.au</a>&lt;br&gt;<a href="http://www.acu.edu.au/study_at_acu/future_students/undergraduate/experience_university_before_you_start/open_day">http://www.acu.edu.au/study_at_acu/future_students/undergraduate/experience_university_before_you_start/open_day</a></td>
</tr>
<tr>
<td><strong>Australian College of Applied Psychology</strong></td>
<td>Sun 14 August</td>
<td>10am – 2pm</td>
<td>1800 061 199&lt;br&gt;<a href="http://www.acap.edu.au/">http://www.acap.edu.au/</a></td>
</tr>
<tr>
<td><strong>Australian National University</strong>&lt;br&gt;Warrnambool Campus&lt;br&gt;Geelong Campus (Warren Ponds &amp; Waterfront)&lt;br&gt;Melbourne (Burwood) Campus</td>
<td>Sun 7 August&lt;br&gt;Sun 21 August&lt;br&gt;Sun 28 August</td>
<td>9am – 3pm&lt;br&gt;9am – 3pm&lt;br&gt;9am – 4pm</td>
<td>1800 334 733&lt;br&gt;<a href="http://openday.deakin.edu.au/">http://openday.deakin.edu.au/</a></td>
</tr>
<tr>
<td><strong>Blue Mountains Hotel School</strong>&lt;br&gt;(Leura Campus)</td>
<td>Sat 3 September</td>
<td>10am – 2pm</td>
<td><a href="https://www.bluemountains.edu.au/openday2016/">https://www.bluemountains.edu.au/openday2016/</a></td>
</tr>
<tr>
<td><strong>Bond University</strong></td>
<td>Sat 23 July</td>
<td>2pm – 6pm</td>
<td>1800 074 074&lt;br&gt;<a href="https://bond.edu.au/event/47613/2016-open-day-experience-bond-different-light">https://bond.edu.au/event/47613/2016-open-day-experience-bond-different-light</a></td>
</tr>
<tr>
<td><strong>Box Hill Institute of TAFE</strong>&lt;br&gt;Lilydale Campus&lt;br&gt;Box Hill Campus</td>
<td>Sun 21 August&lt;br&gt;Sun 28 August</td>
<td>10am – 3pm</td>
<td>1300 269 445&lt;br&gt;www.boxhillinstitute.edu.au</td>
</tr>
<tr>
<td><strong>Deakin University &amp; Deakin College</strong>&lt;br&gt;Warrnambool Campus&lt;br&gt;Geelong Campus (Waurn Ponds &amp; Waterfront)&lt;br&gt;Melbourne (Burwood) Campus</td>
<td>Sun 7 August&lt;br&gt;Sun 21 August&lt;br&gt;Sun 28 August</td>
<td>9am – 3pm&lt;br&gt;9am – 3pm&lt;br&gt;9am – 4pm</td>
<td>1800 333 864&lt;br&gt;<a href="http://federation.edu.au/future-students/study-at-feduni/open-day">http://federation.edu.au/future-students/study-at-feduni/open-day</a></td>
</tr>
<tr>
<td><strong>Federation University of Australia</strong>&lt;br&gt;Mount Helen Campus; SMB</td>
<td>Sun 28 August</td>
<td>10am – 3pm</td>
<td>1300 MY FUTURE&lt;br&gt;<a href="http://www.holmesglen.edu.au/open">http://www.holmesglen.edu.au/open</a></td>
</tr>
<tr>
<td><strong>Holmesglen Institute</strong>&lt;br&gt;Open Thursday’s – all campuses</td>
<td>11 August&lt;br&gt;15 September&lt;br&gt;27 October&lt;br&gt;15 December</td>
<td>Various times</td>
<td>1300 135 045&lt;br&gt;<a href="http://www.latrobe.edu.au/openday">http://www.latrobe.edu.au/openday</a></td>
</tr>
<tr>
<td><strong>Monash University</strong>&lt;br&gt;Peninsula Campus&lt;br&gt;Clayton &amp; Caulfield Campuses&lt;br&gt;Parkville Campus (Pharmacy Focus)</td>
<td>Sun 6 August&lt;br&gt;Sun 7 August&lt;br&gt;Sun 21 August</td>
<td>10am – 3pm&lt;br&gt;10am – 4pm&lt;br&gt;10am – 3pm</td>
<td>1800 666 274&lt;br&gt;www.monash.edu.au/openday</td>
</tr>
<tr>
<td><strong>Photographic Studies College</strong></td>
<td>Sun 14 August</td>
<td>10am – 3pm</td>
<td>9682 3191&lt;br&gt;<a href="https://www.psc.edu.au/">https://www.psc.edu.au/</a></td>
</tr>
<tr>
<td><strong>Navitas College of Public Safety</strong>&lt;br&gt;123 Lonsdale Street, Melbourne CBD</td>
<td>Sun 14 August</td>
<td>10am – 2pm</td>
<td>1800 783 661&lt;br&gt;www.ncps.edu.au</td>
</tr>
<tr>
<td><strong>RMIT</strong>&lt;br&gt;City, Bundoora &amp; Brunswick Campuses</td>
<td>Sun 14 August</td>
<td>10am – 4pm</td>
<td>9925 2260&lt;br&gt;www.rmit.edu.au/openday</td>
</tr>
<tr>
<td><strong>Swinburne University</strong>&lt;br&gt;Hawthorn</td>
<td>Sun 31 July</td>
<td>10am – 4pm</td>
<td>1300 SWINBURNE&lt;br&gt;www.swinburne.edu.au/openday</td>
</tr>
<tr>
<td><strong>University of Melbourne</strong>&lt;br&gt;Parkville &amp; Southbank Campuses</td>
<td>Sun 21 August</td>
<td>9am – 4pm</td>
<td>1800 801 662&lt;br&gt;<a href="https://futurestudents.unimelb.edu.au/explorerevents/victoria_and_interstate/victoria/university_of_melbourne_open_day">https://futurestudents.unimelb.edu.au/explorerevents/victoria_and_interstate/victoria/university_of_melbourne_open_day</a></td>
</tr>
<tr>
<td><strong>Victoria University</strong>&lt;br&gt;Footscray Park campus</td>
<td>Sun 28 August</td>
<td>10am – 3pm</td>
<td>1300 VIC UNI&lt;br&gt;www.vu.edu.au/open-day</td>
</tr>
<tr>
<td><strong>William Angliss Institute of TAFE</strong></td>
<td>Sun 14 August</td>
<td>10am – 4pm</td>
<td>1300 ANGLISS&lt;br&gt;<a href="http://www.angliss.edu.au">http://www.angliss.edu.au</a></td>
</tr>
</tbody>
</table>

This information was correct at the time of publication. Students are encouraged to confirm times themselves. Addresses of tertiary institutions are available via VTAC on www.vtac.edu.au or by ringing the institution directly or visiting their website.
Further Information and Assistance

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

- Ms Jocelyn Weterings
  Pathways Coordinator
  jweterings@olmcheidelberg.catholic.edu.au

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

- Ms Kelly Bregantic
  Careers Counsellor
  kbregantic@olmcheidelberg.catholic.edu.au

<table>
<thead>
<tr>
<th>Domain</th>
<th>Domain Leader</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design, Art &amp; Technology</td>
<td>Maureen Gleeson</td>
<td><a href="mailto:mgleeson@olmcheidelberg.catholic.edu.au">mgleeson@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Mark Jenkinson</td>
<td><a href="mailto:mjenkinson@olmcheidelberg.catholic.edu.au">mjenkinson@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>English</td>
<td>Jill Thompson</td>
<td><a href="mailto:jthompson@olmcheidelberg.catholic.edu.au">jthompson@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Stephanie Smyth</td>
<td><a href="mailto:ssmyth@olmcheidelberg.catholic.edu.au">ssmyth@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Humanities</td>
<td>Michael Ryan</td>
<td><a href="mailto:mryan@olmcheidelberg.catholic.edu.au">mryan@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Languages</td>
<td>Anna Pianezze</td>
<td><a href="mailto:apianezze@olmcheidelberg.catholic.edu.au">apianezze@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Leanne Grech</td>
<td><a href="mailto:lgrech@olmcheidelberg.catholic.edu.au">lgrech@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Madalena Broadbent</td>
<td><a href="mailto:mbroadbent@olmcheidelberg.catholic.edu.au">mbroadbent@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Religious Education</td>
<td>Grace Austin</td>
<td><a href="mailto:gaustin@olmcheidelberg.catholic.edu.au">gaustin@olmcheidelberg.catholic.edu.au</a></td>
</tr>
<tr>
<td>Science</td>
<td>Geraldine Lewin</td>
<td><a href="mailto:glewin@olmcheidelberg.catholic.edu.au">glewin@olmcheidelberg.catholic.edu.au</a></td>
</tr>
</tbody>
</table>
# Year 10 Student Planner for VCE Subject Selection Year 11 2017

<table>
<thead>
<tr>
<th>2016 Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 July, 3.40 pm – 6.00 pm</td>
<td>Subject Selection Expo and Year 10 Subject Selection Interviews with Pastoral Leaders</td>
</tr>
<tr>
<td>29 July</td>
<td>Accelerated studies application forms available from Ms Weterings</td>
</tr>
<tr>
<td>4 August, 2.00 pm – 8.00 pm</td>
<td>Parent/Student/Teacher Interviews (Years 10-12)</td>
</tr>
<tr>
<td>5 August, 3.30 pm</td>
<td>Applications for accelerated studies due today to Ms Weterings</td>
</tr>
<tr>
<td>8 – 19 August</td>
<td>Accelerated studies interviews for applicants</td>
</tr>
<tr>
<td>22 August, 7.00 am</td>
<td>Online Web Preferences Subject Selection opens</td>
</tr>
<tr>
<td>24 August</td>
<td>Accelerated Studies applications approval status confirmed</td>
</tr>
<tr>
<td>26 August, midnight</td>
<td>Online Web Preferences Subject Selection closes</td>
</tr>
<tr>
<td>29 August</td>
<td>Web Preference subjects signed receipts handed to Pastoral Leaders</td>
</tr>
<tr>
<td>28 November – 2 December</td>
<td>2017 VCE/VCAL Orientation Program</td>
</tr>
</tbody>
</table>

### Identify your strengths and interests
- Attend Parent/Student/Teacher Interviews with subject teachers to discuss learning strengths and challenges and appropriate pathways
- Make an appointment with Ms Bregantic, the Careers Counsellor
- Review your Morrisby Test Report and your Careers Pathways document on the Portal
- Consult Job Guide information and data which can be accessed here [The Good Universities Guide](#), search for Careers.

### Gather subject and pathway information
- Read the OLMC VCE & VCAL 2017 Subject Handbook carefully
- Discuss subject choices with parents, teachers and students currently doing the studies
- Attend Subject Selection information sessions in Term 3; use these opportunities to ask questions and speak to subject teachers and current VCE students

### Seek course and careers guidance, including the pre-requisites for future study and work
- Make a list of University and TAFE courses of interest to you. Attend Open Days (see calendar of dates earlier in this Handbook)
- Use the VTAC Guide and Information supplement to complete a list of prerequisites for courses and then build a list of subjects that meet prerequisites for courses of interest

### Make your subject selections
- Discuss your selections with your Pastoral Leader at the interview on 26 July; bring your Morrisby Report, prerequisite information for courses and proposed 2017 and 2018 courses
- Accelerated VCE Studies: Collect the application form from Ms Weterings and submit it, along with supporting documentation by the due date (5 August)
- Complete your subject selection online before midnight 26 August
## Personal Subject Selection Planner

### Current Program and Average Grades: Year 10 2016

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

## Proposed VCE Selections - Year 11 (Units 1 and 2) 2017

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

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

## Proposed VCE Selections - Year 12 (Units 3 and 4) 2018

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

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

What tertiary courses are you considering?

What pre-requisites are required for these?
VCAL

Information and
Unit Descriptions
VCAL: The Victorian Certificate of Applied Learning

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

At OLMC VCAL is a separate program to VCE. Students are still required to attend whole school events like Mercy Day, Athletics and Swimming Carnivals and they will attend Pastoral lessons and assemblies on the days they are in school.

<table>
<thead>
<tr>
<th>A typical program looks like:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday, Tuesday and Thursday</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
</tr>
<tr>
<td><strong>Friday</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Some of the reasons students like the VCAL program:

<table>
<thead>
<tr>
<th><strong>Project Based Learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Projects include: Care Café, Mother’s Day Lunch, Birthing Kit Australia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Team Approach</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• A small class works together in their own space and collaborates in their learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Range of Certificates and Qualifications</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students complete a barrista course, a first aid course and enrol in a VET study that will provide a qualification for their future</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Prepare for Work</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students learn about the world of work and learning is directed to practical things that assist students in being prepared for work</td>
</tr>
</tbody>
</table>

**VCAL Studies**

- Year 11 students undertake Intermediate VCAL Certificate
- Year 12 students under Senior VCAL Certificate
- A small number of students commence at Foundation VCAL as part of their Year 10 Program

All assessment is internal and there are no exams.

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

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

Purpose/Description

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

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

- Reading
- Writing
- Speaking
- Listening

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

Assessment tasks may include:

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

VCAL Numeracy

Purpose/Description

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

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

There are three domains of learning outcomes:

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

**Assessment tasks may include:**

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

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**VCAL Personal Development Skills and Work Related Skills**

**Personal Development Skills (PDS)**

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

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

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

**Unit 1:**

- personal development (self)
- health and wellbeing
- education
- family

**Unit 2:**

- community engagement
- social awareness
- civic and civil responsibility
- active citizenship

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

**Work Related Skills (WRS)**

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

This units uses key employability skills to:

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

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

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**VCAL Skills for Further Study**

**Purpose/Description**

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

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

The unit focuses on developing:

- time management skills
- strategies for learning
- research skills
- a pathway plan
- portfolios and applications
**VET: Vocational Education and Training**

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

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

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

**VCAL students will also complete some VET tasters as part of their program at school.**

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

<table>
<thead>
<tr>
<th>Is VET compulsory?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I accelerate and do this early?</td>
<td>Yes, if you have done first year in Year 10 you can do second year in Year 11 and then pick up a new VET in Year 12.</td>
</tr>
<tr>
<td>Do I have to do external exams and will I get a study score?</td>
<td>No, exams are not required to achieve the Certificate for VCAL students.</td>
</tr>
<tr>
<td>Can I do this at school?</td>
<td>Some VET tasters will be included in school.</td>
</tr>
<tr>
<td>Can I do this out of school?</td>
<td>You must do one VET outside school.</td>
</tr>
</tbody>
</table>
| When do VET classes run? | External VET – Wednesday  
Internal VET – as per timetable |
| Do I have to do work placement? | Yes, your placement will be on Fridays each week or as organised for you on an individual basis. |
| Where can I get information about VET subjects? | The NMVC Booklet in the Pathways Lounge tells you what Certificates are offered in our local area at other schools. It also tells you about the assessment, scores and contribution to ATAR for the most common courses.  
| Do I have to do anything to enrol in VET if it is not at OLMC? | You should attend the information evenings at institutes.  
You must fill in the application form in the NMVC Booklet or online with the TAFE by the due date. You should give details of the VET study you have applied for to the Pathways Administrator so that the school has a record of your enrolment. |
| VET offered at OLMC and available for VCAL students – refer following pages | VCE VET Health, Certificate III in Allied Health Assistance (two year course)  
VCE VET Sport and Recreation, Certificate III in Sport and Recreation – (two year course, 2nd year will run in 2017) |
VCE
Information and Course Descriptions
VCE: The Victorian Certificate of Education

The VCE is a two year program typically studied over Years 11 and 12:
- Units 1 & 2 studies - usually undertaken in Year 11 - internal assessment
- Units 3 & 4 studies - usually undertaken in Year 12 - internal assessment and external exams
  - Units 3 & 4 assessment is determined by the VCAA (the Victorian Curriculum and Assessment Authority) and is used to obtain an ATAR (Australian Tertiary Admissions Ranking) which is used for University entrance. For an explanation of the ATAR calculation, please go to VTAC Scaling and the ATAR

<table>
<thead>
<tr>
<th>A typical course</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>Six plus Religious Education</td>
<td>Five plus Religious Education</td>
</tr>
<tr>
<td>Religious Education requirement</td>
<td>A Unit 1 study or Texts and Traditions Units 3 &amp; 4</td>
<td>A Unit 2 study or Texts and Traditions Units 3 &amp; 4</td>
</tr>
<tr>
<td>What must I include?</td>
<td>An English study: English or English Language</td>
<td>At least four Units 3 &amp; 4 sequences including one sequence from English studies A minimum of 16 Units</td>
</tr>
<tr>
<td>Assessment</td>
<td>Internal school-assessed coursework for Units 1 &amp; 2. Grades provided on reports Satisfactory or Not Satisfactory Unit completion is reported to the VCAA by the school</td>
<td>Internally assessed school-assessed coursework and externally assessed exams for Units 3 &amp; 4 Satisfactory or Not Satisfactory Unit completion is reported to the VCAA by the school</td>
</tr>
</tbody>
</table>

What if I decide that the subject I chose does not suit me? Students may change a Unit 1, 2 or 3 study no later than within the first two weeks of the study and subject to availability Once the two week period has passed, no changes are possible

There are many variations to this outline as shown in the Senior Certificate Pathways Options at the beginning of this Handbook.
There are VCE VET subjects available that count towards VCE and many students do a Units 3 & 4 sequence in Year 11 as part of their pathway, with a few including a University Extension study.

Acceleration at OLMC

VCE can be completed over three years. Some students commence VCE as part of their Year 10 program, undertaking a Unit 1 or 2 study. Many students complete a Units 3 & 4 sequence as part of their Year 11 program. An accelerated subject is one completed a year ahead, eg a Unit 1 or 2 study or VET study completed in Year 10 or a Units 3 & 4 subject completed during Year 11.

Advantages
- Finding out what is required to perform well at Units 3 & 4 level;
- Gaining an ‘extra’ Units 3 & 4 study score towards the ATAR.

Disadvantages
- Some students can spend too much time on their Units 3 & 4 study and not enough time on their other studies;
- All Units 3 & 4 subjects will benefit from a stronger background found by doing the Units 1 & 2 study (although some benefit more than others).
It is in the student’s best interest that they have the necessary skills to succeed in an accelerated study. Criteria for acceleration selection include:

- independent work habits across all subjects and particularly in related subjects as indicated and measured by the Work Habits scale included in the end of semester reports and online reports
- strong writing and analysis skills as indicated by performance in common assessment tasks in all subjects. Particular reference will be made to English and subjects that are like or related to the subject in which they wish to accelerate
- willingness to seek and receive feedback and to act on this feedback in future performance
- regular school attendance.

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

**Applying for an Accelerated Study**

VCE is an individual pathway and decisions should be made with respect to the skills and abilities of the individual student. Students wishing to accelerate will make an application to a team including the Pathways Coordinator, Leadership Team and Domain Leaders to determine their suitability for acceleration.

**Application Process:**

1. Student completes the ‘Application for Acceleration in the VCE’ obtained from the Pathways Coordinator.
2. Year 10 students discuss their total academic program with their Pastoral Leader at the Subject Expo Pastoral Interview and speak also with the Domain Leader and/or subject teacher of the subject they wish to study. Year 11 students can discuss subject selection with their Pastoral Leader at the Parent/Student/Teacher Interviews.
3. This discussion will consider the student’s:
   - interests and satisfaction with the subjects they are currently undertaking – their interests, skills and preferred studies
   - overall academic performance and performance in related or like subjects
   - proposed pathway through VCE and beyond. Any prerequisites for tertiary study should be considered.
4. Application is submitted to the Pastoral Leader by the due date:
   - The application will include a statement outlining the reasons for undertaking the study that clearly articulates their learning strengths and demonstrates their achievement and commitment to their studies.
   - Students will also attach a copy of their:
     - 2016 Semester 1 report
     - Page 3 of the Morrisby Report (Year 10 students only)
   - Applications must be signed by a parent/guardian.
   - Pastoral Leader must sign the form and can make a comment on the suitability of the student for acceleration.
5. Applications will be considered by the relevant Domain Leader in consultation with the subject teachers. Other information, such as NAPLAN data or ACER data, online reports and attendance records may be reviewed in this process.
6. Applications from students going into Years 10 and 11 will be reviewed by the Domain Leader and subject teachers before a recommendation about their suitability for acceleration is made. Students going into Years 10 and 11 may be interviewed as part of this process depending on the number of applications and, if needed, to determine if the student meets the selection criteria.
7. The student and the parents will be informed in writing of the decision.
8. Appeals of unsuccessful applications will be addressed by the Pathways Coordinator and the Head of Learning and Teaching.
Studying Outside OLMC

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

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

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

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

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

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

Distance Education Centre Victoria

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

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

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

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

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

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

All VCAL students must complete a VET subject externally.

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

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

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

<table>
<thead>
<tr>
<th><strong>Can I do this at school?</strong></th>
<th>VCE</th>
<th>VCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, refer to the subjects in the following pages.</td>
<td></td>
<td>You will experience some VET competency-based learning in your course.</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th><strong>Where can I get information about VET subjects?</strong></th>
<th>VCE</th>
<th>VCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The NMVC Booklet in the Pathways Lounge tells you what Certificates are offered in our local area at other schools. It also tells you about the assessment, scores and contribution to ATAR for the most common courses.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>VET offered at OLMC – refer following pages</strong></th>
<th>VCE</th>
<th>VCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE VET Health, Certificate III in Allied Health Assistance (two year course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VCE VET Sport and Recreation, Certificate III in Sport and Recreation – (two year course, 2nd year in 2017)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summary of VCE Units to be offered at OLMC in 2017

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

### Unit 1  Establishing and operating a service business

**AC011**

**Description**
This unit focuses on the establishment, accounting and financial management of a small business. Students are introduced to:
- the processes of gathering and recording financial data
- the reporting and analysing of accounting information by internal and external users
- cash basis
- single entry
- the role of accounting in the decision-making process for a sole proprietor

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

**Assessment Tasks**
- Folio of exercises (manual and ICT)

### Unit 2  Accounting for a Trading Business

**AC022**

**Description**
This unit extends the accounting process and focuses on accounting for a sole proprietor of a single activity trading business. Students will:
- use a single entry recording system for cash and credit transactions and the accrual method for determining profit
- analyse and evaluate the performance of the business using financial and non-financial information
- suggest strategies to the owner on how to improve business performance
- develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package

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

**Assessment Tasks**
- Case studies
- Folio of exercises (manual and ICT)
- Assignments
- Reports
- Examination
- Tests
Accounting: Units 3 & 4

Student Testimonials
"If you are a good problem solver – Accounting is for you!"

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

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

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

Unit 3 Recording and Reporting for a Trading Business AC033

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

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

Assessment Tasks
Folio of exercises
Test

Unit 4 Control and Analysis of Business Performance AC034

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

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

Assessment Tasks
Folio of exercises
Test

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

### Unit 1  How do living things stay alive?  BI011

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

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

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

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

### Unit 2  How is continuity of life maintained?  BI022

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

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

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

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

**Student Testimonial**

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

### Unit 3 How do cells maintain life? BI033

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

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

#### Outcomes
1. Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.
2. Apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

#### Assessment Tasks
- An investigation into cellular processes
- A report/investigation into co-ordination/control

### Unit 4 How does life change and respond to challenges over time? BI034

#### Description
Evolution is a force that has shaped the biodiversity of our planet, and its story remains evident in the DNA of all life forms.

Students will:
- investigate the relatedness between species and the impact of various change events on a population’s gene pool
- investigate scientific technologies which make possible the identification and manipulation of DNA, as used in the fields of medical research and forensics.

#### Outcomes
1. Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
2. Describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationships between scientific knowledge and its applications in society.
3. Design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

#### Assessment Tasks
- A report on the consequences of biological change in human evolution.
- A laboratory investigation into the application of tools and techniques in the manipulation of DNA.
- A scientific poster detailing an investigation into a specific aspect of cellular processes or biological change.

**Percentage contributions to the study score:**
- Unit 3 School-assessed coursework: 16%
- Unit 4 School-assessed coursework: 24%
- End of year examination: 60%
### Business Management: Units 1 & 2

#### Unit 1  Planning a Business  BM011

**Description**

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.

**Outcomes**

1. Describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
2. Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
3. Describe the internal business environment and analyse how factors from within it may affect business planning.

**Assessment Tasks**

See Unit 2 below

#### Unit 2  Establishing a Business  BM022

**Description**

This unit focuses on the establishment phase of a business’s life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base.

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.

**Outcomes**

1. Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.
2. Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
3. Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

**Assessment Tasks (may include the following)**

- Case study analysis
- Development of a marketing/public relations plan
- Business simulation exercise
- Test | Report
- Business survey and analysis
- End of semester examination
Business Management: Units 3 & 4

Student Testimonial

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

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

Unit 3  Managing a Business  BM033

Description
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.

Outcomes
1. Discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.
2. Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
3. Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

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

Unit 4  Transforming a Business  BM034

Description
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.

Outcomes
1. Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
2. Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

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

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

### Unit 1: How can the diversity of materials be explained?  
**Description**  
In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure, students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

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

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

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

### Unit 2: What makes water such a unique chemical?  
**Description**  
In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students explore the relationship between the bonding forces within water and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox.

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

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

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

Student Testimonial
"Chemistry is a really great way to understand all of the seemingly simple things that we take for granted each day, such as what determines whether our hair is curly or straight (that’s determined by the proportion of sulphide bonds in our hair strands).

"The maths in chemistry is not difficult and if you are prepared to put time into learning the theory and practising the calculations, then VCE Chemistry is a worthwhile subject to choose."

Unit 3  How can chemical processes be designed to optimise efficiency?  CH033

Description
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. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier’s principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

Outcomes
1. Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.
2. Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

Assessment Tasks
- Practical reports
- Tests
- Units 3 & 4 examination

Unit 4  How are organic compounds categorised, analysed and used?  CH034

Description
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. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures.

Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the reactions in which they are broken down and rebuilt to form new molecules. 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.

Outcomes
1. Compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.
2. Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.
3. Design and report on a practical investigation related to energy and/or food..

Assessment Tasks
- Student designed investigation
- Practical reports
- Tests
- Units 3 & 4 examination

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

## Unit 1  
**Dramatic Storytelling**

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

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

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

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

## Unit 2  
**Non-naturalistic Australian drama**

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

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

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

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

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

Student Testimonial

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

Unit 3 Devised non-naturalistic ensemble performance DR033

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

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

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

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

Unit 4 Non-naturalistic solo performance DR034

Description
This unit focuses on the development and presentation of non-naturalistic devised solo performances and on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance.

Students complete two solo performances:
- a short solo performance in which they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work
- a second solo performance in which they devise, rehearse and perform an extended solo performance in response to a prescribed structure for solo performance from the Drama Solo Performance Examination list published annually by the VCAA.

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

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

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

### Unit 1 | English
---|---
**Description**
The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted.

Students will develop competence and confidence in creating written, oral and multimodal texts.

The term ‘set text’ refers to texts chosen by the school for the achievement of Outcomes 1 and 2.

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

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

### Unit 2 | English
---|---
**Description**
The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse and compare ways in which they are constructed and interpreted. Students will be developing competence and confidence in creating written, oral or multimodal texts.

Students will identify and analyse how argument and persuasive language are used in texts and create a text that presents a point of view.

The term ‘set text’ refers to texts chosen by the school for the achievement of Outcomes 1 and 2.

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

**Assessment Tasks:**
- A comparative analytical response to two set texts
- A persuasive text that presents an argument or viewpoint and an analysis of the use of argument and persuasive language in texts
## English: Units 3 & 4

### Unit 3 English EN013

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

**Area of Study 1: Reading and Creating Texts** – students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning. Students present sustained creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning.

**Area of Study 2: Analysing Argument** – students analyse and compare the use of argument and persuasive language in texts that debate a topical issue.

**Outcomes**
1. Produce an analytical interpretation of a selected text and a creative response to a different selected text.
2. Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

**Assessment Tasks**
- An analytical interpretation of a selected text in written form.
- A creative response to a selected text in written or oral form with a written explanation of decisions made in the writing process and how these demonstrate understanding of the text.
- An analysis and comparison, in written form, of argument and the use of persuasive language in two to three texts that present a point of view on an issue.

### Unit 4 English EN014

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

**Area of Study 1: Reading and Comparing Texts** – In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. Students produce a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values.

**Area of Study 2: Presenting Argument** – In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.

**Outcomes**
1. Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
2. Construct a sustained and reasoned point of view on an issue currently debated in the media.

**Assessment Tasks**
- A detailed comparison in written form of how two selected texts present ideas, issues and themes.
- A point of view presented in oral form using sound argument and persuasive language.

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

Unit 1  English Language – Language and Communication  EL011

Unit 2  English Language – Language Change  EL012

Description

Unit 1: Language and Communication

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

Unit 2: Language Change

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

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

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

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

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

Unit 3  Language Variation and Social Purpose  EL013

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

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

Assessment Tasks
See Unit 4 below

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

Unit 4  Language Variation and Identity  EL014

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

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

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

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

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

#### Unit 1 Food Origins

**Description**
This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

**Area of Study 1: Food around the world** - Students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world.

**Area of Study 2: Food in Australia** - Students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. Students consider the development of food production, processing and manufacturing industries and conduct a critical inquiry into how Australian food producers and consumers today have been influenced by immigration and other cultural factors.

**Outcomes**
1. Identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.
2. Describe patterns of change in Australia’s food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

**Assessment Tasks**
All assessments are school-based.
- The assessment for Outcome 1 is a range of practical activities, with records that reflect on two of the practical activities that use ingredients found in earlier cultures. Records can include production plans and evaluations of products or analysis of dietary intake.
- The assessment for Outcome 2 is a range of practical activities, with records that reflect on two of the practical activities that use ingredients indigenous to Australia and/or ingredients introduced through migration. Records can include production plans and evaluations of products or analysis of dietary intake.

In addition, at least one task for each of the assessment of Outcomes 1 and 2 should be selected from the following:
- a short written report: media analysis, research inquiry, historical timeline, comparative food-testing analysis or product evaluation
- an oral presentation
- a practical demonstration
- a video or podcast

#### Unit 2 Food Makers

**Description**
In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production.

**Area of Study 1: Food industries** - Students focus on commercial food production in Australia, encompassing primary production and food processing and manufacturing, and the retail and food service sectors. Students apply an inquiry approach, with emphasis on the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia's economy.

**Area of Study 2: Food in the home** - Students further explore food production, focusing on domestic and small-scale food production. Students compare similar products prepared in different settings and evaluate them using a range of measures. They consider the influences on the effective provision and preparation of food in the home.

**Outcomes**
1. Describe Australia’s major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.
2. Compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

**Assessment Tasks**
- The assessment for Outcome 1 is design and develop a practical food solution in response to an opportunity or a need in the food industry or school community.
- The assessment for Outcome 2 is design and develop a practical food solution in response to an opportunity or a need in a domestic or small-scale setting.
Food Studies: Units 3 & 4

Unit 3 Food in Daily Life FY033

Description
This unit investigates the many roles and everyday influences of food.

Area of Study 1: The science of food - Students focus on the science of food. They investigate 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. By identifying evidence-based principles, students develop their capacity to analyse advice on food choices.

Area of Study 2: Food choice, health and wellbeing - Students focus on patterns of eating in Australia and the influences on the food we eat. Students look at relationships between social factors and food access and choice, as well as the social and emotional roles of food in shaping and expressing identity, and how food may link to psychological factors.

Outcomes
1. Explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse food selection models, and apply principles of nutrition and food science in the creation of food products.
2. Explain and analyse factors affecting food access and choice, analyse the influences that shape an individual’s food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families.

Assessment Tasks
Outcome 1: a range of practical activities and records of two practical activities related to the functional properties of components of food AND Any one or a combination of the following:
• a short written report: media analysis, research inquiry, structured questions, case study analysis
• an annotated visual report
• an oral presentation or a practical demonstration
• a video or podcast.

Outcome 2: a range of practical activities and records of two practical activities related to healthy meals for children and families AND Any one or a combination of the following:
• a short written report: media analysis, research inquiry, structured questions, case study analysis
• an annotated visual report
• an oral presentation or a practical demonstration
• a video or podcast.
Unit 4  
Food Issues, challenges and futures  
FY034

Description

**Area of Study 1: Environment and ethics** - Students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety, and the use of agricultural resources. Students conduct a critical inquiry into a range of debates through identifying issues involved, forming an understanding of current situations and considering possible futures.

**Area of Study 2: Navigating food information** - Students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. They investigate a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration the evidenced-based recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Students practise and improve their food selection skills by interpreting food labels and interrogating the marketing terms on food packaging. The practical component of this area of study provides opportunities for students to extend their food production repertoire by creating recipes that reflect the Australian Dietary Guidelines.

Outcomes

1. Explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.
2. Explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

Assessment Tasks

**Outcome 1:**
- A range of practical activities and records of two practical activities related to sustainable and/or ethical food choices
- A written report that includes a selected food related topic, explanation of concerns related to environment, ethics and/or equity, analysis of work being done to solve problems and support solutions, and a conclusion outlining major findings and suggested set of practical guidelines for food consumers.

**Outcome 2:**
- A range of practical activities and records of two practical activities related to healthy food choices based on the Australian Guide to Healthy Eating.
- Any one or combination of the following:
  - A short written report: media analysis, research inquiry, structured questions, case study analysis
  - An annotated visual report
  - An oral presentation or a practical demonstration
  - A video or podcast.

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

## Unit 1 The National Citizen

**Description**
In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nations. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy.

Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored.

Students also examine the role and influence of social and political movements as methods of organising political ideas and action.

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

## Assessment tasks
See Unit 2 below

## Unit 2 The Global Citizen

**Description**
This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the 'global citizen'.

In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation.

In Area of Study 2, students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.

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

## Assessment tasks may include the following:
- an analysis of visual materials, eg cartoons, websites, posters, films, plays, artwork
- an oral presentation | a debate
- a written research report | an essay | a case study | a campaign
- an interactive presentation
- role-plays, eg meetings, conferences, interviews
- report/extended response
- test/structured questions
### Unit 3: Global Actors

**Description**
In this unit students investigate the key global actors in twenty-first century global politics.

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

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

**Outcomes**
1. On completion of this unit the student should be able to evaluate the power and influence of key global actors in the twenty-first century and assess the extent to which they achieve their aims.
2. On completion of this unit the student should be able to analyse and evaluate types and forms of power as used by a specific Asia-Pacific state in the region in pursuit of its national interest.

**Assessment tasks**
TBC

### Unit 4: Global Challenges

**Description**
In this unit students investigate key global challenges facing the international community in the twenty-first century.

They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues.

Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them.

**Outcomes**
1. On completion of this unit the student should be able to analyse two global political issues from a range of perspectives and evaluate the effectiveness of global actors’ responses to these issues.
2. On completion of this unit the student should be able to explain the characteristics of two contemporary global crises and evaluate the effectiveness of responses to these.

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

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

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

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

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

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

## Unit 2  
**Individual Human Development and Health Issues**  
**HH022**

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

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

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

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

Unit 3: Australia’s Health

**Description**

**Area of Study 1: Understanding Australia’s Health** - In this area of study students will:
- develop understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia
- use key health measures to compare health in Australia and analyse how determinants of health, including the physical environment, biological, behavioural and social, contribute to variations in health status

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

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

**Area of Study 2: Promoting Health in Australia** - This area of study examines different models of health and health promotion. Students will:
- investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives
- examine the role of government and non-government organisations in providing programs and support for the promotion of healthy eating

**Outcomes**

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

**Assessment Tasks**

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

Unit 4: Global Health and Human Development

**Description**

**Area of Study 1: Introducing Global Health and Human Development** - This area of study explores global health, human development and sustainability. Students will:
- identify similarities and differences in the health status between people living in developing countries and Australians and analyse reasons for the differences
- investigate the role of the United Nations’ Millennium Development Goals in relation to achieving sustainable improvements in health status and human development.

**Area of Study 2: Promoting Global Health and Human Development** - This area of study explores the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students will:
- consider strategies designed to promote health and sustainable human development globally, as well as Australia’s contribution to international health programs through AusAid and contributions to non-government organisations.

**Outcomes**

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

**Assessment Tasks**

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

**Percentage contributions to the study score:** Unit 3 School-assessed Course work: 25% | Unit 4 School-assessed Course work: 25% | End of year examination: 50%
History: Units 1 & 2 Global Empires

Unit 1  The Making of Empires 1400 - 1775  HI181

Description
The Early Modern era, 1400–1775, was a time of transition between medieval feudalism and the modern, secular nation-state. At the dawn of the era, international trade was dominated by three powerful empires – the Venetian Empire, China under the Ming dynasty and the Ottoman Empire – who between them controlled key industries, commodities and trade hubs including the Silk Road. Emerging powers Portugal, Spain, France, Britain and the Netherlands sought to circumvent the power of these established empires by gaining access to goods through alternative means and routes. By harnessing new knowledge and technology, they launched voyages of exploration to the Asia-Pacific, the Americas and Africa.

Around the same time, new ideas were emerging to disrupt traditional beliefs and institutions. The Ptolemaic model, which placed Earth at the centre of the universe, was challenged by Copernicus and taken up by Galileo and other scholars of the Scientific Revolution (c. 1550–c. 1700). The Catholic Church was threatened by both new scientific knowledge and the Protestant Reformation (1517–c. 1648) which questioned Rome’s divine authority. The new paradigm of empiricism questioned assumptions and beliefs about godly intervention in the natural world. Gutenberg’s printing press (c. 1450) allowed ordinary people, for the first time in history, to circulate ideas without mediation by officials, leading the way for new debates about individualism, rights and liberties during the Enlightenment (c. 1650–1790s).

The key idea, however, to give impetus to new global empires was mercantilism. As the feudal era gave way to the early stages of capitalism, European powers began to gain imperial control through monopolies, subsidies and East India companies, which extracted profit from new colonial possessions.

Outcomes
1. On completion of this unit the student should be able to explain the reasons for European voyages of exploration and analyse the motivations of new globally oriented empires.
2. On completion of this unit the student should be able to explain how new ideas and discoveries challenged old certainties and strengthened European empires.

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

Unit 2  Empires at Work 1400 - 1775  HI182

Description
In the Early Modern period, 1400–1775, new empires began to establish colonies and to trade on a global scale. Britain, France, the Netherlands, Spain, Portugal, Russia and the Ottoman Empire gained colonial possessions in a number of continents. The Mughals in India and the Ming and Qing dynasties in China gained control over vast territories but these were regional rather than global in reach. Through the 'Columbian exchange' that followed Christopher Columbus' arrival in the New World, technologies, plants, animals, culture and diseases began to travel between continents. Gradually, humans began to be traded as commodities too, as the triangular slave trade across the Atlantic drew in nearly all of the major empires.

This trafficking in human misery was not ended until the abolition movements of the Modern era. Despite their profitability, colonies brought a number of difficulties. Indigenous peoples resisted colonisation, settler societies were complex and unpredictable and colonies were a drain on resources. Rival powers jostled for advantage, alliances and resources. The many wars waged between Early Modern empires culminated in all-out global warfare in the Seven Years' War (1754–63). Britain’s success in this war led to a period of dominance which lasted well into the twentieth century.

Outcomes
1. On completion of this unit the student should be able to analyse the methods used by European powers to establish colonies and the historical significance of new global systems of exchange.
2. On completion of this unit the student should be able to analyse the effectiveness of a global empire in dealing with colonial challenges and assess the empire’s global standing by 1775.

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

Student Testimonial

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

Unit 3  Australian History  HI083

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

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

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

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

Unit 4  Australian History  HI084

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

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

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

Assessment Tasks
• Research report
• Historiographical exercise

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

#### Student Testimonial

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

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

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

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

1. Evaluating the role of ideas, leaders, movements and events as contributing factors in the development of the revolution.
2. Analysing the challenges facing the emerging new order, and the way in which attempts were made to create the new society, and evaluating the nature of the new society created by the revolution.

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>The French Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td><strong>HI133</strong></td>
</tr>
<tr>
<td><strong>Area of Study 1: Revolutionary ideas, leaders, movements and events (1781 – 4 Aug 1789)</strong></td>
<td></td>
</tr>
<tr>
<td>- the chronology of the key events and factors in the development of the revolution</td>
<td></td>
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<tr>
<td>- the causes of tension and conflicts in the old society that historians see as contributing to the revolution</td>
<td></td>
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<tr>
<td>- the ideas and ideologies used in the revolutionary struggle</td>
<td></td>
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<tr>
<td>- the role of revolutionary individuals and groups in bringing about change.</td>
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</tr>
<tr>
<td><strong>Area of Study 2: Creating a new society (5 Aug 1789 – Nov 1795)</strong></td>
<td></td>
</tr>
<tr>
<td>- the contributions of key leaders and groups to the creation of the new society</td>
<td></td>
</tr>
<tr>
<td>- the causes of difficulties or crises faced by revolutionary groups or governments as the new State was consolidated</td>
<td></td>
</tr>
<tr>
<td>- the response of key revolutionary individuals, groups, governments or parties to the difficulties they encountered as the new State was consolidated</td>
<td></td>
</tr>
<tr>
<td>- the changes and continuities that the revolution brought about in the structure of government, the organisation of society, and its values and the distribution of wealth and conditions of everyday life.</td>
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<tr>
<td><strong>Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>1. Evaluate the role of ideas, leaders, movements and events in the development of the revolution.</td>
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<tr>
<td>2. Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.</td>
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<tr>
<td><strong>Assessment Tasks</strong></td>
<td></td>
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<tr>
<td>- Document analysis</td>
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<tr>
<td>- Research report</td>
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</tbody>
</table>
Unit 4 The Russian Revolution HI134

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

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

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

Assessment Tasks
- Historiographical task
- Essay

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

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

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

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

### Unit 3

**IT023**

**Outcomes**

1. Students design a solution, develop it using a relational database management system, and diagrammatically represent how users interact with an online solution when supplying data for a transaction.
2. Students use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis, and formulate a project plan to manage progress.

**Assessment Tasks**
- Create a database in Microsoft Access
- Report on hypothesis

### Unit 4

**IT024**

**Outcomes**

3. Students design, develop and evaluate a multimodal online solution that confirms or refutes a hypothesis, and assess the effectiveness of the project plan in managing progress.
4. Students compare and contrast the effectiveness of information management strategies used by two organisations to manage the storage and disposal of data and information, and recommend improvements to their current practices.

**Assessment Tasks**
- Website creation
- Organisations test

**Percentages contributions to the study score:**
- School-assessed coursework (Unit 3 Outcome 1 and Unit 4 Outcome 2): 25%
- School-assessed task (Unit 3 Outcome 2 and Unit 4 Outcome 1): 25%
- End of year examinations: 50%
Languages Overview

Studying a Units 1 and 2 Language

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

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

- Reading
- Writing
- Listening
- Speaking

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

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

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

Studying a Units 3 and 4 Language

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

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

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

**Internal assessment – 50%:**
- Unit 3 coursework 25%
- Unit 4 coursework 25%

**External Assessment – 50%:**
- Written exam 37.5%
- Oral exam 12.5%

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

### Student Testimonial

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

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

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

## Units 1 & 2

<table>
<thead>
<tr>
<th>LO091 and LO092</th>
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<tbody>
<tr>
<td><strong>Units 1 &amp; 2</strong></td>
</tr>
<tr>
<td>Through studying Units 1 &amp; 2 French, students build on their knowledge of the language to: communicate with others; deepen their understanding of French culture; understand language as a system.</td>
</tr>
</tbody>
</table>

### Major Themes

- The Individual
- The French-speaking Community
- The Changing World

### Unit 1 Topics:

- Les Jeunes
- La Francophonie
- La Culture Française

### Unit 2 Topics:

- Quelques Femmes Célèbres
- Les Médias
- Les Régions

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

#### Unit 1 Tasks:
- Speaking & Writing in French (Outcomes 1 & 3)
- Reading & Listening Comprehension (Outcomes 2a & 2b)
- Semester 1 Exam

#### Unit 2 Tasks:
- Speaking & Writing in French (Outcomes 1 & 3)
- Reading & Listening Comprehension (Outcomes 2a & 2b)
- Semester 2 Exam

## Units 3 & 4

<table>
<thead>
<tr>
<th>LO093 and LO094</th>
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<tbody>
<tr>
<td><strong>Units 3 &amp; 4</strong></td>
</tr>
<tr>
<td>Through studying Units 3 &amp; 4 French students build on their knowledge of the language to: communicate with others; deepen their knowledge of French culture; understand language as a system.</td>
</tr>
</tbody>
</table>

### Major Themes

- The Individual
- The French-speaking Community
- The Changing World

### Units 3 & 4 Topics:

- Paris and its Quartiers
- The Environment
- Humanitarian Action
- Social Media
- Racism
- The Changing Role of Women Throughout History

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

#### Unit 3 Tasks:
- Speaking (Outcome 1)
- Listening & Responding (Outcome 2)
- Writing (Outcome 3)

#### Unit 4 Tasks:
- Reading & Responding (Outcome 1)
- Writing (Outcome 2a)
- Speaking (Outcome 2b)
Student Testimonial

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

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

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

<table>
<thead>
<tr>
<th>Languages – Italian: Units 1 - 4</th>
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</thead>
</table>

### Units 1 & 2

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

<table>
<thead>
<tr>
<th>Major Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each topic that students study in Year 11 belongs under one of the following overall themes:</td>
</tr>
<tr>
<td>• The Individual</td>
</tr>
<tr>
<td>• The Italian-speaking Community</td>
</tr>
<tr>
<td>• The Changing World</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 1 Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I Giovani</td>
</tr>
<tr>
<td>• Le Feste</td>
</tr>
<tr>
<td>• La Tecnologia</td>
</tr>
<tr>
<td>• Le Passion Italiani</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2 Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• La Storia – Risorgimento e La Seconda Guerra Mondiale</td>
</tr>
<tr>
<td>• Neorealism in film</td>
</tr>
<tr>
<td>• I Viaggi</td>
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</table>

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

<table>
<thead>
<tr>
<th>Unit 1 Tasks:</th>
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<tbody>
<tr>
<td>Speaking &amp; Writing in Italian (Outcomes 1 &amp; 3)</td>
</tr>
<tr>
<td>Reading &amp; Listening Comprehension (Outcomes 2a &amp; 2b)</td>
</tr>
<tr>
<td>Semester 1 Exam</td>
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<table>
<thead>
<tr>
<th>Unit 2 Tasks:</th>
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<tbody>
<tr>
<td>Speaking and Writing in Italian (Outcomes 1 &amp; 3)</td>
</tr>
<tr>
<td>Reading and Listening Comprehension (Outcomes 2a &amp; 2b)</td>
</tr>
<tr>
<td>Semester 2 Exam</td>
</tr>
</tbody>
</table>

### Units 3 & 4

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

<table>
<thead>
<tr>
<th>Major Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>All the topics studied in Year 12 come under one of the following three themes:</td>
</tr>
<tr>
<td>• The Individual</td>
</tr>
<tr>
<td>• The Italian-speaking Community</td>
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<tr>
<td>• The Changing World</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units 3 &amp; 4 Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Made in Italy</td>
</tr>
<tr>
<td>• Trade &amp; Commerce</td>
</tr>
<tr>
<td>• Health and Leisure</td>
</tr>
<tr>
<td>• Environment</td>
</tr>
<tr>
<td>• Italian migration to Australia</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3 Tasks:</th>
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<tbody>
<tr>
<td>Speaking (Outcome 1)</td>
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<tr>
<td>Listening &amp; Responding (Outcome 2)</td>
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<tr>
<td>Writing (Outcome 3)</td>
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<table>
<thead>
<tr>
<th>Unit 4 Tasks:</th>
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</thead>
<tbody>
<tr>
<td>Reading &amp; Responding (Outcome 1)</td>
</tr>
<tr>
<td>Writing (Outcome 2a)</td>
</tr>
<tr>
<td>Speaking (Outcome 2b)</td>
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</tbody>
</table>
Student Testimonials

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

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

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

Units 1 & 2

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

Major Themes

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

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

Unit 1 Topics:
- Self and Family
- Directions and Locations
- Home and Neighbourhood
- Japanese Schools and My School

Unit 2 Topics:
- Travelling in Japan
- Tourism in Australia for the Japanese Traveller
- Careers and Part-time Jobs

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

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

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

Units 3 & 4

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

Major Themes

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

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

Units 3 & 4 Topics:
- Sport in Japan
- Health
- Japanese Restaurants
- Life After High School
- Travel in Japan
- Leisure Activities
- Women’s Roles in Japan

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

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

Unit 4 Tasks:
- Reading and Responding (Outcome 1)
- Writing (Outcome 2a)
- Speaking (Outcome 2b)
### Legal Studies: Units 1 & 2

#### Unit 1  Criminal Law in Action

<table>
<thead>
<tr>
<th>Description</th>
<th>Outcomes</th>
</tr>
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</table>
| This unit explores the distinction between legal and non-legal rules, the Victorian Court hierarchy, and the process of making laws through parliament. | 1. Explain the principles of criminal law and apply them to one or more cases to justify a decision.  
2. Evaluate the processes for the resolution of criminal disputes and analyse the capacity of these processes to achieve justice. |
| It focuses on:  
- the role of the police and their powers of investigation  
- the procedures of a criminal trial  
- examination of possible sanctions that are available to the criminal courts | |
| In addition, students explore the concepts of fairness and justice within the criminal justice system. | |

#### Unit 2  Issues in Civil Law

<table>
<thead>
<tr>
<th>Description</th>
<th>Outcomes</th>
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</thead>
</table>
| This unit focuses on:  
- the effective resolution of civil disputes  
- the processes and procedures involved in civil litigation  
- the possible defences to civil claims within our legal system available to enforce the civil rights of our citizens | 1. Explain the principles of civil law and be able to apply them to one or more real or hypothetical cases to justify a decision.  
2. Evaluate the processes for the resolution of civil disputes and analyse the capacity of these processes to achieve justice.  
3. Analyse contemporary Australian law and assess its ability to reconcile and reflect conflicting attitudes in order to meet the needs of Australian Society and contribute to social cohesion. |
| As well as the judicial procedure to resolve civil disputes, the unit also investigates alternative avenues of dispute resolution and their effectiveness. | |
| This unit provides students with the opportunity to explore specific areas of law and analyse contemporary legal issues. | |

### Assessment Tasks

- Essay
- Tests
- Folio and report
- Case study
- Structured assignment
Legal Studies: Units 3 & 4

Student Testimonials

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

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

"It challenges you.

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

Unit 3 Law-making LS033

Description
In this unit students will:

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

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

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

Unit 4 Resolution and Justice LS034

Description
Students will:

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

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

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

Percentages contributions to the study score:
Unit 3 School-assessed Coursework: 25%
Unit 4 School-assessed Coursework: 25%
End of year examinations: 50%
Literature: Units 1 & 2

Student Testimonial

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

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

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

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

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

Unit 1 Literature LI011

Description
In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles.

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

Outcomes
1. Respond to a range of texts and reflect on influences shaping these responses.
2. Analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

Assessment Tasks
- Oral or written review/journal
- Analysis of selected passages from a set text
- Creative response
- Comparison between a novel or play and its adaptation into film or television
- Analytical response to a film

Unit 2 Literature LI012

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

Students analyse the similarities and differences across texts and establish connections between them.

Outcomes
1. Analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comments on the ideas and concerns of individuals and groups in that context.
2. Compare texts considering the dialogic nature of texts and how they influence each other.

Assessment Tasks
- An analytical essay on a text, and presentation of a dramatic interpretation of a text
- A comparative essay on the ways in which views and values are represented and commented on in two or more texts
- End of year examination
# Literature: Units 3 & 4

## Student Testimonial

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

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

## Unit 3 Literature

| Description | In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms. |
| Outcomes | 1. Analyse how meaning changes when the form of a text changes. 2. Respond imaginatively to a text, and comment on the connections between the text and the response. |
| Assessment Tasks | • Written comparison of a print text with the text’s adaptation into film. • Written creative response to a text and a reflective commentary. |

### LI013

## Unit 4 Literature

| Description | In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. |
| Outcomes | 1. Produce an interpretation of a text using different literary interpretations. 2. Analyse features of text and develop and justify an interpretation. |
| Assessment Tasks | • Produce an interpretation of a text using literary interpretations. • Two essays analysing features of texts and justifying an interpretation. |

### LI014

### Percentages contributions to the study score:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End of year examinations: 50%
Mathematics Overview

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

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

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

These courses are designed for four broad categories of students

<table>
<thead>
<tr>
<th>Students who wish to subsequently study or work in areas in which a strong mathematical background is beneficial, eg medicine, economics, commerce, engineering or science, would take:</th>
<th>Students who require an appropriate foundation for further study would take:</th>
<th>Students looking for a more general preparation for employment or further study might choose:</th>
<th>Students who wish to take some mathematics in Year 11 but not in Year 12 could choose:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Year 11 both SMA 1 &amp; 2 and MME 1 &amp; 2</td>
<td>In Year 11 MME 1 &amp; 2</td>
<td>In Year 11 GMA 1 &amp; 2 and in Year 12 FMA 3 &amp; 4</td>
<td>In Year 11 GMA 1 &amp; 2 or FDM 1 &amp; 2</td>
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<tr>
<td>and in Year 12 both MME 3 &amp; 4 and SMA 3 &amp; 4</td>
<td>and in Year 12 MME 3 &amp; 4</td>
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</tbody>
</table>
### Possible Mathematics pathways for Year 10 students include:

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

**Units 1 & 2 Mathematical Methods**

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

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

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

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

**Outcomes**
On completion of these units the student should be able to:
1. define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures
2. apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics
3. use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**Assessment Tasks**
- Tests
- Assignments
- Summary or review notes
- Problem-solving tasks
- Modeling tasks
- Mathematical investigation
- Examinations

**Units 1 & 2 Specialist Mathematics**

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

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

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

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

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

**Outcomes**
1. On completion of this unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study and apply a range of related mathematical routines and procedures
2. On completion of each unit, the student should be able to apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in at least three areas of study.
3. On completion of this unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

**Assessment Tasks**
- Tests
- Assignments
- Summary or review notes
- Problem-solving tasks
- Modeling tasks
- Mathematical investigation
- Examinations
### Units 1 & 2 General Mathematics  
**Description**
These units contain the assumed knowledge and related material for Further Mathematics Units 3 & 4.

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

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

**Outcomes**
On completion of these units the student should be able to:
1. define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures
2. apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts
3. select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

### Units 1 & 2 Foundation Mathematics  
**Description**
Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Units 3&4 studies in VCE Mathematics in the following year.

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

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

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

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

**Outcomes**
On completion of these units the student should be able to:
1. use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve problems based on a range of everyday and real-life contexts
2. apply mathematical procedures to solve practical problems in both familiar and new contexts and communicate their results.
3. select and use technology to solve problems in practical contexts.

**Assessment Tasks**
- Investigations and projects
- Assignments
- Tests
Student Testimonial

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

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

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

Description

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

The areas of study are:

- data analysis
- recursion and financial modelling
- matrices
- geometry and measurement

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

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

Outcomes

1. Unit 3 – on completion of this unit, the student should be able to define and explain key concepts and apply related mathematical techniques and models as specified in data analysis in routine contexts
   - Unit 4 - Apply mathematical processes in contexts related to the ‘Applications’ area of study and analyse and discuss these applications of mathematics.

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

3. On completion of this unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Unit 3 Assessment Tasks

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

Unit 4 Assessment Tasks

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

Percentage contributions to the study score:

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

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

Student Testimonial

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

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

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

Description

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

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

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

Outcomes

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

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

Unit 3 Assessment Tasks

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

Unit 4 Assessment Tasks

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

Percentage contributions to the study score:

- Unit 3 School-assessed Coursework: 17%
- Unit 4 School-assessed Coursework: 17%
- Units 3 and 4 Examination 1: 22%
- Units 3 and 4 Examination 2: 44%
Units 3 & 4  Specialist Mathematics  MA093 and MA094

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

Student Testimonial

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

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

Description

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

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

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

Outcomes

On completion of each unit the student should be able to:
1. define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
2. apply mathematical processes with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics.
3. select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment Tasks

Unit 3 Assessment Tasks
- Application task – a mathematical investigation of a practical or theoretical context involving content from two or more areas of study, with three components of increasing complexity.

Unit 4 Assessment Tasks
- Two modelling or problem-solving tasks, one of which is to be related to the mechanics or probability and statistics area of study.

Percentage contributions to the study score:
Unit 3 School-assessed Coursework: 17%
Unit 4 School-assessed Coursework: 17%
Units 3 and 4 Examination 1: 22%
Units 3 and 4 Examination 2: 44%
# Media: Units 1 & 2

## Unit 1  Representation and technologies of representation  ME011

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

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

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

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

## Unit 2  Media production and the media industry  ME022

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

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

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

**Assessment Tasks**
- Media production and roles
- Media organisations
- Media industry issues
Student Testimonial

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

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

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

Unit 3 Narrative and media production design ME033

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

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

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

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

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

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

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

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

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

## Unit 1  Music Performance  MC011

### Description
This unit focuses on building performance and musicianship skills. Students will:

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

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

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

## Unit 2  Music Performance  MC012

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

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

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

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

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

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

### Unit 3
**Music Performance**

**Description**

This unit prepares students to present convincing performances of group and solo works.

In this unit students will:

- select a program of group and solo works representing a range of styles and diversity of character for performance
- develop instrumental techniques that enable them to interpret the works and expressively shape their performances
- develop an understanding of performance conventions they can use to enhance their performances
- develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis

The focus for analysis in Area of Study 3 is works and performances by Australian musicians. In this unit students will:

**Outcomes**

1. Present an informed, accurate and expressive performance of a program of group and solo works.
2. Demonstrate performance techniques, technical work and exercises, and describe their relevance to the performance of selected group and/or solo works, and present an unprepared performance.
3. Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

**Assessment Tasks**

- A demonstration of performance techniques, technical work and exercises
- A description of how selected performance techniques, technical work and exercises support the student’s development as an instrumentalist and their preparation of works for Outcome 1
- A performance of unprepared material – sight reading or improvisation
- A test that includes aural, written and practical components

### Unit 4
**Music Performance**

**Description**

- refine their ability to present convincing performances of group and solo works
- select group and solo works that complement works selected in Unit 3
- further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work
- continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance
- study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters

**Outcomes**

1. Prepare and present accurate and expressive performances of informed interpretations of a program/s of group and solo works.
2. Demonstrate performance techniques, and technical work and exercises, and discuss their relevance to the performance of selected group and/or solo works, and present an unprepared performance.
3. Identify, re-create, notate and transcribe short excerpts of music, and analyse the interpretation of expressive elements of music in pre-recorded works.

**Assessment Tasks**

- A demonstration of performance techniques, technical work and exercises
- A description of how selected performance techniques, technical work and exercises support the student’s development as an instrumentalist and their preparation of works for Outcome 1
- A performance of unprepared material – sight reading or improvisation

### Percentage contributions to the study score:

**Units 3 and 4 School-assessed Coursework:** 30%

**End of year performance examination**

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

**End of year aural and written examination**

Students will answer a series of questions set by an examination panel based on Unit 3 Outcome 3 and Unit 4 Outcome 3. Students will respond to aural and written stimulus material: 20%.
Unit 1  The Human Body in Motion

**Description**
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

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.

**Outcomes**
1. Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.
2. Collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

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

Unit 2  Physical Activity, Sport and Society

**Description**
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.

**Outcomes**
1. Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.
2. Apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

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

Student Testimonial

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

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

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

Unit 3 Physical Activity Participation and Physiological Performance PE033

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

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

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

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

Unit 4 Enhancing Performance PE034

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

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

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

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

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

Assessment Tasks
- A written report that includes a plan and evaluation of a six-week training program with reference to an activity analysis, fitness testing and a training diary, designed to enhance specific fitness components.
- A response which links chronic adaptations of the cardiovascular, respiratory and muscular systems to training methods and improved performance: a practical laboratory report, a case study analysis, a data analysis, a critically reflective folio of participation in practical activities, a visual presentation, a test.
- A response which identifies and evaluates various strategies and practices that are used to enhance performance: a practical laboratory report, a case study analysis, a data analysis, a media analysis, a test.
Physics: Units 1 & 2

Unit 1  What ideas explain the physical world?  PH011

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

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

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

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

Description
Students will learn about concepts and mathematical models used to describe motion. The way forces affect motion and the role of energy and momentum will be considered.

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

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

Description
Students and their teacher will then choose a detailed study from a list of twelve to investigate something about the physical world.

Topics include:
- What are stars?
- Is there life beyond Earth’s Solar System?
- How do forces act on the human body?
- How can AC electricity charge a DC device?
- How do heavy things fly?
- How do fusion and fission compare as viable nuclear energy power sources?
- How is radiation used to maintain human health?
- How do particle accelerators work?
- How can human vision be enhanced?
- How do instruments make music?
- How can performance in ball sports be improved?
- How does the human body use electricity?

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

Finally students will design and conduct a practical investigation into an aspect of physics that has been covered in Unit 2 and present a poster of their findings.
## Physics: Units 3 & 4

### Unit 3  
**How do fields explain motion and electricity?**  
**PH033**

**Description**  
This unit looks at the idea of fields including magnetic, gravitational and electric fields. The concept of fields is applied to particle accelerators, gravity and satellites, magnets and electric motors. These ideas are then further studied to explain how electricity is produced and delivered to homes.

The Laws of Motion are used to investigate relative motion and both circular and projectile motions. The motion of very fast objects is explored in Einstein’s Theory of Special Relativity along with concepts of mass and energy.

**Outcomes**  
1. Analyse gravitational, electric and magnetic fields and use these to explain motors, particle accelerators and satellites.
2. Analyse and evaluate an electricity generation and distribution system.

**Assessment Tasks**  
- Practical activities
- Research investigations
- Tests
- Explanation of the operation of a device
- Examination
- Other

### Unit 4  
**How can two contradictory models explain light and matter?**  
**PH034**

**Description**  
This unit will use experiments to understand how waves behave and then explain the behaviour of light such as reflection, colour and polarisation with this wave model. Students will then consider experimental evidence for the way both light and matter behaves – are they waves, particles or both?

A practical investigation related to waves, fields or motion is then undertaken with the student designing, planning, performing and reporting on their investigation.

**Outcomes**  
1. Apply wave concepts to analyse, interpret and explain the behaviour of light.
2. Provide evidence for the nature of light and matter and analyse this evidence.
3. Design and undertake a practical investigation related to fields, waves or motion and present findings in a poster.

**Assessment Tasks**  
- Annotations of experimental work
- Response to structured questions
- Tests
- Data analysis
- Explanation of the operation of a device
- Structured scientific poster
- Media analysis
- Other

### Percentage contributions to the study score:  
School-assessed Coursework: 40%  
End of Year Examination: 60%
### Psychology: Units 1 & 2

#### Unit 1  How are behaviour and mental processes shaped?  PY011

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

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

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

**Outcomes**
On completion of this unit, the student should be able to:
1. Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
2. Identify the varying influences of nature and nurture on a person’s psychological development, and explain different factors that may lead to typical or atypical psychological development.
3. Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

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

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

**Description**
A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others.

Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

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

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

Student Testimonial

“Psychology Units 3&4 is a captivating subject. It’s a subject that is fascinating as you can relate what you learn to your everyday life.

“The areas you study in Psychology are sleep, memory, learning, mental health and research methods. Psychology leads to opportunities in a range of careers involving children, adults, families and communities in a variety of settings that you may wish to be a part of in the future.

“I thought it would be a great subject to learn throughout my VCE studies as it opens many doors for the future. What you learn in psychology aids your learning for every subject you wish to complete in VCE and any learning you wish to complete in the future. I have thoroughly enjoyed every aspect of psychology, and would recommend it to anyone who was looking for something a little bit different.”

Unit 3 How does experience affect behaviour and mental processes? PY033

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

Area of Study 1: How does the nervous system enable psychological functioning?

Area of Study 2: How do people learn and remember?

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

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

Assessment Tasks
Two from the following:
- Annotations of at least two practical activities from a practical logbook
- Evaluation of research
- Report of a student investigation
- Analysis of data including generalisations and conclusions
- A flow chart
- Media analysis/response
- Response to a set of structured questions
- Reflective blog/learning journal
- Test
- Visual presentation

Unit 4 How is wellbeing developed and maintained? PY034

Description
Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning.

Students explore the concept of a mental health continuum and apply a 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.

Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual’s mental functioning and wellbeing.

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

1. Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person’s functioning.
2. Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.
3. Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.
Area of Study 1: How do levels of consciousness affect mental processes and behaviour?

Area of Study 2: What influences mental wellbeing?

Area of Study 3: Practical investigation

Percentage contributions to the study score:
Unit 3 School-assessed Coursework: 20%
Unit 4 School-assessed Coursework: 20%
End of Year Examination: 60%

Assessment Tasks

Outcome 1: Analysis and evaluation of stimulus material using at least one from:
- Annotations of at least two practical activities from a practical work folio
- Comparison of different states of consciousness
- Report of a student investigation
- Analysis of data including generalisations and conclusions
- Media analysis/response
- Response to a set of structured questions
- Reflective learning journal/blog
- Test

Outcome 2: Application of a bio psychological approach using at least one task (different to those selection in Outcome 1) from:
- Annotations of at least two practical activities from a practical work folio
- Analysis of the development of specific phobia or the maintenance of mental health
- Report of a student investigation
- Analysis of data including generalisations and conclusions
- Media analysis/response
- Response to a set of structured questions
- Reflective learning journal/blog
- Test

Outcome 3: A structured scientific poster according to the VAA template.
### Religion and Society: Units 1 & 2

#### Unit 1: Religion in society

**Year 11 (two semesters) – or choose Texts and Traditions Units 3 & 4**

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

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

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

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

#### Unit 2: Ethics and morality

**Year 12 (two semesters) – or choose Texts and Traditions Units 3 & 4**

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

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

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

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

**Assessment Tasks**
- Test
- Religious perspectives task
- Research presentation
## Studio Arts: Units 1 & 2

### Unit 1  Artistic inspiration and techniques  SA011

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

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

Students are encouraged to use ICT skills to enhance their studies.

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

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

### Unit 2  Design exploration and concepts  SA022

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

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

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

**Assessment Tasks**
- Folio of visual solutions/workbook
- Theoretical investigations
- Examination

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![Image of a drawing](image_url)
**Student Testimonial**

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

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

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

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**Unit 3 Studio production and professional art practices SA033**

**Description**

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

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

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

The study of artists and their work practices and processes may provide inspiration for students’ own approaches to artmaking. Students investigate and analyse the response of artists to a wide range of stimuli, and examine their use of materials and techniques. They explore professional art practices of artists in relation to particular artworks and art form/s and identify the development of styles in artworks.

Throughout their study of art processes, students also consider the issues that may arise from the use of other artists’ work in the making of new artworks. Students are expected to visit at least two different exhibition spaces in their current year of study.

**Outcomes**

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

**Assessment Tasks**

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

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

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

Outcomes
1. Present a cohesive folio of finished artworks, based on selected potential directions developed through the design process, that demonstrates skilful application of materials and techniques and that realises and communicates the student’s ideas.
2. Provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrate a cohesive relationship between the works.
3. Examine and explain the preparation and presentation of artworks in at least two different exhibition spaces, and discuss the various roles, processes and methods involved in the exhibition of artworks.

Assessment Tasks
Outcomes 1 & 2:
- A statement of reflection and evaluation and a cohesive folio of finished artworks
Outcome 3:
- Written SAC – Art Industry Contexts

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

**Student Testimonial**

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

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

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

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

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

### Unit 3: Texts and the early tradition

**Description**

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

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

**Outcomes**

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

**Assessment Tasks**

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

### Unit 4: Texts and their teachings

**Description**

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

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

**Outcomes**

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

**Assessment Tasks**

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

**Percentage contributions to the study score:**

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

### Student Testimonial

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

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

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

### Unit 3 Playscript interpretation TS033

**Description**

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

- planning
- development
- presentation

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

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

**Outcomes**

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

**Assessment Tasks**

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

### Unit 4 Performance interpretation TS034

**Description**

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

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

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

**Outcomes**

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

**Assessment Tasks**

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

**Percentage contributions to the study score:**

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

Unit 1
Introduction to visual communication design

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

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

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

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

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

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

Assessment Tasks
- Folios of design work
- Written task
- Examination of Unit 1

Unit 2
Applications of visual communication design

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

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

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

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

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

**Student Testimonial**

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

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

### Unit 3  
**Design thinking and practice**  
**VC033**

**Description**

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

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

**Outcomes**

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

**Assessment Tasks**

Outcome 1:
- Folio
- Report

Outcome 2:
- Written task

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**INFERNO**

_Based on the best-selling novel by authors of The Da Vinci Code_

**TOM HANKS** COMING OCTOBER 2016
# Unit 4

## Design development and presentation

**VC034**

**Description**

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

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

**Outcomes**

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

**Assessment Tasks**

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

**Percentage contributions to the study score:**

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

Duration

Over two years at OLMC.

Description

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

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

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

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

VCE Credit

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

Career Opportunities

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

Units of Competence may include the following:

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

Certificate III in Sport and Recreation

Duration

This is a two year course. In 2017, Units 3 & 4 will be offered at OLMC and Units 1 & 2 will be offered the following year. A student wishing to go straight to the second year (Units 3 & 4) program in 2017 would apply to do so.

Description

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

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

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

VCE Credit

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

Career Opportunities

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

Units of competence may include the following:

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