2015

CURRICULUM HANDBOOK
YEARS 10, 11 & 12
CONTENTS

PRINCIPAL’S MESSAGE .................................................................................................................. 4

CO-CURRICULA ACTIVITIES ........................................................................................................ 5

ASSOCIATED CATHOLIC COLLEGES (ACC) .............................................................................. 5

SPORTING ASSOCIATION OF CATHOLIC O-EDUCATIONAL SECONDARY SCHOOLS (SACCS) ................................................................. 5

DEBATING .......................................................................................................................................... 5

MUSIC AND DRAMA AT EMMANUEL COLLEGE ................................................................. 6

CHESS CLUB .................................................................................................................................. 7

OVERVIEW OF YEAR 10 AND VCE CURRICULUM 2015 ....................................................... 8

LINKS BETWEEN YEAR 10 AND VCE AT EMMANUEL COLLEGE ....................................... 9

YEAR 10 CURRICULUM INFORMATION 2015 ........................................................................... 10

AUSVELS AND VICTORIAN ESSENTIAL LEARNING STANDARDS (VELS) ............................ 11

STUDYING VCE UNITS 1 AND 2/VET AT YEAR 10 ............................................................... 13

YEAR 10 VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS (VET) ....................... 13

PRE-DRIVER EDUCATION COURSE .......................................................................................... 16

YEAR 10 SUBJECT SELECTION .................................................................................................. 16

YEAR 10 RELIGIOUS EDUCATION ............................................................................................ 17

YEAR 10 ENGLISH .......................................................................................................................... 20

VCE LITERATURE .......................................................................................................................... 21

YEAR 10 MATHEMATICS ................................................................................................................ 22

YEAR 10 SCIENCE .......................................................................................................................... 24

YEAR 10 HUMANITIES .................................................................................................................. 25

INTRODUCTION TO COMMERCE ......................................................................................... 25

BUSINESS MANAGEMENT VCE UNITS 1 & 2 ................................................................. 26

YEAR 10 THE ARTS ....................................................................................................................... 27

ART ............................................................................................................................................... 28

DRAMA .......................................................................................................................................... 29

MUSIC ........................................................................................................................................... 30

VISUAL COMMUNICATION DESIGN ....................................................................................... 31

YEAR 10 LANGUAGES OTHER THAN ENGLISH (LOTE) ...................................................... 33

LOTE ITALIAN ............................................................................................................................... 33

LOTE JAPANESE .......................................................................................................................... 33

YEAR 10 DIGITAL TECHNOLOGIES ......................................................................................... 34

YEAR 10 PRODUCT DESIGN AND TECHNOLOGY .................................................................. 36

FOOD TECHNOLOGY (NDC Only) ............................................................................................ 36

YEAR 10 HEALTH AND PHYSICAL EDUCATION ................................................................... 37

CERTIFICATE III IN MEDIA (INTERACTIVE DIGITAL MEDIA) .............................................. 38

CISCO ........................................................................................................................................... 40

VCE CURRICULUM INFORMATION 2015 .................................................................................. 42

INTRODUCTION ........................................................................................................................... 43

VCE UNIT 3 & 4 SEQUENCES AT YEAR 11 ............................................................................. 43
PRINCIPAL’S MESSAGE

Dear Parents and Students,

Our world is, and will continue to be, a rapidly changing one. Successful young people will be confident in themselves, creative, independent learners, self-directed, ethical, spiritually centred and emotionally intelligent. They will be effective communicators who are literate and numerate, able to collaborate and to operate confidently in the information technology landscape of the interconnected and globalised twenty-first century. For our world to survive and thrive they will be responsible citizens and global contributors ready to act for a just and caring society.

This is what the education of the young women and men of Emmanuel College is about, supported by a priority on a safe and secure environment and high expectations and a Catholic ethos which allows for student growth in faith, strong values and a sense of service to others.

The college co-curricula program - including interschool sporting competition, DAV debating, drama ensemble, string ensemble, College band, College choir, subject clubs and the social justice group - makes an important contribution to student growth and development.

Students are encouraged to both develop their abilities in the areas of school life and studies in which they excel, as well as aiming for improvement in challenge areas. The development of the ability to understand oneself, relate well to others and be a successful member of a team and the skills of organization, perseverance and self-belief are important aspects of students being their best in all their College endeavours.

I look forward to working with parents and teachers over 2015 in supporting the growth and learning of the young people whom we serve.

Christopher Stock
Principal
CO-CURRICULA ACTIVITIES

ASSOCIATED CATHOLIC COLLEGES (ACC)
The Associated Catholic Colleges Sporting Competition comprises of 11 Catholic Boys’ Colleges throughout Melbourne and Geelong. The association, formed in 1948, seeks to provide all students with the opportunity to represent their schools in selected sporting competitions.

Emmanuel College joined the ACC in 1978 and over that time has achieved many successes. In our membership of the Association, Emmanuel College hopes to foster and encourage participation and enjoyment of sporting competition.

Currently, there are 17 sports in which competition takes place either on a week to week basis or Carnival Day. Term 1 & 4: Cricket, Tennis, Volleyball. Term 2: Soccer, Football. Term 3: Table Tennis, Hockey, Basketball. Carnivals: Swimming, Athletics (Term 1) Cross Country (Term 3). The College is also involved in Rugby League, Badminton, Golf & Chess. ACC also organise Debating, Arts & Technology Expo’s and Concert Performances. The motto of the Association “Excellence Honor and Fairness in Student Sport” clearly outlines the aims of the competition that member schools seek to uphold.

SPORTING ASSOCIATION OF CATHOLIC O-EDUCATIONAL SECONDARY SCHOOLS (SACCS)

Emmanuel College joined this association in 2008 and students from Notre Dame Campus compete in a range of sporting activities with other Catholic Co-educational Colleges in the West and North Western Suburbs.

Notre Dame Campus is involved in the SACCSS Major Sporting Carnivals including: Swimming, Athletics, Cross Country, Golf, Tennis, Futsal and Hockey. Premier League is the SACCSS weekly sports program. Each term a different year level 7-10 compete in 8 sports: Girls Netball, Boys and Girls Basketball, Soccer, Volleyball, Cricket (Term 1 & 4) and AFL (Term 2 &3)

Emmanuel College takes part in the Senior Sports Program; Year 11 & 12 students will be competing on Carnival days and weekly Netball, AFL and Soccer matches.

DEBATING

The history of debating at Emmanuel College has spanned thirty years and has been a highly successful one. Our English curriculum from Years 7-12 features debating, beginning with basic public speaking skills in the first two years of schooling leading on to the specialised areas of debating such as content, methodology, manner, research, adjudication and official team split.

Each year we enter the Debating Association of Victoria (D.A.V.) Schools Competition. We compete in the Williamstown Division, which is one of the most difficult divisions in Victoria thereby challenging the students to perform at State level standard. Students are able to compete for a place in a debating team from Year 8 onwards. Students are also encouraged to be part of the team as support research members giving students the opportunity to be involved and develop skills.
Many of our students, through the confidence gained in debating, compete in other public speaking competitions such as The Plain English Speaking Competition, Lions Youth of the Year and other local and state competitions.

Public speaking is encouraged, nurtured and developed at Emmanuel College. It promotes intellectual thought and argument, gives confidence and skill in a most difficult area and is an essential part of education in the new century.

MUSIC AND DRAMA AT EMMANUEL COLLEGE

In keeping with the College Philosophy of developing the whole person, Emmanuel College offers an extensive, dynamic and relevant program of classroom and elective music and drama.

DRAMA

Drama at Emmanuel College is available to VCE level. The central purpose of drama in the classroom is to offer students the opportunity to work creatively and cooperatively, thereby learning to understand the world from different perspectives.

By developing the skills of listening, reacting, improvising and creating, students learn about themselves and others. They learn to be perceptive, observant, considerate and are encouraged to be imaginative and adventurous in their practical and creative work.

Performance is a focal point of drama at Emmanuel College and every opportunity is sought for students to share, present and display their work. Technology and media are integral to the drama program through the use of video, film and audio recording.

Students are also encouraged to apply their drama skills through involvement in the annual school performance(s). Students are encouraged to multi-skill in this area by learning techniques of theatre sound technology, stage lighting and stage management.

MUSIC

Many studies have shown that students, who participate in music education throughout their schooling, function at a higher level across the curriculum.

At Emmanuel College music is available to VCE level. Students who also wish to formalise and extend their instrumental studies through A.M.E.B. examinations are encouraged to do so. Whilst this isn’t a requirement, it is highly advised and private tuition for many instruments is available through the College.

Opportunities exist for students to take part in various music ensembles, bands and singing groups. The instrumental program is designed to supplement and enhance the music curriculum by developing individual performance skills.

Instrumental tuition is available on a user-pays basis from highly qualified teachers who visit the college weekly. Instruments that are available for students to learn are voice, saxophone, trumpet, trombone, guitar, bass guitar, piano/keyboard, drums/percussion, violin, viola and cello.
CHESS CLUB

If you have never played chess before...don't worry, there are plenty of people happy to teach you the rules of the game. If you are an experienced player you might like to join the College chess team in inter-school competitions. Emmanuel College competes in the ACC Senior and Junior Chess Tournaments.

As well as these formal competitions, there will be a number of social chess evenings with other schools and all students, from beginner to expert, are welcome to come along.

The chess club is a great way to get to know students from other year levels at Emmanuel College, to meet students from other schools and to represent your College in competition.
OVERVIEW OF YEAR 10 AND VCE CURRICULUM 2015

YEAR 10

- Religious Education CEPD
  - Unit 1 of Religion and Society and a semester of school-based program
- English
- Mathematics – General Mathematics Pathway or Mathematical Methods pathway
- Science
- Humanities
  - Careers
  - Geography
  - History
  - Economics

Electives (students select three)
- Art
- Business Management Unit 1 & 2
- Introduction to Commerce
- CISCO (SPC)
- Drama
- Health & Physical Education
- Digital Technologies (also known as Information Communications Technology)
- Music
- Language other than English
  - Italian
  - Japanese
- Literature Units 1 & 2
- Food Technology (NDC)
- Systems Engineering and Product Design (SPC)
- Product Design & Technology – Wood (NDC)
- Visual Communication Design
- VET – Certificate III in Media (Interactive Digital Media (SPC)

YEAR 11

- Religious Education
  - R&S Units 2 AND Text and Traditions Unit 2 OR
  - Religion and Society Units 3 & 4
- English
  - English Units 1 & 2
  - Literature Units 3 & 4

Electives (students select five)
- Accounting
- Biology
- Business Management (Units 3 & 4)
- Chemistry
- CISCO (cont’d from Year 10) (SPC)
- Drama
- Economics
- Food & Technology (NDC)
- General Mathematics
- General Mathematics Advanced
- Health and Human Development (NDC)
- Physical Education
- History - Twentieth Century
- Information Technology (IT in action, IT pathways)
- Languages other than English
  - Italian
  - Japanese
- Legal Studies
- Mathematical Methods (CAS)
- Physics
- Product Design & Technology
- Psychology
- Religion and Society
- Specialist Mathematics
- Studio Art
- Systems Engineering (SPC)
- VET Certificate III in Media (Interactive Digital Media) (cont’d from Year 10 at SPC) Yr 11 NDC
- VET – Certificate III in Music
- VET Certificate III in Media (Interactive Digital Media) (cont’d from Year 10 at SPC) Yr 11 NDC
- VET – Certificate III in Sport & Recreation
- Visual Communication Design
- Victorian Certificate of Applied Learning (VCAL) Intermediate (NDC Only)

YEAR 12

- English/EAL
- Literature
- Life and Faith

Electives (students select four)
- Accounting
- Biology
- Business Management
- Chemistry
- Drama
- Economics
- Food & Technology (NDC)
- Further Mathematics
- Health & Human Development (NDC)
- History – Revolutions
- IT Applications
- IT Software Development
- Italian
- Japanese
- Legal Studies
- Literature
- Mathematical Methods (CAS)
- Physical Education
- Physics
- Product Design & Technology
- Psychology
- Religion and Society
- Specialist Mathematics
- Studio Art
- Systems Engineering (SPC)
- VET Certificate III in Media (Interactive Digital Media) (NDC)
- VET Certificate III in Music (Cont’d from Year 11)
- VET Certificate III in Sport & Recreation (cont’d from Year 11)
- Visual Communication Design
- Victorian Certificate of Applied Learning (VCAL) Senior – NDC Only
## LINKS BETWEEN YEAR 10 AND VCE AT EMMANUEL COLLEGE

This chart shows which VCE studies are related to the various Year 10 Subjects at Emmanuel.

<table>
<thead>
<tr>
<th>DOMAINS</th>
<th>YEAR 10 SUBJECTS ON OFFER</th>
<th>VCE STUDIES ON OFFER</th>
<th>DOMAINS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Religious Education</td>
<td>Text and Traditions</td>
<td>Religious Education</td>
</tr>
<tr>
<td>The Arts</td>
<td>Art; Visual Communication; Drama; Music</td>
<td>Studio Art; Music – (also see VET) ; Drama Visual Communication Design</td>
<td>The Arts</td>
</tr>
<tr>
<td>English</td>
<td>English; E.A.L.; Literature Units 1 &amp; 2</td>
<td>English; E.A.L. Literature</td>
<td>English</td>
</tr>
<tr>
<td>Languages other than English</td>
<td>Japanese; Italian</td>
<td>Japanese; Italian</td>
<td>Languages other than English</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Physical Education; A.C.C. Sport; SACCSS</td>
<td>Physical Education; Health and Human Development (NDC); A.C.C. Sport/SACCSS</td>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>Humanities</td>
<td>Careers; Geography; History, Economics, Introduction to Commerce; Business Management Units 1 &amp; 2</td>
<td>Legal Studies; Economics; Accounting; 20th Century History; History – Revolutions; Business Management</td>
<td>Humanities</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics – General Math Methods</td>
<td>General Mathematics; General Mathematics Advanced; Further Mathematics; Mathematical Methods; Specialist Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Biology; Chemistry; Physics; Psychology</td>
<td>Science</td>
</tr>
<tr>
<td>Technology Studies</td>
<td>Systems Engineering &amp; Product Design- Wood (SPC) Food Technology (NDC) Product Design &amp; Technology – Wood (NDC)</td>
<td>Systems Engineering (SPC); Product Design &amp; Technology (Wood) Food &amp; Technology (NDC)</td>
<td>Technology Studies</td>
</tr>
<tr>
<td>Information Technology (Also known as Digital Technologies)</td>
<td>Information Technology (also known as Digital Technologies)</td>
<td>Unit 1: IT in action. Unit 2: IT pathways Units 3 and 4: IT applications Units 3 and 4: Software development</td>
<td>Information Technology (also known as Digital Technologies)</td>
</tr>
<tr>
<td>VET</td>
<td>Certificate III in Media (Interactive Digital Media)</td>
<td>Sport and Recreation; Certificate III in Media (Interactive Digital Media) (cont’d from Year 10); Music Industry</td>
<td>VET</td>
</tr>
<tr>
<td></td>
<td>CISCO Program (SPC)</td>
<td>CISCO Program – cont. from Yr 10 (SPC)</td>
<td></td>
</tr>
</tbody>
</table>
AusVELS and VICTORIAN ESSENTIAL LEARNING STANDARDS (VELS)

What are the Victorian Essential Learning Standards?

In 2013 the Victorian Government introduced the AusVELs curriculum which is based on the National Curriculum introduced by the Federal Government. In 2013 the Areas of English, History, Science and Mathematics were introduced. Additional domain areas will be gradually rolled out over the next few years. As more details become available parents and students will be notified.

The Victorian Essential Learning Standards describe what is essential for all students to achieve from Foundation to Year 10. The Learning Standards provide a framework for planning the whole school curriculum by setting out standards for students to achieve in core areas.

The Victorian Essential Learning Standards identify three core and interrelated strands for Foundation to Year 10 curriculum. Each strand has a number of domains which describe the essential knowledge, skills and behaviours students need to prepare for further education, work and life. The domains include the standards, organised by dimension, by which student achievement and progress is measured (see below).

### Standards by Domain

<table>
<thead>
<tr>
<th>Strand</th>
<th>Domain</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline-based Learning</td>
<td>Religious Education</td>
<td>Religious Education</td>
</tr>
<tr>
<td>Discipline-based Learning</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Discipline-based Learning</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Discipline-based Learning</td>
<td>The Arts</td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visual Communication Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music</td>
</tr>
<tr>
<td>Discipline-based Learning</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Discipline-based Learning</td>
<td>The Humanities</td>
<td>Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Careers</td>
</tr>
</tbody>
</table>
### About the Standards

Standards define what students should know and be able to do at different stages of learning. They provide valuable information about student progress which can form the basis of further teaching and intervention.

By clearly specifying the standards appropriate at each of the levels, the Standards provide a clear picture of the sequence of development a student should progress through at school in terms of the essential physical, personal and social, discipline-based and interdisciplinary knowledge and skills. The Standards enable teachers, parents and students not only to determine the knowledge and skills a student currently demonstrates, but also what that student needs to know and be able to do to progress to the next level through to the end of Year 10.

Each standard describes what students are expected to know and be able to do at that level and how well they should know and be able to do it. Standards in the English and Mathematics domains are aligned to agreed national curriculum.

<table>
<thead>
<tr>
<th>Discipline-based Learning</th>
<th>LOTE Languages Other Than English</th>
<th>Japanese</th>
<th>Italian</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical, Personal and Social Learning</strong></td>
<td><strong>Health and Physical Education</strong></td>
<td><strong>Physical Education</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Interpersonal Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Personal Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Civics and Citizenship</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interdisciplinary Learning</strong></td>
<td><strong>Communication</strong></td>
<td>Delivered across all subjects</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Design, Creativity and Technology</strong></td>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Information and Communications Technology (ICT)</strong></td>
<td>Delivered across all subjects</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Thinking Processes</strong></td>
<td>Delivered across all subjects</td>
<td></td>
</tr>
</tbody>
</table>
STUDYING VCE UNITS 1 AND 2/VET AT YEAR 10

Emmanuel College offers the opportunity for Year 10 students to undertake a VCE Unit 1 and 2 studies and some VET studies. These studies have been included in the Year 10 program in order to extend and challenge students academically and/or provide appropriate pathways.

Units 1 and 2
The program is not designed to enable students to complete their VCE earlier than the current practice (at the conclusion of Year 12). Even though students undertake Unit 1 and 2 studies at Year 10, it is expected that students will complete full VCE packages at Year 11 and 12. The Unit 1 and 2 studies have been selected at Year 10 on the basis that they are appropriately structured as a one year study. It cannot be assumed that these studies will be offered by the College at Units 3 and 4 the following year.

Approval to undertake both Units 1 & 2 and Units 3 & 4 in the following year will be based on academic achievement, effort and maturity, ensuring the student is a suitable candidate to take on this accelerated course of learning. Students may only undertake one Unit 1/2 sequence (or VET equivalent) in Year 10.

Students wanting to undertake Business Management Units 1 & 2 or Literature Units 1 & 2 must obtain an ‘Expression of Interest Form’ from the Leader of Campus Organisation, Mr Lunardelli (SPC) and Mr Crimi (NDC) in order to be considered.

Students must attain 70% or better in all assessment tasks and exam in Semester 1 of Year 9.

Completion of a VCE Unit 1 & 2 sequence in Year 10 is not an automatic right to undertake Year 12 VCE Unit 3 & 4 in Year 11, only those students who display the capability and meet the criteria will be considered.

The College deems this to be in the best interest of the student and the class as a whole.

YEAR 10 VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS (VET)

VET stands for Vocational Education and Training and encompasses a range of programs which incorporate secondary schooling and training for work. The College recognises that the VCE alone does not meet the needs of all students and therefore we are offering alternative pathways. Vocational programs give students practical work skills which are accepted and accredited by industry.

VET Studies
The College offers a range of VET subjects to students. Some are delivered as part of the College program and are listed as subjects that may be studied in this handbook. Those available to Year 10 students are:
- **Interactive Digital Media (SPC)** - This is a two year program. It is expected that a student enrolling in this program will be making a two year commitment to complete the Certificate.

- **CISCO (SPC)**

Additional courses are made available through the Hobson’s Bay Vet Cluster or other providers. In order to undertake an external VET subject, students must submit a separate application.

**Students selecting an external VET subject should be considering undertaking a VCAL pathway in Year 11 or including a scored VCE/VET subject in their program.**

All students who wish to undertake external VET subjects must obtain a VET Handbook and submit a separate application form. These are available from the VCAL/VET Coordinator (Mr Evans).

Applications for VET subjects delivered by the Hobsons Bay VET Cluster or other providers will be confirmed by them and not all subjects offered may run if demand is low or the provider is unable to make this option available. The decisions regarding these options are not made by Emmanuel College.

All VET subjects incur a substantial additional cost and ranged from $460 to $1200 in 2014. Costs of courses are reviewed annually and families will be informed regarding 2015 prices when they are available. Students who withdraw from a course after the second week of Term 1 will be required to pay the full amount of the course fee for which they are enrolled.

VET courses are usually a two year commitment.

**SUBJECT SELECTION FORM SUBMISSION**

Subject Selection Forms must be signed by the student, parent/guardian prior to submission. The completed form is then submitted by the student to the Homeroom Teacher, by the date stipulated on the Subject Selection Form.
Web Preferences Access Guide

Student:

<table>
<thead>
<tr>
<th>House:</th>
<th>Student Code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level:</td>
<td>Home Group:</td>
</tr>
<tr>
<td>Roll Class:</td>
<td></td>
</tr>
</tbody>
</table>

The following steps outline how to enter your subject preferences online.

| 1 Internet Access | You will need a computer with an internet connection and a printer. We recommend using Firefox, you may also use Google Chrome or IE 6.0 and above. |
| 3 Home Page | To view your subject information click "View Subject Details" at the top left of the screen. To select/change your preferences, click "Add New Preferences" at the top left of the screen. |
| 4 Preference Selection | Select your subjects from the drop down lists, you have 30 minutes to do so. Once complete, click "Submit Selected Preferences". Note: You are not finished yet. |
| 5 Preference Validation | If you are happy with your preferences click "Submit Valid Preferences" which will open your "Preference Receipt". Or if you would like to make changes to your preferences click "Cancel" and this will take you back to the Preference Selection page. |
| 6 Preference Receipt | You can print your "Preference Receipt" by clicking "Open Print View" and clicking "Print Receipt". To continue click "Return to Home Page". If you want to change your preferences, repeat the process by clicking "Add New Preferences", otherwise exit by clicking "Logout". End of steps. |
PRE-DRIVER EDUCATION COURSE

Young Drivers are still the largest group of drivers to be killed or injured on Victorian Roads. Pre driver education is one of the most effective methods of developing the road safety of potential young drivers.

Students in Year 10 will be attending a two day program. Students will complete a half day theory session covering road laws, rights and responsibilities of a driver and driving technique. This is followed by practical driving.

YEAR 10 SUBJECT SELECTION

All Year 10 students study core units, which are compulsory for the whole year level, along with electives that are chosen by the student and may be different for all students.

The Core subjects are:
- Religious Education
- English
- Mathematics - Students choose one of the two pathways on offer in Year 10.
- Science
- Humanities

Students select three electives from:
As is the case with all subjects offered at Emmanuel those that are actually taught will depend on the number of students enrolled and resources available to the College.

- Art
- VCE Business Management Unit 1 & 2
- Introduction to Commerce
- CISCO (SPC Only)
- Drama
- Food Technology (NDC Only)
- Health & Physical Education
- Digital Technologies (also known as Information Technology)
- Music
- Language other than English
  - Italian
  - Japanese
- VCE Literature Units 1 & 2
- Systems Engineering & Product Design (SPC)
- Product Design & Technology: Wood (NDC)
- Visual Communication Design
- VET – Certificate III in Media (Interactive Digital Media) (SPC Only)
- VET – a range of subjects are offered for study at external providers through the Hobsons Bay VET Cluster and other providers.
Please note:  **External VET Subjects- A reminder**

In order to undertake an external VET subject, students must submit a separate application. Students making this selection should be considering undertaking a VCAL pathway in Year 11 or including a scored VCE/VET subject in their program. All students who wish to undertake external VET subjects must obtain a VET Handbook from the VCAL/VET Co-ordinator.

**Reserve Choices**

When selecting electives students will be asked to nominate two reserve electives. These should be subjects that each student is prepared to undertake as much as those subjects in the top three.

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**YEAR 10 RELIGIOUS EDUCATION**

**YEAR 10 – SEMESTER 1**

The Bible tells us that God formed mankind out of the soil of the ground and made us to resemble Himself. He gave us a beautiful place in which to live, work and enjoy our recreation. We were created male and female, He blessed us and commanded us to multiply so that we might live all over the earth and bring it under our control. When this time of creation had concluded God looked upon it and He was very pleased. Everything was perfect and in harmony.

The Year 10 program will focus on three major areas of study. The Synoptic Gospels, Right Relationships and Personal Moral Decision Making with a focus upon relationships which extend from these Biblical beginnings and involve Body, Mind and Soul;

- Our relationship with God as creator.
- Our relationships and interaction with others.
- Our relationship with ourselves and our body.
- Our sexual relationships.
- Our relationship with the environment.

It is anticipated that the students will be able to:

- understand the Christian vision of morality and justice which Jesus taught us to show in relationships
- understand that independence involves freedom and responsibility in regard to relationships, becoming aware that freedom of choice also involves responsibility for consequences
- study the place of freedom and responsibility in regard to relationships with others
  - Ethically
  - Morally
  - Sexually
  - Environmentally
- understand that justice is integral to the living and preaching of the Good News
demonstrated by locating Scripture passages that express God’s concern for just relationships in our society
• recount the principle themes in Catholic Social Teaching

In Semester Two the theme of relationships will continue as all students study ‘Religion and Society Unit 1’, which examines the relationship between people and religious traditions.

YEAR 10 – SEMESTER 2
VCE UNIT 1 – RELIGION AND SOCIETY

RATIONALE
The beliefs, values and ideas of religious traditions can play an important part in shaping and maintaining culture. Religious beliefs about the nature of existence and the purpose of human life provide a frame of reference for understanding the world and for guiding daily personal and communal action. VCE Religion and Society is designed for students to engage with the great questions of life. It aims to develop understanding and respect for the perceptions of the participants in religious traditions. It values and promotes open inquiry, without bias towards any one tradition, while drawing on the personal and collective experience of the students.

AREA OF STUDY 1 - The religious world
Students investigate the nature of religion. They will identify the features common to religion, especially the eight aspects of religion. They explore why these features are common to all religions studied and investigate a range of religions to show the importance of these features. Students also examine the contributions of religions to the development of human society.

OUTCOME:
On completion of the Unit students should be able to explain the role of religion in society.

AREA OF STUDY 2 – Religious traditions in Australia
This are of study includes a geographical and statistical overview of the variety of religious traditions found throughout the work today and in particular, in Australia. They explore how these religious traditions perceive themselves and express their collective religious identity in Australia, including how the history of each religious tradition has influenced its collective identity. Students also explore how these religious traditions interact with society.

OUTCOME:
On the completion of this unit the student should be able to explain the expression of collective identity of particular religious traditions in Australia and the interaction of these traditions with other religious traditions and wider society.
AREA OF STUDY 3 – Religious identity and life experience

Students examine the relationship between religious traditions and the life experience of its members. They investigate the dynamic relationship that can exist between members as individuals or specific communities and their religious tradition. They explore how membership of a religious tradition contributes to the life experience of members and how the search for meaning of members is shaped by the beliefs, practices and experiences of their religious traditions. Students investigate how members have a role in the growth and continuing transformation of the religious traditions.

OUTCOME:
On completion of this unit the student should be able to recognize and discuss the interplay between the identity of members, as individuals or as specific communities, and their religious traditions.

ASSESSMENT

Demonstration of achievement of the outcomes must be based on the student’s performance on the following selection of assessment tasks:

- report in multimedia format
- debates
- identification exercises
- analytical exercises
- oral presentations
- interviews
- annotated charts
- flow charts
- essay
- test
- written exercises
YEAR 10 ENGLISH

Learning Focus

Based on the Victorian interpretation of the Australian Curriculum (AusVELS), the Year 10 English Course focuses on writing effectively for a range of purposes and audiences in a variety of forms. The role of oral language activities is emphasised in developing effective writing and communication skills. Reading, listening to and viewing a wide range of texts with comprehension, enjoyment and discrimination is developed. Similarly, the use of language for informative and persuasive purposes is examined.

Students are expected to have met the following achievement standards by the end of Year 10:

**Reading and viewing**
By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them.

**Writing**
Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

**Speaking and listening**
Students listen for ways features within texts can be manipulated to achieve particular effects. They show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions building on others’ ideas, solving problems, justifying opinions and developing and expanding arguments.

Year 10 students explore these ideas through a range of texts including novels, media reports, plays and films. Students are assessed on their ability to work in collaborative online environments, leading to the production of a text response essay that analyses the key themes of the text. Persuasive language techniques are also studied, with students applying these to the creation and delivery of a speech offering an opinion on a current issue in the media. Students then use this understanding of persuasive language to analyse their use in a series of media articles, culminating in a language analysis essay.
VCE LITERATURE

UNIT ONE
Unit One is designed to introduce literature in different forms so that students become aware that different readings of a text are possible, and they begin to understand some of the ways in which different interpretations can be supported from the text and the context of reading.

Areas of Study:
• Readers and their responses
• Ideas and concerns in texts
• Interpreting non-print texts.

UNIT TWO
Unit Two is designed to extend students’ explorations of the ideas and concerns of a text and development of critical and creative responses to texts.

Areas of Study:
• The text, the reader and their contexts
• Comparing texts.

Key Skills developed in Literature include:
• An enjoyment of literature through reading widely, imaginatively, critically and independently
• An understanding of the variety of human experiences
• A critical awareness of cultures past and present, as they are presented in literature
• Detailed critical analysis of key literary features
• Extending understanding of the ways in which different texts are constructed
• Reflecting on their own interpretations and evaluating other’s interpretations
• The capacity to write confident analytical and creative responses to texts.

ENTRY:
Students who apply for this subject must have a 70% average and have displayed a level of maturity that would allow them to successfully undertake a course in VCE Units 1 & 2.
YEAR 10 MATHEMATICS

There are two courses available for students at this year level:

- Year 10 General Mathematics
- Year 10 Mathematical Methods

These alternative courses cater for students with a variety of career aspirations and capabilities. Both these programs reflect the requirements of the Australian Curriculum (AusVELS) for mathematics and provide students with essential skills and knowledge in the three content strands of Number & Algebra, Measurement & Geometry and Statistics & Probability.

General Mathematics - Course Summary

This course aims to assist students to develop an increasingly sophisticated understanding of mathematical concepts and processes along with an ability to recognise and solve problems. It is also intended to provide suitable prerequisite knowledge for the VCE General/Further Maths Pathway during Years 11 and 12. Students are expected to use a CAS calculator during some problems and calculations.

The topics presented during this course are:

- Measurement
- Statistics & Probability
- Financial Maths
- Linear Algebra & Relations
- Geometry
- Introductory Quadratic Algebra
- Parabolic Graphs
- Trigonometry

Mathematical Methods - Course Summary

This course aims to assist students to develop an increasingly sophisticated understanding of mathematical concepts and processes along with an ability to recognise and solve problems.

Students need to seriously consider their suitability for this program and seek advice from Careers Councillors and their Maths Teacher.

The course is intended to provide suitable prerequisite knowledge for the VCE Math Methods/Specialist Maths Pathway during Years 11 and 12 and reflects the more demanding mathematical concepts presented during this program. Students will also require a significant adjustment to the work-habits and study routines that are more usually associated with senior students.

Students who find this course unsuitable may not have the opportunity to change their Maths Program after the first semester. They will however be able to choose a different VCE Maths Course when commencing Year 11.
Students are expected to use a CAS calculator during some problems and calculations.

The topics presented during this course are:

- Linear Relations
- Measurement
- Geometry & Applications
- Probability
- Trigonometry
- Indices and Surds
- Logarithms
- Quadratic & Polynomial Algebra
- Parabolic Graphs & Applications

Assessment Summary

During each semester, students will be assessed with two common benchmark scores/tests and a semester examination. In addition, the semester report will also include a Maths Folio result. The folio is designed to provide students with the opportunity to demonstrate their capabilities in a variety of learning activities. The folio uses a range of assessment strategies that reflect the needs of students with different abilities and interests. These activities may include assignments, bookmarks, projects, posters, homework, classwork, computer presentations, calculator activities or additional topic tests.
YEAR 10 SCIENCE

LEARNING FOCUS

The Year 10 Science Course is a broad based Science Course, yet at the same time it gives specific information to enable students to continue on in Science in future years. The overall package of topics is stimulating and encouraging to Year 10 students of all abilities.

In Biology, students further their understanding of Life and Living Systems. In this unit, students will learn about the transmission of heritable characteristics from one generation to the next that involves DNA and genes.

In Chemistry, students continue to explore the Periodic Table as a way of organising elements according to their atomic structure. We discuss the characteristics of groups of similar substances as well as examining many different types of reactions.

In Physics, students study forces, motion and energy. They draw their knowledge of light and sound and develop an awareness of conservation of energy.

In Earth Science, students will describe and analyse interactions and cycles within and between the Earth’s spheres. Students will also consider the extension and use of minerals and fossil fuels and discuss the life cycles of stars.

The Year 10 Science Curriculum is designed to enable students to:
- describe simple patterns in the arrangement of elements in the Periodic Table and discuss chemical reactions;
- study the electromagnetic spectrum and light & sound;
- investigate energy transformations and conservation of energy;
- discuss life cycles of different types of stars;
- describe DNA and its role in genetic continuity;
- investigate the role of genetics in society
- explain evolution and natural selection;
- develop creativity and scientific inquiry;
- enable the student to select future courses.
YEAR 10 HUMANITIES

Humanities involves the study of human societies and environments in the past and the present. Students are encouraged to use research skills and inquiry processes to guide their learning. They develop the ability to question and analyse a range of data sources including artefacts, photographs, maps, stories, cartoons, interviews and electronic media. In all domains of the Humanities students develop and organise big ideas, use evidence to support conclusions and to present information in a variety of formats.

LEARNING FOCUS

Year 10 Humanities explores 1918 to the present and focuses on key events and their impacts upon the modern world. Students explore the causes of the Second World War and the broad ranging effects it had on Australian life. Significant events and experiences are linked with social change and post war political structures. Students investigate migrant experiences and focus on the consequences of both the ‘White Australia’ policy and of the influence migration has had at a domestic and international level. Popular culture and the forging of a post war identity are examined as are their influences on the Australian lifestyle. Students use geographic and historical research skills to learn about environmental challenges facing the world today.

INTRODUCTION TO COMMERCE

The course gives students a basic introduction to a variety of areas studied in Commerce, such as Accounting, Business Management, Economics and Legal Studies that students may wish to pursue in their VCE studies. It also aims to assist students build on their financial literacy which will not only aid those students wanting to continue a stream of Commerce in future years, but will also assist all students become more informed citizens. The course incorporates the AusVELS Domains of Economics and Civics & Citizenship.

LEARNING FOCUS

Upon completion of this course students should be able to:

- Describe key economic factors that affect the economy: including the use of resources, supply & demand, price mechanism, inflation & unemployment.
- Analyse the roles and impact of governments, individuals and organizations as they interact to produce, market and consume goods and services.
- Explain and analyse different ways that an individual and business can successfully plan and manage finances through savings and investment, taxation and an understanding of financial literacy.
- Explain the key features of Australian government and the role played by citizens.
- Describe the purpose of laws and analyse the features of our legal system through criminal and civil law.
- Use skills in research, communication, team work and technology to problem-solve.
BUSINESS MANAGEMENT VCE UNITS 1 & 2

LEARNING FOCUS

Business Management Units 1 & 2 examines the importance of the small business sector in the Australian economy and its provision of a wide variety of goods and services for both consumers and industries such as manufacturing, construction and retail. Students explore small business and its likelihood of success, through small business decision-making, planning and evaluation, day to day operations, communication, marketing and public relations.

STRUCTURE

The study is made up of the following units:
Unit 1: Small Business Management
Unit 2: Communication and Management

UNIT 1: SMALL BUSINESS MANAGEMENT

This unit studies generic business characteristics and applying them to a range of business; the features of an organization, different objective, distinction between small and large organizations, contribution to the economy, internal and external environments and ethical and social responsibility. Students will also study the major factors that influence decisions made when establishing a small business, business support services, major business planning and one of the following; accounting, management of staff, information technology or legal requirements.

UNIT 2: COMMUNICATION AND MANAGEMENT

This unit requires students to be able to explain, apply and justify a range of effective communication methods, marketing and public relation strategies used in business related situations and analyse their effectiveness.

ENTRY

Students who apply for this subject must have a 70% average and have displayed a level of maturity that would allow them to successfully undertake a course in VCE Units 1 or 2.

ASSESSMENT

Satisfactory Completion: Students must to be able to successfully satisfy all the outcomes specified for the unit as prescribed by the VCAA.
YEAR 10 THE ARTS

The Arts at Emmanuel College consists of four disciplines. In the Visual Arts: Art and Visual Communication Design - and in the Performing Arts: Music and Drama.

LEARNING FOCUS

As students work towards the achievement of Level 6 standards in the Arts, they design, make and present arts works. In doing so, they develop skills in making decisions about creative ways of generating and implementing ideas. They reflect on their experiences and observations, consider what they have learned about styles and forms and explore issues and concrete and abstract concepts to generate ideas. They keep their intended aesthetic qualities in mind when they experiment with, select, vary combinations of and manipulate arts elements, principles and/or conventions to effectively realize their ideas, represent their observations and communicate their interpretations of issues and concepts.

DIMENSIONS

Creating and Making
- Students across areas of specialisation, apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from a range of stimuli, demonstrating development of a personal style.
- Students evaluate, reflect on, refine and justify their work’s content, design, development and their aesthetic choices.
- Students realise their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities.
- Students independently and collaboratively apply their knowledge and understanding to design, create and produce arts works influenced by the style of particular artists or cultures.
- Students vary the content, structure and form of their arts works to suit a range of purposes, contexts, audiences and/or the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes.
- Students effectively use a range of traditional and contemporary media, materials, equipment and technologies.
- Students maintain a record of how ideas develop in the creating, making and presenting of their arts works.

Exploring and Responding
- Students observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working.
- Students analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of arts works created by a range of artists and made in particular times and cultural contexts.
- Students describe and discuss ways that their own and others’ arts works communicate and challenge ideas and meaning.
• Students use appropriate arts language and, in the arts works they are exploring and responding to, refer to specific examples.

• Students comment on the impact of arts works, forms and practices on other arts works and society in general.

ART

Students take part in activities that develop knowledge about art processes and techniques and have the opportunity to create artworks using a range of mediums.

Students take part in activities that develop knowledge about art appreciation, using analysis and evaluation to gain insight into the aesthetic, social, historical and cultural function of art. The course gives students a solid grounding and preparation for VCE Art subjects.

Students apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from annotating various famous art works. They will demonstrate the development of a personal style when appropriating these works to create their own.

Students will realize their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities. Independently and collaboratively, they will apply their knowledge and understanding to design, create and produce arts works influenced by the style of particular artists or cultures.

Students will complete a comparative analysis, using appropriate art language, of the aims and products of artists from diverse cultures and styles, to explore variety in modes of visual expressions.

Students will also demonstrate awareness of how application of particular skills, techniques and processes contribute to the final visualisation of ideas in their completed art works through exploration in a visual diary or sketchbook and folio.

ASSESSMENT TASKS

• Art Theory
• Developmental Folio
• Art Practical
• Mid-year examination
• End of year examination
DRAMA

Students will experience a wide range of dramatic genre and learn techniques of criticism and self-assessment. Students are assessed progressively, but the emphasis is on the creative.

UNIT 1: USING BRECHT

It examines how a narrative or theme may be presented with non-naturalistic techniques. Students are required to play build from given stimulus material with political intent. On completion of the unit the student should be able to adapt stimulus material into a drama work that responds to cultural, historical and/or social spheres. Apply play-making techniques such as Brainstorming, work shopping, scripting, rehearsing, hot seating and improvising to plan for an ensemble performance. Select and use expressive skills to communicate role/character. Manipulate Epic Theatre conventions to communicate intended purpose. Critically respond to how Epic Theatre conventions, expressive skills and dramatic elements contributed to their own work.

UNIT 2: PLAYBUILDING

This unit looks to play build a non-naturalistic theatrical piece built on a given starting point from the Monash Schools Festival. It will be the requirement of students to work together to organize all aspects of a production which will be put on at the Monash Festival. It is intended that the skill learnt in Unit 1 are carried through to this unit.

UNIT 3: ACTING TECHNIQUE

The purpose of this unit is to familiarise students with Realism and Naturalism acting techniques. On completion of the unit the student should be able to select and use expressive skills to communicate role/character. Interpret and analyse a short script for performance. Use a variety of character and scene making techniques in order to create sustain and develop conviction and belief for character. Manipulate naturalistic conventions to communicate intended purpose.

UNIT 4: SHORT FILM

The purpose of this unit is to introduce students to the techniques, process and medium of short film. On completion of the unit the student should be able to be familiar with the pre-production, production and post-production requirements of making a short film. Generate ideas and research that will form the substance of a 7 minute short film. Apply the techniques and conventions of film narrative with the purpose to deliver a specific message. Manipulate dramatic elements to heighten audience engagement. Manipulate production elements such as set, sound, light, props, costume, make-up and special FX to heighten audience engagement. Evaluate their role and contribution, and that of others, in making a short film.

UNIT 5: GREEK DRAMA

The main purpose of this unit is for students to explore the techniques, conventions and culture of Greek Drama and how the techniques may be used today. On completion of the unit the student should be able to generate ideas and research from a fable in order to make a modern day Greek Drama. Organise stagecraft elements of lighting, sound, costume, props and scenery into a coherent thematic theatrical performance. Apply play-making techniques such as brainstorming, work shopping, scripting, rehearsing, hot seating and improvising to plan for an ensemble performance.
Select and use expressive skills to communicate role/character. Manipulate Greek Theatre conventions to communicate intended purpose. Critically respond to how conventions, expressive skills and dramatic elements contributed to their own work.

**ASSESSMENT TASKS**
- Journals
- Solo and Group Performances
- Research Tasks
- Mid-year examination
- End of year examination

**MUSIC**

Music studies in Year 10 are offered as an elective course. No specific instrumental skill is required as a prerequisite but students will be encouraged to undertake individual instrument tuition and to participate in at least one performance ensemble. The core music skills of performance, listening and composition will be developed through students’ specific musical interests as well as in prescribed repertoire. Use of music software is part of the composition process.

**UNIT 1: INDIVIDUAL PERFORMANCE SKILLS**
- Students develop their own instrumental and vocal skills by preparing and presenting musical works in selected styles.
- Students demonstrate technical competence in playing a chosen instrument.
- Students prepare and interpret both conventional and unconventional notation and participate in a musical presentation.
- Students reflect on, and evaluate their own performance and that of others.

**UNIT 2: HISTORY OF MUSIC MATRIX**
- Students study the Cultural and Artistic ideas behind music history. This will include listening recognition, analysis and critical responses.
- Students will learn to recognise intervals, cadences, chords and rhythmic patterns including the transcription of rhythms and the aural identification of intervals and chords.
- Students demonstrate use of compositional devices in creating their own musical works and creating musical works through improvisation.

**UNIT 3: GROUP PERFORMANCE SKILLS**
- Students develop their own instrumental and vocal skills by preparing and presenting musical works in selected styles in a group context.
- Students demonstrate technical competence in playing a chosen instrument in a group context.
- Students prepare and interpret both conventional and unconventional notation and participate in a musical presentation in a group context.
- Students reflect on and evaluate their own performance and that of others.
UNIT 4: CONTEMPORARY MUSIC STYLES MATRIX

- Students study the Cultural and Artistic ideas behind rock music from Rock ‘n’ Roll to Techno. This will include listening recognition, analysis and critical responses.
- Students will learn to recognise intervals, cadences, chords and rhythmic patterns including the transcription of rhythms and the aural identification of intervals and chords within the context of Contemporary Music.
- Students demonstrate use of compositional devices in creating own musical works and creating musical works through improvisation.

Assessment Tasks
- Performances
- Music History Folio
- Listening and Theory Tests
- Mid-year examination
- End of year examination

VISUAL COMMUNICATION DESIGN

Students gain insight into the functions and effects of visual language by analysing and evaluating examples of visual communication material. They also take part in activities that help them acquire knowledge of the design process and develop competence in the use of design elements and principles, materials, methods, media and drawing systems. By using a variety of techniques and mediums, students have the opportunity of presenting visual solutions to set problems. The course gives students a solid grounding and is a preparation for VCE Visual Communication Design.

Students learn how:
- to use observation, experience and research to create visual communication and design;
- to structure visual communication by organising design elements and principles and by using a range of skills, techniques and processes;
- to organise, select and modify visual communication for particular occasions, taking into consideration factors such as audience and materials;
- to discuss, using appropriate language, the ways images and forms are organised to express ideas and feelings;
- visual communication and design functions in particular social and cultural contexts;
- to use technology in the preparation and reproduction of visual communication design.

UNIT 1: DRAWING FROM OBSERVATION

This unit focuses on freehand drawing from direct observation, including one and two-point perspective and paraline drawing. Emphasis is on the proportion of objects and the scale of objects in relationship to each other. Students use a range of media and variety of rendering techniques to indicate different surface materials and to describe form, shape, light, shade, shadow and texture.
UNIT 2: DESIGN ELEMENTS AND DESIGN PRINCIPLES
This unit focuses on the building blocks of design – design elements and design principles. It examines how they are used to create images and how they can be manipulated to convey messages and ideas to specific audiences. On completion of the unit, students should be able to recognise all the design elements and principles and use them to create images that satisfy a stated purpose.

UNIT 3: ANALYSING DESIGN
This unit focuses on the analysis and evaluation of examples of visual communication. It includes the audiences and purposes of the visual communication and the ways in which information is communicated. The use of material, methods, media, design elements and design principles is described and the application of design elements and principles evaluated.

UNIT 4: DRAWING METHODS
This unit focuses on technical and architectural drawing and the familiarisation of drawing conventions and standards. Manual and/or electronic methods are used to draw objects in isometric, planometric, and third angle orthogonal projections.

UNIT 5: THE DESIGN PROCESS
This unit focuses on the application of the design process to satisfy a stated visual communication need as outlined in a design brief. In a sketchbook, images and ideas are developed and refined through the use of design elements and principles, materials, media and drawing methods, including ICT and culminate in a final presentation.

UNIT 5: PROFESSIONAL PRACTICE
This unit focuses on the roles and relationships involved in the design and production of visual communications in the context of professional practice. This includes the significance of the design brief, the steps in the design process, decisions about the use of design elements and principles and the choice of materials, methods and media.

ASSESSMENT TASKS
• Drawing from observation
• Design Elements and Principles
• Analysing design (written response)
• Mid-year examinations
• Drawing Methods
• The Design Process
• Professional Practice (written/visual or oral presentation)
• End of year examination
YEAR 10 LANGUAGES OTHER THAN ENGLISH (LOTE)

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, general knowledge and literacy. Knowledge of a language in conjunction with other skills can provide employment opportunity. It may also be possible to gain some bonus points for the ATAR if a LOTE is studied during VCE depending on the individual institution entrance procedures.

LOTE ITALIAN

LEARNING FOCUS

The Year 10 Italian course of study aims to expand and develop the knowledge already gained over the last 3 years in conversation, comprehension, aural-oral and writing skills ensuring that the students have a good understanding of the language.

The course provides learning experience which will enable students to:

• develop the skills of speaking, listening, reading and writing in Italian;
• gain a good understanding of the grammar that governs the structures and formation of expressions they have learnt;
• gain an appreciation and better understanding of the Italian people and Italian culture through the study of film and music;
• enable students to appreciate value and respect different nationalities and cultures.

Special Requirement:

Students undertaking Year 10 Language studies are required to have studied the language from Years 7 to 9.

Students pay for their own lunch when they go on an excursion to Lygon Street. Italian students participating in the Dante Alighieri Poetry Competition will be required to pay the competition entry fee.

LOTE JAPANESE

LEARNING FOCUS

The Year 10 Japanese course of study aims to expand and develop the knowledge already gained in conversation, comprehension, aural-oral and writing skills ensuring that the students have a good understanding of the language.

The course provides learning experience which will enable students to:

• develop the skills of speaking, listening, reading and writing in Japanese;
• gain a good understanding of the grammar that governs the structures and formation of expressions they have learnt;
• gain an appreciation and better understanding of the Japanese and Japanese culture;
• enable students to appreciate value and respect different nationalities and cultures.
To reinforce language and cultural aspects of Japan that students have learnt, they will participate in a Japanese immersion evening which will be held at either St Paul’s or Notre Dame Campus.

**Special Requirement:**

Students undertaking Year 10 Language studies are required to have studied the language from Years 7 to 9.

Students pay for lunch on any planned excursions.

**YEAR 10 DIGITAL TECHNOLOGIES**

(ALSO KNOWN AS INFORMATION AND COMMUNICATIONS TECHNOLOGY –ICT)

With the rapid growth of Information Technology in the world today, many students see this area of study as a potential career pathway. Emmanuel College provides opportunities for students to pursue all pathways.

The three Year 10 options are:

- Digital Technologies (3D Game Development using Unity & Mobile Application Development and Web 2.0)
- Interactive Digital Media – (Yr 10 SPC - Yr 11 NDC)
- CISCO Networking Certificate (SPC)

**Students may undertake up to two studies in IT per year. Only one of the two vocational studies (CISCO or VET Interactive Digital Media) may be selected.**

Students need to plan their IT program over the next three years carefully as the vocational programs take two years respectively to successfully complete. Students may undertake only two units in order that they experience other subject areas.

**DIGITAL TECHNOLOGIES**

The course has two main units: (1) 3D Game Development using Unity (2) Web 2.0 Technologies and Mobile Application Development.

**Semester One: 3D Game Development using Unity**

**LEARNING FOCUS**

Take your game development skills to the next level with 3D Game Development using Unity 3D. This unit’s main focus is to introduce students to the world of 3D game production that may be played on popular commercial platforms. Students will be required to follow the problem-solving methodology to create games with varying complexity. This will require the analysis, design, development and evaluation of gaming solutions. Students will be exposed to a high-level programming language that provides more granularity with gaming objects and interactions with the user. Students will be able to compile their games for use at home and share with friends.
On completion of this unit students will be able to:

- apply the stages of game design, including writing design documents and storyboarding;
- apply the problem-solving methodology to create games with varying complexity;
- thoroughly test games, including debugging;
- evaluate success of a game against a set of criteria.

Semester Two: Web 2.0 Technologies and Mobile Application Development

This unit looks at Web 2.0 Technologies and Mobile Applications. The Web 2.0 component covers Web 2.0 tools and how these technologies impact on society.

The Mobile Applications component will focus around the designing, developing, testing and evaluation of programs written for the Android operating system. Students will use a drag and drop environment that allows students with limited programming knowledge to develop programs for Android devices. They will be exposed to a variety of tasks ranging in complexity to give all students the chance of success and to extend their knowledge in the programming area.

On completion of this unit students should be able to:

- Explain the role, usage and purpose of Web 2.0 Technologies and Mobile Apps and how they impact on society.
- Custom design Mobile Apps for a specific information problem
- Produce Mobile Apps based on design
- Test the Mobile App for accuracy and usefulness
- Evaluate whether the Mobile App solves a given information problem.
- Plan and implement a solution to a specific problem, evaluate the quality of the information produced and demonstrate progress in learning programming software applications studied.
YEAR 10 PRODUCT DESIGN AND TECHNOLOGY

At NDC students spend the whole year using wood as the main focus. At SPC students usually undertake a semester of Systems Engineering followed by a semester of Product Design & Technology (Wood). Both subjects give students an opportunity to work with different material/components and contexts at different times.

At both campuses, students are given the opportunity to develop the capacity to communicate ideas verbally, create two and three-dimensional drawings on paper and on computer using software packages; assemble products/systems at times using complex techniques. Reflect and evaluate their work critically in relation to the initial design brief. All students are also required to wear protective safety equipment when working in the workshop.

At the end of the unit students should be able to:
- Identify considerations and constraints within a design brief. Locate useful and relevant information to help with the investigation of the problem, justify a preferred solution, and design evaluation criteria.
- Produce a system/product that requires a range of tools, processes and procedures to be undertaken. Students will also comment on their choice of components/materials used and reflect on the skill demonstrated in completing the task.
- Use evaluation criteria previously developed to critically analyse the functionality of the system/product. A student will also comment on their choice of components / materials used and make appropriate suggestions for changes that would lead to an improved outcome.

Associated Charges:
The subject levy for 2015 is yet to be determined.

FOOD TECHNOLOGY (NDC Only)

Food Technology focuses on students working safely, hygienically with a range of tools and equipment, including some which are complex. Students also use a range of materials/ingredients, components and processes to produce a variety of interesting and delicious food products. Students will continue to focus on the design process with a strong emphasis on the design and evaluation of products. Students will work safely and maintain a clean working environment.

Students also consider the nutritional requirements for growth and activity at different stages of life and learn to set nutritional goals using food-selection models. They learn how to analyse nutritional information provided in advertising and product labels, and to make decisions about how this information can be used by, or influence, individuals in their food choices. Students will also learn to cater for special dietary needs and cook for a crowd.

Associated Charges
The subject levy for this subject for 2015 is yet to be determined
YEAR 10 HEALTH AND PHYSICAL EDUCATION

DIMENSIONS

Movement and Physical Activity
Health Knowledge and Promotion

LEARNING FOCUS

The Year 10 Health & Physical Education Program develops a range of key concepts. Theory and practice are integrated in this elective which is approached through both the study of, and participation in, physical activity.

The program provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing their physical, mental, social and emotional health.

The content may be seen as a foundation for knowledge that students can use for their own physical development. This unit may also serve as a means of students gaining an insight into the subject material that will be studied in greater depth in the VCE Physical Education units.

The Year 10 Physical Education Elective course is designed to:

- Develop an understanding on the importance that physical activity, sport and recreation need to play in the lives of all Australians
- Promote involvement that reflects an awareness that everyone has the right to participate in a healthy and active lifestyle
- Develop confidence in using movement skills and strategies to increase their motivation and increase their levels of fitness
- Develop an understanding of the human body
- Analyse training and exercise in areas such as strength, flexibility and endurance in relation to physical performance
- Examine the physical health of individuals and personal development across all ages
- Develop an understanding of the practices that will encourage healthy lifestyle
- Develop critical thinking and problem solving strategies when dealing with health issues
- Develop effective communication and effective management of emotions when relating to others.

Associated Charges:
The subject levy for the Term 4 Surf Education Program in 2014 was $180. The 2015 Subject Levies are yet to be determined and maybe significantly different to that charged in previous years.
CERTIFICATE III IN MEDIA (INTERACTIVE DIGITAL MEDIA)

Program Details

The aim of the VCE VET Certificate III in Media - (IDM) programs is to:
- provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects within the digital media industry.
- enable participants to gain a nationally recognised qualification and to make a more informed choice of vocation or career paths.

The VCE VET IDM program has been designed to allow students to gain a Certificate III (CUF30107) Media Units 1-2 and Units 3-4 combined – total of 395 hours. This will take two years to complete (completed at the end of Year 11 SPC and at the end of Year 12 NDC).

CUF30107 Certificate III in Media (IDM) (TWO year course starting at Year 10 SPC, Year 11 NDC))

VCE VET Units 1 and 2 – completed in Year 10 SPC, Year 11 NDC

Compulsory units
- BSBCRT301A Develop and extend critical and creative thinking skills
- CUFIND301B Work effectively in the screen and media industries
- CUSOHS301A Follow occupational health and safety procedures
- CUFDIG303A Produce and prepare photo images

Electives: the selected electives to a minimum of 80 hours
- CUFCMP301A Implement copyright arrangements
- CUFDIG201A Maintain interactive content
- BSBDES201A Follow a design process

VCE VET Units 3 and 4 completed in Year 11 SPC, Year 12 NDC
- CUFANM301A Create 2D digital animations
- CUFWRT301A Write content for a range of media
- BSBDES302A Explore and apply the creative design process to 2D forms
- CUFDIG302A Author interactive sequences
- CUFDIG301A Prepare video assets
- CUFDIG304A Create visual design components

VCE VET unit entitlement

Students undertaking: Certificate III in Media are eligible for credit of up to four VCE VET units, two at Units 1 and 2 level and two units at Units 3 and 4 level on their statement of results. The Certificate III in Media program provides a Units 3 and 4 sequence for satisfactory completion purposes.
Work placement
The Victorian Curriculum and Assessment Authority has determined that work placement is an appropriate component of all VCE VET programs. The work placement complements the structured training undertaken at the school.

It provides the context for:
- enhancement of skills development;
- practical application of industry knowledge;
- assessment of units of competencies;
- increase of marketability;
- increase of opportunity for project based experience.

The VCAA strongly recommends a minimum of ten days work placement for this program. Work placement can be spread over the duration of the training program. During work placement, students should have the opportunity to develop competence and may be assessed in the workplace.

A satisfactory work placement may be found in any industry or business setting where there is regular and frequent use of information technology hardware and software. It is recommended that work placement be undertaken during the first half of the program’s duration. It should be noted that the industry’s preference is for competence to be developed through work placement.

Associated Charges:
The subject levy for 2014 was $180.00. 2015 levy to be determined and may be significantly different to that charged in the previous year.
CISCO
(Incorporating selected units from Certificate IV in Integrated Technologies)

Emmanuel College is pleased to be able to offer the opportunity to undertake a study in the exciting Cisco Education Program. Emmanuel College is now a Cisco Networking Academy. This program (Cisco Certified Networking Associate Certificate) will be completed over two years starting at Year 10.

PROGRAM DETAILS
The VCE VET Cisco program provides participants with the knowledge and the skills to prepare for a career in networking and to meet the current and future industry requirements to effectively work within an IT environment across a range of industry sectors.

The VCE VET Cisco Program aims to provide

- Training and practical skills to manage and optimise network systems ranging from small or home office to more complex enterprises.

- The knowledge and skills required to undertake the examinations from the internally recognised Cisco qualifications, including the Cisco CCENT and CCNA Routing and Switching certification examinations.

- Enhanced employment opportunities and pathways to further education and training in the Information and Communications technology field. It also provides advanced problem solving and analytical skills appropriate for studies in Engineering, Mathematics or Science.

PROGRAM STRUCTURE

Year 10
Build a simple network and establish end to end connectivity.
Configure and troubleshoot network switches and routers.
Install and configure a home or small office networks.

Year 11
Scale and existing network
Establish connectivity to a wide area network (WAN)
Build a small wireless LAN

CREDIT IN THE VCE
Students undertaking the Cisco Program are eligible for up to four VCE VET units on their VCE Statement of Results. These units are at Units 3 and 4 level. This is applicable for students who complete the two year program.

STUDY SCORE AND AUSTRALIAN TERTIARY ADMISSIONS RANK (formerly called the ENTER)

There is no study score available for this program. The Australian Tertiary Admissions Rank (ATAR) is calculated by the Victorian Tertiary Admissions Centre (VTAC), subject to satisfactory completion of the VCE and using the study scores students have received for their VCE studies.
The contribution of the VCE VET Cisco program to the ATAR is as follows:

- any contribution to the ATAR is subject to satisfactory completion of the designated Units 3 and 4 sequence;
- students who successfully complete a Units 3 and 4 sequence will receive one ATAR increment;
- students who successfully complete two Units 3 and 4 sequences may be eligible to receive two ATAR increments.

**ATAR INCREMENTS**

An increment is calculated as 10 per cent of the average of the scaled scores of the student’s primary four VCE studies. The increment is awarded by VTAC. For further information on the calculation of the ATAR, refer to the VTAC website: www.vtac.edu.au

The program is delivered in four semester units (a total of 380 hours) via the internet, with the teacher having a mentoring role to assist the progress of each student.

This program is offered through a partnership agreement with and under the quality assurance processes of Cisco Networking Academies (USA). The program is designed to give participants practical skills in designing, configuring and installing computer internetworks using equipment such as routers, switched, hubs and hosts. Program delivery is activity-based and includes computer-based learning, short lectures, hands-on exercises and case studies. The focus is very much on practical outcomes.

**Associated Charges:**

The subject levy for 2014 was $180.00. 2015 levy to be determined.
INTRODUCTION

The Victorian Certificate of Education (VCE) is, in general, a two-year certificate conducted under the auspices of the Victorian Curriculum Assessment Authority, a Victorian Government instrumentality. Completion of the VCE may lead to a variety of future options including employment and/or further study at TAFE or university.

Choosing an appropriate VCE course can be a challenging task. This VCE Guide is intended to help students and parents explore the many options available at Emmanuel College. However, it is important that before committing to a particular VCE course, students and parents avail themselves of other information sources beyond this guide. These additional sources may include past and present students, current teachers, other parents, employer groups, tertiary institutions VTAC, Careers Co-ordinator and careers centres.

Students and parents need to be aware that the move into senior secondary education has additional responsibilities for students and increased expectations. For example, skills such as time-management and organisation will be dependent more on the student’s own self-discipline and self-motivation than in previous years.

VCE UNIT 3 & 4 SEQUENCES AT YEAR 11

Emmanuel College offers the opportunity for Year 11 students deemed capable to undertake a Unit 3/4 Study at Year 11 in Business Management, Literature and Religion & Society. These electives have been included in the Year 11 program in order to extend and challenge students academically as well as supplement a students’ ATAR. It is not designed to enable students to be part time students at Year 12. Rather, all students must undertake five Unit 3/4 sequences at Year 12.

Criteria for students to access a 3/4 sequence at Year 11.

A student must attain a 70% average or better in all assessment tasks and the exam for Semester 1 Year 10 at all subjects. Approval will be based on academic achievement, effort and maturity, ensuring the student is a suitable candidate to take on this accelerated course of learning.

Completion of a VCE Unit 1/2 sequence in Year 10 is not an automatic right to undertake a Year 12 VCE Unit 3/4 in Year 11, only those students who display the capability and meet the criteria will be considered.
ENRICHMENT PROGRAMS OFFERED AT EMMANUEL COLLEGE

Students who are identified as being more capable have the opportunity to extend their learning and thinking skills by being involved in an appropriate enrichment program or programs.

Year 10 Students undertake VCE Unit 1&2 Programs
Year 11 Students undertake VCE Unit 3&4 Programs
Year 12 Students who are successful in VCE studies may apply to participate in Higher Education Studies offered through the appropriate Universities. Students seeking this option should see Mr. Lunardelli (SPC) or Mr. Crimi (NDC).

GLOSSARY OF VCE TERMS

ATAR: Australian Tertiary Admission Rank. The overall ranking on a scale of zero to 99.95 that a student receives based on his/her study scores. ATAR is calculated by VTAC and is used by universities and TAFE institutes to select students for courses.

GAT: The General Achievement Test. Undertaken by all students studying 3/4 sequences. Results are used by VCAA to establish a student profile for each subject for comparison with school assessment grades submitted by Emmanuel.

INCREMENT (ATAR): For a fifth and sixth study at units 3 and 4 level, 10% of the score for each study will be added to the score for the primary four. Any study may be counted for this purpose.

LOTE: Languages Other Than English.

OUTCOMES: Outcomes set by the VCAA are the basis for satisfactory completion of VCE units.

PLANNING DOCUMENT: A statement for each unit, distributed by teachers to students at the beginning of each semester. This indicates outcomes and assessment task criteria to be satisfied and submission deadlines.

PREREQUISITE STUDIES (TERTIARY): These studies must be satisfactorily completed before students can be considered for that tertiary course. Usually these studies must be completed at units 3 and 4 level, but sometimes they are required at units 1 and 2 level. Prerequisites can be listed as specific studies or as a range of studies from which students can choose. Some courses require that a particular level of performance must also be achieved before that study can be counted as a prerequisite.

SATISFACTORY COMPLETION: A unit is satisfactorily completed (S) when a student demonstrates achievement of a set of outcomes. If a unit is not satisfactorily completed an N is assigned for that unit.

SCALING: The process of adjusting SAC / SAT results for tertiary selection purposes only. This procedure will be carried out by VTAC on behalf of the tertiary institutions.

SCHOOL-ASSESSED COURSEWORK (SAC): is based on an assessment of each student’s overall level of achievement on the assessment tasks designated in the study
design. For each school-assessed coursework component, the study design specifies a range of assessment tasks for assessing achievement of the unit outcomes.

**SCHOOL-ASSESSED TASKS (SAT):** are set by the VCAA and designed to assess specific sets of skills. Assessment of students’ levels of achievement on school-assessed tasks will be on the basis of teacher ratings on criteria specified by the VCAA.

**STUDY:** Comprises four semester length units. Units 1 and 2 are generally done in Year 11. Units 3 and 4 are done as a sequence, generally in Year 12. Only the results of 3/4 sequences are used to generate scores for the ATAR.

**TERTIARY ENTRANCE REQUIREMENTS:** Are specific for the appropriate year. These are published two years in advance giving due warning of any changes.

**VCAA:** The *Victorian Curriculum Assessment Authority* which is responsible for the development of the curriculum and assessment for years prep to 12 and for awarding the VCE.

**VCE:** The *Victorian Certificate of Education*.

**VTAC:** The *Victorian Tertiary Admissions Centre* is the agency of Victorian tertiary institutions responsible for administering a joint selection system into those institutions. It does not select applicants.

**VCAL:** The *Victorian Certificate of Applied Learning*

**EMMANUEL VCE POLICIES AND PROCEDURES**

To view Emmanuel College’s full VCE Policies and Procedures please view our Curriculum Information Handbook available in the Knowledge Bank on SIMON/PAM.

**THE VCE AT EMMANUEL**

As a Catholic College, Emmanuel College aims to provide an educational program which develops the whole person - the spiritual, social and physical as well as the academic. This emphasis is as important at the VCE level as it is at other levels of the College. Because of this, compulsory attendance is required of students at a range of College events which include Year 12 Retreat, the Athletics Day, Year 11 and 12 Seminar Days and Marianist Day.

The opportunity is also provided for students to have an involvement in a wide range of activities, including the ACC & SACCSS sport and D.A.V. debating competitions, the College musical, choirs, the College art show and the instrumental music program.
ASSESSMENT

Satisfactory Completion of VCE Units

Units 1 and 2 will be able to be completed as single units and Units 3 and 4 will need to be taken as a sequence. Outcomes set by the Victorian Curriculum Assessment Authority are the basis for satisfactory completion of VCE units.

Each VCE unit includes a set of outcomes. The award of satisfactory completion of a unit is based on a decision that the student has demonstrated achievement of the outcomes. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

Satisfactory completion of units is determined by the school, in accordance with the VCAA requirements.

Assessment of Units 3 and 4

For each study, students’ levels of achievement for Units 3 and 4 sequences will be assessed using school-based assessment and external examinations.

School Assessment

There will be two forms of school assessment for the VCE, school-assessed coursework and school-assessed tasks. The form or forms of school assessment and their weighting are specified for each study.

School-assessed coursework (SAC) is based on an assessment of each student’s overall level of achievement on the assessment tasks designated in the study design. For each school-assessed coursework component, the study design specifies a range of assessment tasks for assessing achievement of the unit outcomes.

School-assessed coursework is designed to reduce workload in a number of ways. Assessment tasks designated for school-assessed coursework must be part of the regular teaching and learning program and must be completed mainly in class time. They are to be completed in a limited timeframe and the scope of the task will be defined to ensure tasks are not onerous.

School-assessed tasks (SAT) are set by the VCAA and designed to assess specific sets of skills. Assessment of students’ levels of achievement on school-assessed tasks will be on the basis of teacher ratings on criteria specified by the VCAA.

Dissemination of Task to Students.

At an appropriate time prior to the assessment, students are to be informed as to the nature of the task and assessment criteria. Each department is responsible for determining the nature of the material to be disseminated prior to the assessment period.

Where there are multiple classes, distribution of the task should occur where possible, on the same day for all classes. The task should be the same for all classes.

SAC/SAT and Outcome dates will be published at the commencement of each semester or as soon as practical via Planning Documents.
SACs for English, Maths and other nominated multiple classes will be scheduled at a common time on the Year 12 students early leave days. Students should not make plans to use that time for any other purpose. Attendance at these SACs are compulsory and the normal rules apply for any student who misses a SAC.

**Absences During Assessment Periods VCE Units 1-4 (AUTHORISED AND OTHER).**

Absence from a SAT/SAC or Outcome will follow VCAA guidelines. If a student finds him/herself in a position where he/she has difficulty in completing work in the expected manner and within the time allowed because of hardship of a permanent or temporary nature, he/she may be eligible to apply for an extension of time.

**Criteria:**
Health problems; permanent disability; illness; injury; chronic medical, domestic, family or personal problems; severe disruption to studies, e.g. bereavement/illness in family.

**Method of Application (If known prior to the assessment date or deadline):**
1. Inform House Leader of intention to apply for an extension of time.

2. Submit a written statement to the House Leader detailing:
   a) reasons for seeking an extension of time;
   b) effects of the claimed disadvantage;
   c) any documentary evidence, e.g. medical certificate, School Counsellor, Social Worker, other supporting statements.

3. **Procedure**
The House Leader and the Curriculum Co-ordinator will consider applications. The student will be informed in writing as to the outcome of his/her application and if appropriate, the process for completing the SAT/SAC. The maximum period for an extension of time will be determined by the nature of the assessment task.

Students with an authorised absence will be required to attend a supervised period of time for completion of overdue tasks. This may take the form of:
- Completion of the same task in scheduled class time.
- Teacher setting an alternative task in scheduled class time.
- Supervision after hours by the teacher.

If a student is ill they will be required to provide their teacher with a photocopy of the medical certificate in order that the teacher can make arrangements for the student to complete/undertake the task. **No medical certificate will result in the student undertaking the task to satisfy the outcome. No reference score will be awarded.**

Students with authorised absence (medical certificate or other supportive material) from an extended SAC, SAT or Outcome should continue the task from where they left off, if practical. Absence from a short-term task (i.e. test) may result in the teacher setting an alternative task. The decision to set an alternative task is at the discretion of the teacher in consultation with the House Leader and Curriculum Co-ordinator.
Unauthorised Absence
A student absent without College consent (no medical certificate or other supportive material) will forfeit the time for an extended assessment or be awarded an NA for a short-term assessment. This will be determined by the HL in conjunction with the Curriculum Co-ordinator. Students will undertake the task at the earliest convenience in order to satisfactorily complete the outcome. The HL will inform the teacher if the student has grounds for consideration and the task is to be assessed as coursework assessment.

Authentication Rules and Procedures for Students
Students must ensure that all unacknowledged work submitted for SAC/SAT/Outcomes and school-assessment is genuinely their own work.

- Students must acknowledge all resources used. This includes:
  - text, websites and source material;
  - the name(s) and status of any person(s) who provided assistance and the type of assistance provided.
- Students must not receive undue assistance from any other person in the preparation and submission of work. Acceptable levels of assistance include:
  - the incorporation of ideas or material derived from other sources (eg. by reading, viewing or note-taking) but which has been transformed by the student and used in a new context.
  - promoting and general advice from another person or source which leads to refinements and or self-correction.
- Unacceptable forms of assistance include:
  - use of, or copying of, another person’s work or other resources without acknowledgment.
  - actual corrections or improvements made by another person.
- Students must produce appropriate evidence of the development of the SAC/SAT/Outcome, from planning and drafting, through to the final piece of work. This will enable the teacher to monitor and record the development of the work and to attest that the work is the student’s own.
- With the final copy of each SAC/SAT, students must submit evidence of the development, for example a draft.
- Students who knowingly assist other students in a Breach of Rules may be penalised.
- Student must not submit the same piece of work for completion of more than one outcome.
- Students must not submit the same piece of work for assessment for more than one SAC or SAT.
- Students must sign the Declaration of Authenticity at the time of submitting the completed extended task. This declaration states that all unacknowledged work is the student’s own.
- A student undertaking a SAC or SAT test must comply with examination rules.
Unacceptable forms of assistance include:
- use of, or copying of, another person’s work or other resources without acknowledgement.
- actual corrections or improvements made by another person.

Student must produce appropriate evidence of the development of the outcomes and Assessment Tasks, from planning and drafting, through to the final piece of work.

Each student must sign the Declaration of Authenticity at the time of submitting the completed Assessment Task. The declaration will state that all unacknowledged work is the student’s own.

If any part, or all of an Outcome or an Assessment Task cannot be authenticated, then the matter must be dealt with as a Breach of Rules.

Authentication concerns are reported by the study teacher to the House Leader.

An interview involving the Curriculum Co-ordinator, House Leader, Study Teacher and student concerned (notified 24 hours in advance) is held where the study teacher explains in detail why there is a problem authenticating the student’s work. The student is given the opportunity to address the teacher’s concerns. In such cases the onus is on the student to provide evidence that the work submitted is the student’s own.
If the student wishes, a parent or friend may attend the interview in a support role but not as an advocate. Parents will be informed in writing of a suspected breach.

If teacher suspects a Breach of Authentication rules OR no evidence or work progress.

- Discuss concerns with student.
- Inform House Leader
- Supplementary assessment activity may be set.
- Express concerns with parents.
- Homestudy notice.
- Detention.

NOTIFICATION TO THE STUDENT

If a decision is made to impose a penalty, the Principal shall notify the student in writing within 14 days of the decision being made. This notification shall include:
- the nature of the Breach of Rules by the student;
- the reasons for a decision being made that a Breach of Rules had occurred and the evidence supporting this;
- the penalty being imposed;
- advice about the student’s right to appeal to the VCAA; and
- advice that his appeal must be lodged within 14 days of receipt of notification from the Principal.
Parents will also be informed in writing of the penalty imposed.
Students Not Intending to Receive a Study Score for a Unit(s).
Prior to making this decision, students must discuss this matter with the House Leader, Leader of Campus Organisation and Careers Co-ordinator.

Students must inform the college (in writing) of their intention not to receive study scores for unit(s). The teacher will make the ‘S’ judgement in respect of the achievement of outcomes.

Delay of Decision
Deadlines for the completion of outcomes will occur throughout the semester. A student who does not meet a deadline due to either an unauthorised absence or other reasons, or satisfy the criteria is automatically given a Provisional N. The teacher will complete a Provisional N form, which is signed by both the teacher and student and submitted to the House Leader.

Process for Awarding a Provisional N
It is the responsibility of Teachers and Parents of the College to assist all students in meeting the prescribed deadlines for the delivery of work. Authentic learning is supported by the notion that all students benefit from values that clearly define the importance of meeting deadlines and establish parameters that are part of a process that is fair, reasonable and equitable for all. It should also empower students to satisfactorily meet the requirements of major reported learning outcomes. In support of these values a consultation process involving teachers, students and parents has taken place to establish a fair and equitable protocol to address the non-satisfaction of a learning outcome.

This protocol will be applied where a learning outcome has not been satisfied by the final deadline either because:
- All required work has not been submitted by the deadline and/or
- Learning outcome criteria have not been satisfied.

As part of the tracking of student work, teachers will ensure that the following occurs where non-submission or non-completion of an individual assessment piece appears likely:
- Discuss the problems that are occurring with the student and where possible address them
- Contact parents via Homestudy notice, phone call, email or note in the students diary.
- Alert the relevant House Leader (HL)

Where the above follow-up has occurred and the learning outcome is not satisfied by the final deadline then:
- The teacher will direct a completed Provisional N form to the relevant HL
- The HL will conduct a Provisional N meeting with the relevant student.

The HL may decide to recommend to the relevant Curriculum Co-ordinator that an N be assigned. This may be confirmed.
Particular circumstances may exist were the HL or Curriculum Co-ordinator decides to allow more time for satisfaction of the learning outcome. In such cases this will be confirmed to the student and teacher concerned. Whether the work is to be assessed will also be confirmed.

Where further extensions are provided and submission of the outstanding work does not occur, an N will be assigned. Where an N is assigned:
- A letter will be sent to the parents by the Curriculum Co-ordinator, indicating a two-week appeal period.
- Any appeals will be convened by the Leader of Learning with the HL.
- The LOL decision regarding the appeal will be final.

Reporting
A VCAA Statement of Results will be sent to students at the end of the year. This will show an 'S' or an 'N' for all units students have taken this year. These results will count towards the successful completion of your VCE.

Students and parents will receive an interim report at the end of Terms One and Three (Years 7 – 11), Mid Term 3 for Year 12. An end of Semester report is also produced for all students in Semester 1 and for Years 7 – 11 in Semester 2.

The College reports will indicate whether a student has received an 'S' or an 'N' for each unit of study undertaken. For units 1 and 2 the level of performance on the Assessment Tasks will be internally assessed.

For students undertaking units 3 and 4, there will be three Assessment Components for each sequence, undertaken over the whole year. In each study there will be a combination of school-assessed coursework or school-assessed tasks, which are assessed by staff at the school and Examinations, which are assessed directly by the VCAA. Each assessment component is graded individually on the scale, A+, A, B+, B, C+, C, D+, D, E+, E, UG or NA and will be reported by VCAA.

Oral reports will be given to parents and students at Parent/Teacher nights. You are encouraged to take advantage of these valuable opportunities to discuss your child’s progress.

Submission Dates
Students will be working on different outcomes throughout a Semester in each of their VCE units. VCAA expects all students to complete the outcomes for a unit during the Semester in which the unit is undertaken. Late submission of work will jeopardise a student’s satisfactory ('S') completion of that piece of work and therefore the entire unit. It is crucial for students to organise their work so that it is handed in on the due date, as **all outcomes must be satisfactorily completed for a unit to receive an 'S'**. Due dates occur continuously throughout the Semester and if you fall behind in one this will have a compounding effect on other outcomes.

Students Likely to Receive 'N' For Outcomes During the Unit
Students who are likely to receive 'N' (Not Satisfactory) for any Outcome should, as soon as possible, seek an interview with the teacher at a mutually agreeable time:
a) to clarify what is needed to satisfy Outcome(s);
b) to determine what assistance is needed by student.
In the case of continued difficulties with Outcome(s) you are strongly advised to arrange to see the House Leader and/or the Student Counsellor or Careers Co-ordinator before it is too late.

**Drafts**
The nature of School-assessed Coursework means that teachers should not be looking at draft material. Teachers are not required to formally sight drafts or to record their completion except for authentication purposes. Drafting can remain part of the teaching and learning strategy and students may do preliminary drafting. However, drafts are not to be submitted to the teacher for the purpose of getting feedback on an incomplete task contributing to the total School-assessed Coursework score. Teachers must not mark or provide comments on any draft of work that is to be submitted for School-assessed Coursework.

**Failure to Attend Class**
Students need to attend sufficient class time to undertake the course work and associated Assessment Tasks. Work done in class time will be necessary to allow judgments of authentication to be made.

*Students who are absent without the permission of the school for more than 30 per cent of scheduled class time for a unit will receive an N for the unit.*

A decision to record 'N' by a school is not subject to appeal to VCAA by students.

Absence from school or study for prolonged period is not of itself grounds for special assistance. However, arrangements are applicable to students deemed to have experienced severe hardship, which may have resulted in prolonged absence from school.

**Attendance at Examinations**
You should attend every examination session if at all possible. Do not miss an examination because you do not feel able to do your best. The Special Provision procedures are designed to cover the case of a student who performs below expectations due to adverse circumstances.

If you do not attend an examination session and your application for a Derived Examination Score is not approved you will not receive a score for that examination. The VCAA does not expect you to attend an examination session against medical advice, but you must still meet the eligibility requirements and you must have a definitive statement from your doctor about your diagnosis and inability to attend.

*If you are prevented from attending an examination session it is imperative that you notify the HL or Leader of Campus Organisation immediately.*
VCE SUBJECT SELECTION

To obtain the VCE the minimum requirement is satisfactory completion of 16 units of study which must include:

- 3 Units from the English group, with at least one unit at Units 3 and 4 level (to obtain an ATAR students must successfully complete the English/EAL or Literature 3/4 sequence);
- at least 3 sequences of Unit 3/4 studies other than English;

Please note: These are the minimum requirements and students must be fully aware of any additional requirements for achieving their ATAR and or course requirements as published in the appropriate VTAC publications. Students intending to undertake a VCE pathway would normally include:

**Year 11**

**Compulsory subjects**
- Religion and Society Unit 1 and Texts and Tradition Unit 1 or Religion & Society Units 3 & 4 (subject to successful application)
- English/EAL Units 1 and 2 or Literature Units 3 & 4 (subject to successful application).

**Elective subjects**
- 5 VCE subjects selected from those offered at the College.

*All students must select 2 reserve subjects.*

**Year 12**

**Compulsory subjects**
- Life and Faith.
- English/EAL Units 3 and 4 or Units 3 and 4 Literature.

**Elective subjects**
- 4 VCE subjects selected from those offered at the College.

*All students are required to select 2 reserve subjects.*

As is the case with all subjects offered at Emmanuel those that are actually taught will depend on the number of students enrolled and resources available to the College.

Student wishing to undertake a VCAL pathway should consult the VCAL booklet on SIMON for students and PAM for parents.
POINTS TO CONSIDER

Before making a selection, experience has shown that you should consider the following points:

Can you handle the subject?
Have you done well as this subject in preceding years? Your reports will indicate your ability and give an idea of your ability to cope with further study.

Are you interested in the subject?
Study at Year 11 level and beyond demands time, dedication and hard work. A basic requirement is a genuine interest in the subjects you select. If you are faced with a choice, it is recommended you choose the one you are more interested in.

Your future directions
It is important that you bear in mind your future directions when choosing subjects at Year 11. It would not be expected that you have a definite idea now of what you may wish to do in the future, however, by referring to the course guides in the Careers Room, you will see what areas you should now study to keep your options open.

SUBJECT SELECTION FORM SUBMISSION
Subject Selection Forms must be signed by the student and parent/guardian prior to submission. The completed form is then submitted by the student to the Homeroom Teacher by the date stipulated on the Subject Selection Form. The Homeroom Teacher then forwards it to the Leader of College Organisation.

A copy of the information page which is provided to students can be found on the next page.
# Web Preferences Access Guide

**Student:**

- **House:**
- **Year Level:**
- **Roll Class:**
- **Student Code:**
- **Home Group:**

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The following steps outline how to enter your subject preferences online.

<table>
<thead>
<tr>
<th>Step</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Internet Access</td>
<td>You will need a computer with an internet connection and a printer. We recommend using Firefox, you may also use Google Chrome or IE 6.0 and above.</td>
</tr>
</tbody>
</table>
| 2 Login | Login to [www.webpreferences.com.au](http://www.webpreferences.com.au) using:  
- **Student Access Code:**
- **Password:** |
| 3 Home Page | To view your subject information click "View Subject Details" at the top left of the screen.  
To select/change your preferences, click "Add New Preferences" at the top left of the screen. |
| 4 Preference Selection | Select your subjects from the drop down lists, you have 30 minutes to do so.  
Once complete, click "Submit Selected Preferences".  
Note: You are not finished yet. |
| 5 Preference Validation | If you are happy with your preferences click "Submit Valid Preferences" which will open your "Preference Receipt".  
Or if you would like to make changes to your preferences click "Cancel" and this will take you back to the Preference Selection page. |
| 6 Preference Receipt | You can print your "Preference Receipt" by clicking "Open Print View" and clicking "Print Receipt".  
To continue click "Return to Home Page". If you want to change your preferences, repeat the process by clicking "Add New Preferences"; otherwise exit by clicking "Logout". End of steps. |
RELIGIOUS EDUCATION

At Year 11 and Year 12 all students undertake studies in VCE units of Religious Education. Throughout these units the primary focus will be on the Roman Catholic Tradition. However, other traditions will also be studied.

Year 11
Students at Year 11 select two units of VCE Religious Education from the following:

Religion and Society Unit 2 – Ethics and Morality
Texts and Traditions (R.E.) Unit 2 – Texts in Society – ‘Living Justice’

OR

Religion and Society Unit 3 – The Search for Meaning
Religion and Society Unit 4 – Challenge and Response

Year 11 students will also participate in a number of Religious Education Seminar Days, focusing on issues affecting their everyday lives. Each student will be challenged to reflect on his own life of faith and growth in the Church.

Year 12
During year 12, formal Religious Education classes are replaced by Life and Faith classes and a number of seminar days that are held throughout the year. Participation in these seminar days is compulsory. During these days a number of issues are studied in depth. Such topics include:

- Contemporary moral issues
- Sexuality/Relationships
- Social Justice
- Goal Setting/Motivation
- Adolescent Spirituality

The students will also participate in a two day Retreat, where they will examine their faith in God, the purpose and meaning of life and their relationships with one another.

YEAR 12 – LIFE AND FAITH PROGRAM

VCE students at Emmanuel College participate in the Life and Faith program. This program is designed to assist students in exploring the dimension of their personal faith and its relationship to the world in which they live. It supports their transition from Year 12 into tertiary education, employment or TAFE courses. During the year the students attend a series of seminars on contemporary moral issues, sexuality and relationships, social justice and adolescent spirituality. Students will also look at goal setting and motivation, study skills, preparation for examinations, the GAT and VTAC selections.

Year 12 students may also select Religion and Society Units 3 and 4 as a part of their Course of Study if they wish.
VCE UNITS OF RELIGIOUS EDUCATION

OPTION 1

RELIGION AND SOCIETY: UNIT 2 – ETHICS AND MORALITY

RATIONALE
Choosing which values to live by in principle and in practice is fundamental to being human. Ethics is a discipline that investigates the various methods for making ethical decisions; it involves reflection on what ‘right’ and ‘wrong’, and ‘good’ and ‘bad’ mean when applied to human decisions and actions.

Ethics is concerned with discovering principles that guide practical moral judgment. Ethics is particularly concerned with the justification for moral choices – identifying the arguments and analysing the reasoning behind them. Ethical questions are raised at the personal, family, local, wider community, national and global levels.

Unlike morality, ethics is not just a matter of individual awareness and personal decision-making. Family, community and traditional connections tie people together and provide an ethical background to guide what individuals do, supporting some choices and disapproving of others. This background is enmeshed with the dominant religious and philosophical traditions of the times. Today, religious and philosophical traditions compete with powerful alternative sources of moral values represented in the media and popular culture. Nevertheless, society still relies on cultural heritages that contain a variety of ethical perspectives as well as numerous values centered on human dignity and basic justice. These various values remain fundamental to legal and social systems, and constitute the everyday categories of ethical discourse in the modern world. They are taken by the individuals and groups that hold them to be the starting point and common ground for ethical discussion in pluralist society.

In this unit students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. They will also explore contemporary ethical issues like euthanasia, racism, abortion, genetically modified foods, capital punishment, organ transplantation, is war just, stem cell research and cloning.

AREA OF STUDY 1: Ethical method in pluralist society
Students are introduced to the nature of ethical decision-making in a pluralist society. Ethical decision-making refers to the selection of methods and principles which guide practical moral judgment. Students explore the concepts underpinning ethical decision-making and various influences on it. Various approaches to ethical decision-making are discussed as well as theories derived from these approaches.

OUTCOME
On completion of this unit the student should be able to explain ethical decision-making in pluralist society.

AREA OF STUDY 2: Religion and morality in pluralist society
Students examine ethical perspectives and moral viewpoints upheld by at least two religious traditions in pluralist society. Certain authorities, ideas, values and ethical principles inform broad ethical perspectives and in turn ethical decision-making within a religious tradition. These ethical perspectives inform the religious tradition’s moral viewpoints on specific aspects of practical moral judgment.
Students analyse how the ideas, values and ethical principles underpinning ethical perspectives are expressed through the formal aspects of religion. Students also investigate a range of moral viewpoints of each religious tradition derived from the ethical perspectives and ethical decision-making process of the tradition.

OUTCOME
On completion of this unit the student should be able to explain ethical perspectives and moral viewpoints upheld by at least two religious traditions in pluralist society.

AREA OF STUDY 3: Contemporary ethical issues in pluralist society
Knowledge of concepts, approaches, methods and traditions associated with ethical perspectives and ethical decision-making explored in Areas of Study 1 and 2 are applied to an examination of debates about ethical issues conducted in the public arena of pluralist societies, focusing on two or more contemporary issues. The analysis should encompass an explanation of why the issue is regarded as an ethical issue; identification of contributors to the debate and the worth and influence of their contribution; the basis of ethical perspectives and moral viewpoints used in the debates; and the methods involved in the ethical decision-making process.

OUTCOMES:
On completion of this unit the student should be able to analyse and evaluate two or more debates on contemporary ethical issues in pluralist society.

ASSESSMENT
Demonstration of achievement of the Outcomes must be based on the student’s performance on a selection of assessment tasks selected from the following:

- report in multimedia format
- debates
- identification exercises
- analytical exercises
- oral presentations
- interviews
- annotated charts
- flow charts
- essay
- test
- written exercises.

TEXTS AND TRADITIONS - UNIT 2: TEXTS IN SOCIETY – ‘LIVING JUSTICE’ RATIONALE
In this unit texts are studied as a means of investigating themes such as social justice, racism and gender roles. Texts selected for study will therefore be among those which can be sources of ideas about these and other themes in society. Some of the texts may call for change in attitudes and values. Others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, religious and political institutions.

The investigation includes consideration of the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, the kinds of authority attributed to them by traditions, and the ways in which the texts shape, and are shaped by, the content of the message contained in them.
AREA OF STUDY 1: Sacred texts in the past
To understand a sacred text, it should, if possible, be seen in its historical context. Sacred texts are the products of certain times and places. While certain themes are universal and timeless, it is important to understand the social contexts in which texts have evolved.

OUTCOME:
To be able to understand the origin and development of selected texts that express a tradition’s relationship to society.

AREA OF STUDY 2 – Sacred texts today
Sacred texts have an impact on the attitudes and values of people living today. This impact can be felt directly by individuals as they read the texts, and it can be felt through various aspects of the traditions themselves. Religious traditions today refer to sacred texts for guidance. In varying degrees, the texts are seen as authoritative and as providing sources of debate, inspiration, guidance or instruction, for example on issues such as ecology, racism or other social questions.

OUTCOME:
To be able to understand the type of authority that a tradition attributes to its sacred texts and how these texts affect the tradition understands of its relationship to society today.

AREA OF STUDY 3 – Comparing religious traditions
Misunderstanding and conflict is sometimes generated by the way different religious traditions view each other and their perceived relationship with each other. An understanding of the content of the sacred texts of each tradition on common social issues may encourage tolerance and acknowledgment of differences.

OUTCOME:
To be able to discuss the similarities and differences between the ways sacred texts of two or more religious traditions view a particular social theme.

ASSESSMENT
Demonstration of achievement of the outcomes must be based on the student’s performance in a selection of the following assessment tasks:

- summaries;
- textual commentaries;
- essays;
- oral presentations; where appropriate, supported by multimedia presentations;
- short reports;
- comparative tables;
- short-answer questions.
OPTION 2

RELIGION AND SOCIETY Unit 3: The Search for Meaning (Semester 1)

RATIONALE
Across time and cultures, humanity has sought to understand the why and how of existence. In this quest humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Why do we die? Is there anything beyond death? In response to this quest for meaning, religions have developed systems of belief that have offered ways of establishing meaning and purpose – not only for human existence but also for all that exists. Such religious beliefs have also attempted to explain the nature of relationships between humans, between humans and the rest of the natural world, and between humans and ultimate reality.

In this unit students begin by studying the religious beliefs developed by the Roman Catholic tradition in response to the big questions of life. They explore the ways in which these religious beliefs create meaning for the religious tradition and their members. The religious beliefs of any religion arise from the beliefs held about ultimate reality, and these in turn inform particular beliefs about human existence; about its meaning, purpose and destiny. Religious beliefs may be expressed through the other aspects of religion, such as myths and other stories, sacred texts and other religious writings (such as formal creeds), rituals, symbols, social structures, ethical principles and oral or written codes of behaviour, religious experience and spirituality. Religious tradition/s will be chosen from one or more of the following groups:
• Primal religions (e.g. Australian Aboriginal religions, religions of the Pacific Islands)
• Asian religions (e.g. Buddhism, Hinduism, Chinese religions)
• Abrahamic religions (e.g. Judaism, Christianity and Islam).

AREA OF STUDY 1 – Meaning in Religious Traditions:
Students examine the nature and purpose of religious beliefs within the Roman Catholic tradition and explore specific beliefs that are common to members of that tradition. This exploration includes consideration of how each belief is distinctive for that tradition. It is this distinctiveness that should be explored for the tradition/s under study. Students investigate the expression of these religious beliefs through the relevant aspects of religion. Students also consider what these religious beliefs mean for the way in which members of the religious tradition/s are to lead their lives.

OUTCOME
Be able to explain the nature, purpose and expression of religious beliefs generally and for one or more than one religious tradition.

AREA OF STUDY 2: Maintaining continuity of religious beliefs
Students examine how religions maintain continuity of beliefs concerning ultimate reality, the nature and purpose of human life, the meaning of life and death, the relationship between ultimate reality and humanity, the relationship between humans, and the relationship between human life and the rest of the natural world.

Students investigate the reasons for maintaining continuity of religious beliefs. They explore the ways these beliefs are maintained by the Roman Catholic tradition.
Students investigate these maintenance practices: the reaffirmation of religious beliefs; the application of reaffirmed religious beliefs to new circumstances; the reinterpretation of religious beliefs to address new circumstances; and the reaffirmation of religious beliefs through reformulation of their expression. Students use the eight aspects of religion as a framework for their analysis.

OUTCOME:
Be able to analyse the maintenance of religious beliefs for continuity in religious traditions.

AREA OF STUDY 3 – Significant life experience and religious belief
Students investigate how belief in, and understanding of, religious beliefs of the Roman Catholic tradition may be subject to a dynamic process of change over time through significant personal life experience.

Students consider the relationship between significant life experience and religious belief, and then undertake a detailed study of a member of the Roman Catholic tradition, exploring the impact on their understanding of and belief in the tradition’s religious belief/s. The member studied can be a person or a group and must be a member of the religious tradition at the time of the experience. Students also investigate how religious beliefs can have an impact on the interpretation of significant life experiences, which are characterised by intense experiences such as joy, wonder (awe), suffering, death, major life choices, love, human relationships, or commitment.

OUTCOME:
Be able to explain and draw conclusions about the interplay between religious beliefs and significant life experiences

ASSESSMENT
Demonstration of achievement of the Outcomes must be based on the student’s performance in the following School Assessed Coursework (SACs):

1. PROFILE
   Students prepare a report which identifies and explains the nature, purpose and expression of key beliefs of the Roman Catholic Tradition. (Outcome 1)

2. INVESTIGATION
   Students study the nature and importance of continuity of beliefs and values in a religious tradition through a study of the Church’s teachings about death, life after death and the development of the belief as expressed through the Funeral Liturgies of the Medieval Era and post-Vatican time. (Outcome 2)

3. CASE STUDY
   Students prepare a report on how important life experiences interact with religious beliefs, through a study of the life of Archbishop Romero (Outcome 3)

LEVELS OF ACHIEVEMENT
The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework and an end-of-year examination.
RELIGION AND SOCIETY - Unit 4: Challenge and Response (Semester 2)

RATIONALE
The focus of Unit 4 is the interaction of religious traditions and the societies of which they are a part. Religious traditions are dynamic, living institutions that contribute in many ways, both positively and negatively, to wider societies — stimulating, supporting, as levers for change or resisting changes in those societies. Religious traditions also change over time; this change may be in the form of growth or decline or both. The eight aspects of religion provide a framework for understanding these changes that happen as religious traditions respond to the internal challenges arising from the needs and insights of their membership, and to the external challenges provoked by changes in the wider society. The impetus for these changes in society may come from religious traditions themselves or from other groups, individuals, events or movements within the wider society.

In this unit students explore challenge and response in historical and contemporary contexts. Students investigate historical challenges to religious traditions arising internally and externally. They explore the challenge to religious traditions in contemporary pluralistic society for action on behalf of social justice and for assessment of new problems arising from social and technological change.

AREA OF STUDY – Historical challenges to Religious Traditions
In this area of study, students investigate the types of significant internal and external challenges to religious traditions generally within an historical framework. They consider how some aspects of religion are more likely to be challenged, such as key beliefs, ritual practice, the interpretation of texts, and the nature and role of authority, and the manner of participation within the social structure of the religious tradition. These challenges may come from an historical event or events, a movement, a person, or an issue arising from within the religious tradition/s, or from the wider society or from other religious traditions. Students appreciate how challenge may come from a number of directions or sources, requiring different types of responses from the religious tradition.

OUTCOMES:
To be able to analyse how one or more than one religious tradition responded to a significant historical internal or external challenge and evaluate the outcome for the religious tradition

AREA OF STUDY 2 – Contemporary challenges and their impact
In this area of study, students examine the visions for society held by the Roman Catholic tradition that are confronted by contemporary social or moral issues. They investigate the contributions that the Roman Catholic tradition brings to debates on major social and moral issues, and the impact these may have on the tradition and the wider society.

OUTCOMES
To be able to analyse the interplay between religious beliefs and their developed vision of religious traditions for society in response to contemporary challenge

ASSESSMENT
The student’s level of achievement will be determined by school assessed coursework, as outlined below, and by an end-of-year examination.
1. INVESTIGATION

Students investigate a single instance or particular occasion of religious challenge and response. The challenge of marriage, divorce and re-marriage in the Roman Catholic Church is studied. Understanding of this study is shown through preparation of an essay and a test.

2. REPORT

Students prepare a report on a significant individual, group or institution inspired to practical action by a vision of personal or social transformation that can be sourced in a religious tradition - for example; Jesuits (Society of Jesus). They will also examine one or more issues confronted by the individual or group in attempting to implement the vision – for example; welfare and family services.

LEVELS OF ACHIEVEMENT

The student’s level of achievement for Unit 4 will be determined by School-assessed Coursework and an end-of-year examination.

Contribution to final assessment

School-assessed Coursework for Unit 3 & Unit 4 will contribute 25 per cent each.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.
ACCOUNTING

RATIONALE

Accounting is the process of recording, reporting, analyzing and interpreting financial data and accounting information which is then communicated to internal and external users of this information. It plays an integral role in the successful operation and management businesses.

VCE Accounting focuses on small business. Unit 1 begins with a small service business, allowing students to develop knowledge and skills in accounting without the complexities of accounting for trading businesses or large organisations. Units 2, 3 & 4 then focus on a single activity trading business where students build on and extend their accounting skills.

Many students who study VCE Accounting will go on to further studies and careers in business and finance.

STRUCTURE

The study is made up of four units:
Unit 1: Establishing and Operating a Service Business.
Unit 2: Accounting for a Trading Business.
Unit 3: Recording and Reporting for a Trading Business.
Unit 4: Control and Analysis of Business Performance.

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

UNIT 1: Establishing and Operating a Service Business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analyzing of accounting by internal and external user. The cash basis of recording and reporting is used throughout this unit.

Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

OUTCOMES

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

- Describe the resources and explain and discuss the knowledge and skills necessary to set up a small business.
- Identify and record the financial data and report and explain accounting information for a sole proprietor of a service business.
UNIT 2: Accounting for a Trading Business

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

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

- Record financial data and record information for a sole trader;
- 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.
- Select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.

UNIT 3: Recording and Reporting for a Trading Business

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

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

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

UNIT 4: Control and Analysis of Business Performance

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. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system.
OUTCOMES
On completion of this unit the student should be able to:

- 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.
- Prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.

ENTRY
There are no prerequisites for Units 1, 2 and 3.

ASSESSMENT
The assessment tasks across Units 1–4 require students to demonstrate achievement of the outcomes using ICT and manual accounting methods.

The assessment tasks for Unit 1 and 2 include a variety of task types. Students must use ICT in at least two of the selected assessment tasks.

At least 30 marks out of the 100 marks available for School-assessed Coursework in both Unit 3 and in Unit 4 must be allocated to ICT-based assessment.

Satisfactory Completion
Demonstrated achievement of the set of outcomes/area of studies specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2
Individual school decision on levels of achievement.

Unit 3 and 4
School-assessed coursework and examination
- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent.
BIOLOGY

RATIONALE
Biology is the study of living organisms, of life processes, and of the different levels of organisation from the cell to the biosphere. It includes the study of interactions between organisms and between organisms and their environments. It considers the unity and continuity of life as well as diversity and change.

STRUCTURE
The study is made up of four units:
Unit 1: Unity and Diversity
Unit 2: Organisms and their environment
Unit 3: Signatures of life
Unit 4: Continuity and change.

UNIT 1: UNITY AND DIVERSITY
This unit examines the characteristics, which assist plants and animals to function effectively in their particular environments. The application of technology to explore, maintain and modify reproduction and development, and the issues associated with the use of this technology are also investigated.

OUTCOMES
On completion of this unit the student should be able to:
- design, conduct and report on a practical investigation related to cellular structure, organisation and processes; and
- describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems.

UNIT 2: ORGANISMS AND THEIR ENVIRONMENT
This unit examines communities of living organisms and their non-living surroundings. The complex interactions that sustain life on Earth, and the nature and effects of environmental change are also considered.

OUTCOMES
On completion of this unit the student should be able to:
- explain and analyse the relationship between environmental factors, and adaptations and distribution of living things; and
- design, conduct and report on a field investigation related to the interactions between living things and their environment, and explain how ecosystems change over time.

UNIT 3: SIGNATURES OF LIFE
This unit examines the challenges to survival and the mechanisms, which enhance the survival of unicellular and multicellular organisms in the face of changing conditions, environmental extremes and challenges from other organisms. The use of modern technology to increase the chance of survival of an organism when its control systems or defences against infection and disease are inadequate, are also considered.
OUTCOMES
On completion of this unit the student should be able to:

- analyse and evaluate evidence from practical investigations related to biochemical processes; and
- describe and explain coordination and regulation in an organism’s immune responses to antigens at the molecular level.

UNIT 4: CONTINUITY AND CHANGE

This unit explores the mechanisms of inheritance, genes, DNA, mitosis and meiosis, and the causes of variation, leading to investigation of the origins and diversity of living organisms. Recent advances in technology, including biotechnology, are also considered.

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

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

ENTRY
There are no prerequisites for entry to Units 1, 2 and 3. However, students who enter the study at Unit 3 may need to do preparatory work based on Unit 1 and Unit 2, as specified by the teacher.

ASSESSMENT
Satisfactory Completion
Achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT
Units 1 and 2
The individual school will determine levels of achievement.

Units 3 and 4
School-assessed coursework and end of year examination.
BUSINESS MANAGEMENT

RATIONALE
Business Management examines the ways in which people at various levels within large-scale organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of challenges, complexity and rewards that come from business management and gain insight into various ways resources can be managed in a large-scale organisation. An emphasis of ethical and socially responsible management is a continuous theme throughout the course.

STRUCTURE
The study is made up of four units:
Unit 1: Small business management
Unit 2: Communication and management
Unit 3: Corporate management
Unit 4: Managing people and change

UNIT 3: CORPORATE MANAGEMENT
This unit examines the role and importance of large-scale organisations (LSOs) to the Australian economy. It considers characteristics, various types and objectives, management functions, contribution and internal and external environments, stakeholders and the performance measurements of large scale organisations. Students also investigate different organisational structures, corporate cultures, policy development and management role, of LSOs. Students apply management styles and skills to business situations and evaluate them. Students also study the functional area of operations management.

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

UNIT 4: MANAGING PEOPLE AND CHANGE
This unit examines the human resource function and importance of change management. Students analyse employee expectation and motivational theory, management practices and process associated with the key phases of the employment cycle (establishment, maintenance and termination) and employee relations. Students also study the concept of change, analysing the drivers and restraints of change, theory and strategies of effective change and impact on an organisations internal environment.

OUTCOMES
On completion of this unit the student should be able to:
• analyse and evaluate practices and processes related to human resource management; and
• analyse and evaluate the management of change in large-scale operations and evaluate the impact of change on the internal environment.
ENTRY
There are no prerequisites for entry to Unit 3.

ASSESSMENT
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT
Unit 3 and 4
School-assessed coursework and end-of-year examination
- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 per cent.
CHEMISTRY

RATIONALE
Chemical processes are important in improving human health, preventing environmental problems and rehabilitating degraded environments. In this study of Chemistry a thematic approach has been adopted, and throughout the study contexts have been provided to apply chemical knowledge to technology and society. Students will investigate, explore and solve qualitative and quantitative problems and discuss chemical concepts and issues.

STRUCTURE
The study is made up of four units.

UNIT 1: THE BIG IDEAS OF CHEMISTRY
This unit examines a range of chemical processes and activities through the study of the periodic table and common materials. The chemical nature of materials is explored through an investigation of their properties and their modification. All areas of study in this unit involve the design and performance of experiments.

OUTCOMES
On completion of this unit the student should be able to:
• Explain how evidence is used to develop or refine chemical ideas and knowledge;
• Use models of structure and bonding to explain the properties and applications of materials.

UNIT 2: ENVIRONMENTAL CHEMISTRY
This unit examines a range of chemical reactions with the emphasis on the writing of chemical equations and performance of calculations based upon them. Students are encouraged to evaluate the environmental impact of human activity on the biosphere. All areas of the study involve the design and performance of experiments.

OUTCOMES
On completion of this unit the student should be able to:
• Formulate and write balanced equations and apply these to qualitative and quantitative investigations of reactions involving acids and bases, the formation of precipitates and gases, and oxidants and reductants.
• Explain how chemical reactions and processes occurring in the atmosphere help to sustain life on earth.

UNIT 3: CHEMICAL PATHWAYS
This unit investigates the scope of techniques available to the analytical chemist. The work of chemists in these industries is examined. Again design and performance of experiments is important in the unit.
OUTCOMES
On completion of this unit the student should be able to:

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

UNIT 4: CHEMISTRY AT WORK

This unit investigates the industrial production of chemicals and the energy changes associated with chemical reactions. Again design and performance of experiments is important in the course.

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

- Analyse the factors determine the optimum conditions in the industrial production of the selected chemical.
- Analyse chemical and energy transformations occurring in chemical reactions.

ENTRY
There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Unit 2 or 3 may need to undertake preparatory work.

ASSESSMENT
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT
Units 1 and 2
Individual schools determine levels of achievement.

Units 3 and 4
School-assessed coursework and end of year examination.
DRAMA

RATIONALE
The study of Drama focuses on the creation and performance of characters, narratives and stories. Students draw on a range of content and use role and expressive skills to create, embody and present dramatic works. They analyse the development of their performances and explore the actor–audience relationship. Students develop an understanding of dramatic elements, stagecraft and theatrical conventions appropriate to performance styles from a range of cultural contexts. They view and analyse performances by professional and other drama practitioners.

The study provides students with opportunities to explore the ways in which drama represents social, political, and historical contexts, narratives and stories. Students develop an understanding of the language of drama including terminology and expressions appropriate to the context of the drama that students create, perform and analyse. Students develop an appreciation of drama as an art form through participation, criticism and aesthetic understanding.

The study of drama provides students with pathways to further studies in fields such as acting, direction, playwriting, production design, production management and studies in drama criticism.

STRUCTURE
The study is made up of four units:
Unit 1: Dramatic storytelling
Unit 2: Creating Australian drama
Unit 3: Ensemble performance
Unit 4: Solo performance

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

ENTRY
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

OUTCOMES
Outcomes define what students will know and be able to do as a result of undertaking the study.

Outcomes include a summary statement and the key knowledge and skills that underpin them. Only the summary statements have been reproduced below and must be read in conjunction with the key knowledge and skills published in the study design.

Unit 1: Dramatic storytelling
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 examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulate expressive skills in the creation and presentation of characters. They develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance
styles from a range of social and cultural contexts.

This unit also involves analysis of a student’s own performance work and analysis of a performance by professional and other drama practitioners.

In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism. Descriptions of the terms such as naturalism, non-naturalism and stimulus material, dramatic elements, stagecraft, theatrical conventions, expressive skills and performance styles are provided in the Glossary.

**OUTCOME 1**
On completion of this unit the student should be able to use play-making techniques to devise solo and/or ensemble drama work/s based on experiences and/or stories, as well as describe the dramatic processes used to shape and develop this performance work/s.

**OUTCOME 2**
On completion of this unit the student should be able to use expressive skills, theatrical conventions and stagecraft to perform stories and characters to an audience.

**OUTCOME 3**
On completion of this unit the student should be able to analyse the development and performance of work created and presented in Outcomes 1 and 2.

**OUTCOME 4**
On completion of this unit the student should be able to identify and evaluate use of performance styles, and describe use of theatrical conventions, stagecraft and dramatic elements, as well as analyse the portrayal of stories and characters in a drama performance.

**UNIT 2: CREATING AUSTRALIAN DRAMA**
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context.

Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Theatrical conventions appropriate to the selected performance styles are also explored. Student’s knowledge of how dramatic elements are enhanced or manipulated through performance is further developed in this unit.

This unit also involves analysis of a student’s own performance work as well as the performance of an Australian work. An Australian work might:

- be written, adapted or devised by Australian writers or theatre-makers;
- reflect aspects of the Australian identity, for example the indigenous voice, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, the urban and bush perspectives.

In this unit, students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism.

Descriptions of the terms such as naturalism, non-naturalism and stimulus material, dramatic elements, stagecraft, theatrical conventions, expressive skills and performance styles are provided in the Glossary.
OUTCOME 1
On completion of this unit the student should be able to use a range of stimulus material to create a solo or ensemble performance work as well as document and record the play-making techniques used to shape and develop this performance work.

OUTCOME 2
On completion of this unit the student should be able to demonstrate the effective use and manipulation of dramatic elements, theatrical conventions and stagecraft in the presentation of a performance work to an audience.

OUTCOME 3
On completion of this unit the student should be able to analyse and evaluate the creation, development and performance of characters, as well as the use and manipulation of theatrical conventions, stagecraft and dramatic elements as applied to the performance style/s of the student’s own performance work.

OUTCOME 4
On completion of this unit the student should be able to identify use of theatrical conventions, describe performance style/s and analyse and evaluate how dramatic elements have been used in a drama performance.

UNIT 3: ENSEMBLE PERFORMANCE
This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

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 will also be analysed.

Descriptions of terms such as naturalism, non-naturalism, stimulus material, dramatic elements, stagecraft, theatrical conventions, expressive skills and performance styles are provided in the Glossary.

OUTCOME 1
On completion of this unit the student should be able to develop and present character/s within a non-naturalistic ensemble performance.

OUTCOME 2
On completion of this unit the student should be able to analyse play-making techniques used to construct and present ensemble works including the work created for Outcome 1.

OUTCOME 3
On completion of this unit the student should be able to analyse and evaluate a non-naturalistic performance selected from the prescribed playlist.
UNIT 4: SOLO PERFORMANCE
This unit focuses 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. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

PRESCRIBED STRUCTURE FOR SOLO PERFORMANCE
Students will select one solo performance from the Drama Solo Performance Examination list published annually in the VCAA Bulletin. Descriptions of terms such as naturalism, non-naturalism, stimulus material, dramatic elements, stagecraft, theatrical conventions, expressive skills and performance styles are provided in the Glossary.

OUTCOME 1
On completion of this unit the student should be able to create and present a short solo performance based on stimulus material, and evaluate the processes used.

OUTCOME 2
On completion of this unit the student should be able to create, develop and perform a character or characters within a solo performance in response to a prescribed structure.

OUTCOME 3
On completion of this unit the student should be able to describe, analyse and evaluate the creation, development and presentation of a solo performance.

ASSESSMENT
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In Drama the student’s level of achievement will be determined by school-assessed coursework, an end-of-year performance examination and an end-of-year written examination. Percentage contributions to the study score in Drama are as follows:
• Unit 3 school-assessed coursework: 30 per cent
• Unit 4 school-assessed coursework: 10 per cent
• End-of-year performance examination: 35 per cent
• End-of-year written examination: 25 per cent
ECONOMICS

RATIONALE
Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do.

Economic decisions are about resource use in producing goods and services and about the distribution of the proceeds of production. To understand the basis for these decisions, and their impact, requires an understanding of basic economic principles and concepts. Students will develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making.

VCE Economics equips students with a unique set of concepts, ideas and tools to apply to individual and social circumstances, and helps them to be more informed citizens, consumers, workers, voters, producers, savers and investors.

STRUCTURE
The study is made up of four units:
Unit 1: Economics: choices and consequences
Unit 2: Economic change: issues and challenges
Unit 3: Economic activity
Unit 4: Economic management

UNIT 1: ECONOMICS: CHOICES AND CONSEQUENCES

The focus of this unit is an examination of how a society organise itself to meet the needs and wants of its citizens. The role of the market in allocating resources will be examined. A number of contemporary economic issues that influence living standards in Australia will also be covered.

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

- explain the role of markets in the Australian economy, how markets operate to meet the needs and wants of its citizens, and apply economic decision making to current economic problems.
- describe the nature of economic growth and sustainable development and one other contemporary economic issue, explain how these issues are affected by the actions of economic decision-makers, and evaluate the impact of these issues on living standards.

UNIT 2: ECONOMIC CHANGE: ISSUES AND CHALLENGES

This unit forms some of the economic challenges facing the Australian economy, such as an ageing population; skill shortages and unemployment. Students also examine the impact of Australia’s International transactions on the standard of living.

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

- describe the factors that influence Australia’s population and labour markets, and analyse how changes in these areas may impact upon living standards.
- Describe the nature of two contemporary global economic issues, explain how each issue is affected by the actions of economic decision-makers, and evaluate the impact of the issues on living standards.

**UNIT 3: ECONOMIC ACTIVITY**

The focus of this unit is the study of economic activity and the factors that affect the achievement of economic goals and subsequent effects on Australia’s living standards. Students also study the factors that influence the role of the market in influencing resource allocation.

**OUTCOMES**

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

- explain how markets operate to allocate scarce resources, and discuss the extent to which markets operate freely in Australia.

- explain the nature and importance of key economic goals in Australia, describe the factors that may have influenced the achievement of these goals over the past four years, and analyse the impact each of these goals may have on living standards.

**UNIT 4: ECONOMIC MANAGEMENT**

The focus of this unit is how the Federal Government uses budgetary, monetary and microeconomic reform policies to achieve economic goals.

**OUTCOMES**

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

- explain the nature and operation of government macroeconomic demand management policies, explain the relationship between budgetary and monetary policy, and analyse how the policies may be used to achieve key economic goals and improve living standards in Australia.

- explain the nature and operation of government aggregate supply policies, analyse how they may be used to achieve key economic goals and improve living standards in Australia, and analyse the current government policy mix.

**ASSESSMENT**

**Satisfactory Completion**

Demonstrated achievement of the set of outcomes specified for the unit.

**LEVELS OF ACHIEVEMENT**

**Unit 1 and 2**

Individual school decision on levels of achievement.

**Unit 3 and 4**

School-assessed coursework and an end-of-year examination

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent.
ENGLISH / EAL

RATIONALE
The English language is central to the way in which students understand, critique and appreciate their world and to the ways in which they participate socially, economically and culturally in Australian society. The mastery of the key knowledge and skills of the VCE English/EAL course underpins effective functioning in the contexts of study and work as well as productive participation in a democratic society in the twenty-first century.

STRUCTURE
The study is made up of 4 units to be completed sequentially.

UNIT 1
The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted.

OUTCOMES
On completion of this unit the student should be able to:
- identify and discuss key aspects of a set text, and to construct a response in oral or written form;
- create and present texts taking account of audience, purpose and context and to discuss and analyse in writing their decisions about form, purpose, language, audience and context
- identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

UNIT 2
The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multi-modal texts.

OUTCOMES
On completion of this unit the student should be able to:
- discuss and analyse ways of thinking about the characters, ideas and themes of various texts and to construct appropriate responses to them in oral or written form;
- to create and present texts taking account of audience, purpose and context; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context;
- to identify and analyse how language is used in a persuasive text and to present a reasoned point of view in a written form.
UNIT 3

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the differing ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

OUTCOMES
On completion of this unit the student should be able to:
- analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values and is open to a range of interpretations;
- draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context;
- analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

UNIT 4

The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading with the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

OUTCOMES
On completion of this unit the student should be able to:
- develop and justify a detailed interpretation of a selected text; and
- draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

ENTRY
There are no prerequisites for entry to Units 1, 2 and 3.

ASSESSMENT
Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT
Units 1 and 2
The individual school will determine levels of achievement.

Units 3 and 4
School-assessed coursework and examinations.
- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent.
LITERATURE

RATIONALE
The study of literature is a means of exploring and making sense of human experience. The process of making meaning involves asking questions such as: whose experiences and what experiences are given voice in the text? How are these created through the text’s use of language and literary devices? This unit examines such questions and involves students in analysing a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

The course is based on texts which reflect a range of genres and eras. Two of the selected texts are by or are about Australians.

The subject is offered at VCE Units 3 and 4 and applications to undertake the study will be considered from students commencing Year 11 or Year 12. Please note that Units 1 and 2 Literature are also offered to Year 10 students.

UNIT 3

This unit focuses on the ways in which writers construct their work and how meaning is created for and by the reader. Students consider how the form of text affects meaning and generates different expectations in readers; the ways in which texts represent views and values; their comment on human experience, and the social, historical and cultural contexts of literary works.

AREAS OF STUDY
- Adaptations and transformations
- Views, Values and Contexts
- Considering alternative viewpoints

OUTCOMES

On completion of this unit the student should be able to:
- Analyse how meaning changes when the form of a text changes.
- Analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.
- Evaluate the critical views of a text and make comparisons with their own interpretation.

UNIT 4

The unit focuses on students’ creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work.
AREAS OF STUDY
- Creative responses to texts
- Close analysis

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

- Respond imaginatively to a text, and comment on the connections between the text and the response.
- Analyse critically the features of a text, relating them to an interpretation of the text as a whole.

ASSESSMENT
Satisfactory completion is demonstrated by achievement of the outcomes specified for the unit.

LEVELS OF ACHIEVEMENT
School Assessed Coursework and examinations.
- Unit 3 school-assessed coursework – 25%
- Unit 4 school-assessed coursework – 25%
- End of year examination – 50%
FOOD & TECHNOLOGY (NDC)

VCE Food & Technology focuses on the importance of food in our daily lives from both a theoretical and practical point of view. This study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation.

STRUCTURE
The study is made up of four units:
Unit 1: Food safety and properties of food
Unit 2: Planning and preparation of food
Unit 3: Food preparation, processing and food controls
Unit 4: Food product development and emerging trends

UNIT 1: FOOD SAFETY AND PROPERTIES OF FOOD

In this unit student study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation.

OUTCOMES
On completion of this unit the student should be able to:
• Explain and apply safe and hygienic work practices when storing, preparing and processing food.
• Analyse the physical, sensory, chemical and functional properties of key foods and select, prepare and process foods safely and hygienically to optimize these properties using the design process.

UNIT 2: PLANNING AND PREPARATION OF FOOD

In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimize the physical, sensory and chemical properties of food.

OUTCOMES
On the completion of this unit students should be able to:
• Use a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods to maximize their properties.
• Individually and as a member of a team use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts.

ASSESSMENT
Satisfactory completion.
Demonstrated achievement of a set of outcomes specified for the unit.
LEVELS OF ACHIEVEMENT

*Units 1 and 2*

Procedures for the assessment of levels of achievement in Units 1 & 2 are a matter for school decision.

ASSOCIATED COSTS

The subject levy for 2015 is yet to be determined.

UNIT 3: FOOD PREPARATION, PROCESSING AND FOOD CONTROLS.

In this unit students develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations, including the Hazard Analysis and Critical Control Points (HACCP) system. They investigate the causes of food spoilage and food poisoning and apply safe work practices while preparing food.

OUTCOMES

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

- Explain the roles and responsibilities of and the relationship between national, state and local authorities in ensuring and maintaining food safety within Australia.
- Analyse preparation, processing and preservation techniques for key foods, and prepare foods safely and hygienically using these techniques.
- Develop a design brief, evaluation criteria and a design plan for the development of a food product.

UNIT 4: FOOD PRODUCT DEVELOPMENT AND EMERGING TRENDS

In this unit students develop individual production plans for the proposed four to six food items and implement the design plan they established in Unit 3. In completing this task, students apply safe and hygienic work practices using a range of preparation and production processes, including some which are complex. They use appropriate tools and equipment and evaluate their planning, processes and product.

OUTCOMES

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

- Safely and hygienically implement the production plans for a set of four to six food items that comprise the product, evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria, and evaluate the efficiency and effectiveness of production activities.
- Analyse driving forces related to food product development, analyse new and emerging food products, and explain processes involved in the development and marketing of food products.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.
LEVELS OF ACHIEVEMENT

Units 3 and 4

Percentage contributions to the study score in VCE Food and Technology are as follows:
- Unit 3 & 4 School-assessed Coursework: 30 per cent
- Units 3 and 4 School-assessed Task: 40 per cent
- End-of-year examination: 30 per cent.

ASSOCIATED COSTS
The subject levy for 2015 is yet to be determined.
HEALTH AND HUMAN DEVELOPMENT (NDC)

RATIONALE:
Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. The study of Health and Human Development is based on the premise that health and human development needs to be promoted at an individual level, and within group and community settings at national and international levels, to maximise global development potential. This underpins the structure of the four units of Health and Human Development. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

STRUCTURE:
Unit 1: The health and development of Australia’s youth
Unit 2: Individual human development and health issues
Unit 3: Australia’s health
Unit 4: Global health and human development

UNIT 1: The health and development of Australia’s youth

In this unit students are introduced to the concepts of health and individual human development. The Focus is on the health and individual human development of Australia’s youth and the many factors influencing this. The health status of Australia’s youth is also examined ad health issues affecting youth are investigated.

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

- Describe the dimensions of, and the interrelationships within and between, health and individual human development.
- Describe and explain the factors that impact on the health and individual human development of Australia’s youth.
- Outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development

UNIT 2: Individual Human Development and Health Issues

This unit focuses on the lifespan stages of childhood and adulthood. The study of health is constantly changing and many emerging issues that have impacts on Australia’s health and development. An ageing population, new advances in technology, use of alternative health services, the impact of environmental change and acknowledgement of human rights and ethics are all issues that governments and communities need to consider in planning for the future of the health system.
OUTCOME:
On completion of this unit the student should be able to:

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

UNIT 3: Australia’s Health

This unit focuses on the health status of Australians in comparison to other developed countries. Health can be measured in many ways and despite Australia’s good health status, there is still potential for improvements. Students develop an understanding of the health status of Australians by using key health measures to compare health in Australia with other developed countries. Students examine different models of health and health promotion and investigate government roles and non-government roles in addressing health needs.

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

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

Unit 4: Global Health and Human Development

This unit takes a global perspective on achieving sustainable improvements in health and human development. Students identify similarities and differences in the health status between people living in developing countries and Australians, and analyse reasons for the differences. Students explore the role of international organisations in achieving sustainable improvements in health and human development. Students 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.

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

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

ENTRY:
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

ASSESSMENT:
Satisfactory completion of Outcomes of each Unit.

LEVEL OF ASSESSMENT
Unit 3:
Assessment of Unit 3 will be conducted using three separate School assessed coursework (SAC’s) contributing 25%
Outcome 1 – SAC 1: 30 marks allocated
Outcome 1 – SAC 2: 30 marks allocated
Outcome 2 – SAC 3: 40 marks allocated

Unit 4:
Assessment of Unit 3 will be conducted using three separate School assessed coursework (SAC’s) contributing 25%
Outcome 1 – SAC 1: 25 marks allocated
Outcome 1 – SAC 2: 25 marks allocated
Outcome 2 – SAC 3: 50 marks allocated

End-of-year examination
The examination will be conducted by the VCAA during the official exam period. This will contribute to 50% of the study score.
HISTORY

RATIONALE
History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records. The study of history draws links between the social, political and economic institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time.

UNIT 1: TWENTIETH-CENTURY HISTORY (1900-1945)

The first half of the twentieth century was a period marked by significant change. In the nineteenth century there still remained a sense of a certain and natural order of society. This order was challenged and overturned in the first half of the twentieth century. Old certainties were replaced by new uncertainties. Societies and individuals were in a state of flux and all that seemed guaranteed was more and more change.

Throughout the period new forms of economic and political organisation and cultural expression reflecting different responses to these changes emerged. This unit focuses on the circumstances surrounding the collapse of the traditional order, the post-war structures, the different political ideas and movements that emerged, and the conflicts which resulted from competing attempts to establish and legitimize them.

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

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

UNIT 2: TWENTIETH-CENTURY HISTORY (SINCE 1945)

A constant theme of world history since 1945 has been the increasing interplay between domestic and regional events and international developments. This period has also been dominated by post-war reconstruction and, until recently, significant growth in material living standards. This unit provides the opportunity to investigate major themes and principal events of post-war history: the Cold War, the Vietnam War, the emergence of social movements such as the Black Civil Rights movement and peace movements, the collapse of the Soviet bloc, the end of apartheid and the development of organisations such as the European Union, North American Free Trade Agreement (NAFTA) and the General Agreement on Tariffs and Trade (GATT).
Significant developments have also occurred in mass communication and audiovisual media. This technology has played a critical role in the historical events of this century in legitimising or condemning courses of action, manifesting popular culture and political dissent, and in presenting the world with immediate powerful images of people and events. Historians have had to take account of these representations as they engage in analysing and interpreting the twentieth century.

This unit should be based on one selected historical even or setting in a Western society.

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

- analyse and discuss how post-war societies used ideologies to legitimise their world view and portray competing systems;
- evaluate the impact of a challenge(s) to established social, political and/or economic power during the second half of the twentieth century; and
- analyse issues faced by communities arising from political, economic and/or technological change.

ASSOCIATED CHARGES:
Excursion Levy (State Library): $15.00

UNITS 3 & 4: REVOLUTIONS

The meaning of particular revolutions has continually been reconsidered and debated. Any study of a revolution should consider these debates and the reasons why different people have represented the history of the revolution differently.

Students study the following revolutions, one for Unit 3 and one for Unit 4:

- the American Revolution
- the Chinese Revolution

For the two revolutions, all areas of study must be explored.

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

- evaluate the role of ideas, leaders, movements and events in the development of the revolution; and
- 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.

ENTRY
There are no prerequisites for entry to Units 1, 2 and 3.
ASSESSMENT
Satisfactory Completion
Achievement of the set of outcomes.

LEVELS OF ACHIEVEMENT
Units 1 and 2
The individual school will determine levels of achievement.

Units 3 and 4
School-assessed coursework and an end-of-year examination.
• Unit 3 school-assessed coursework: 25 per cent
• Unit 4 school-assessed coursework: 25 per cent
• Unit 3 and 4 examination: 50 per cent.
INFORMATION TECHNOLOGY

RATIONALE
This study focuses on the processing of data and the management of information and information systems to meet a range of individual and societal purposes.

The rapid pace of development in information and communications technology (ICT) is having a major influence on virtually all aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken, but it also creates new opportunities in work, study, recreation, and in relationships. Social relations and cultural values influence the way ICT is used.

While it is important that students extend their use of ICT as a tool to assist with work, study, recreation and in relationships (which builds on their compulsory education experiences), the study of Information Technology focuses on the capacities, scope and limitations of hardware and software, and their interactions to carry out specialised applications.

With appropriate knowledge and skills, students will be equipped to make use of ICT and make informed personal and workplace choices about future developments and directions in this exciting and challenging field. Innovative approaches to the potential uses of ICT are developed, and students are encouraged to orient themselves towards the future, with an awareness of the implications of these uses.

The study of Information Technology may provide pathways to further studies in IT and to careers in ICT-based areas. It may also prepare students for programs that require either an IT-related subject or for a vast range of careers that require efficient and effective use of ICT.

STRUCTURE
The study is made up of six units:
Unit 1: IT in action
Unit 2: IT pathways
Units 3 and 4: IT applications
Units 3 and 4: Software development

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

ENTRY
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.
**Unit 1: IT IN ACTION**

This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. In Areas of Study 1 and 3, students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain. In Area of Study 3, students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied. In Area of Study 2, students examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks.

When creating solutions, students need an understanding of the problem-solving methodology, as detailed in the accredited Study Design. In this unit the emphasis is on the problem-solving stages of design and development.

**OUTCOMES**

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

- select data from data sets, design solutions and use a range of spreadsheet functions to develop solutions that meet specific purposes.
- recommend a networked information system for a specific use and explain possible security threats to this networked information system.
- contribute collaboratively to the design and development of a website that presents an analysis of a contemporary ICT issue and substantiates the team’s point of view.

**Unit 2: IT PATHWAYS**

This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions. Details of this methodology are contained in the Study Design.

In Area of Study 1 students analyse data from large repositories and manipulate selected data to create visualisations. In Area of Study 2 students develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills. Working in teams is an important and effective strategy for solving problems, and this strategy is applied in Area of Study 3 when students solve problems for clients in the community.
OUTCOMES
On completion of this unit the student should be able to:

- apply the problem-solving methodology and use appropriate software tools to create data visualisations that meet users’ needs.
- design, and develop using a programming or scripting language, limited solutions, record the learning progress electronically, and explain possible career pathways that require the use of programming or scripting skills.
- work collaboratively and apply the problem-solving methodology to create an ICT solution, taking into account client feedback.

Units 3 and 4: IT APPLICATIONS

Unit 3: IT Applications

The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations. In Area of Study 1, students investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities. Students use web authoring software to create prototype websites for particular online communities, taking into account both technical and non-technical constraints.

Area of Study 2 focuses on the use of a relational database management system (RDBMS). Students examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of an RDBMS. At the practical level, students acquire and apply knowledge and skills in the use of an RDBMS. In Unit 4 when solving information problems students can either use spreadsheet software or continue to use an RDBMS.

Students apply the analysis, design and development stages of the problem-solving methodology when creating solutions. Details of this methodology are contained in the Study Design.

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

- apply stages of the problem-solving methodology to create a prototype website that meets an online community’s needs, and explain the technical requirements to support the hosting of this website.

- design, and develop using a relational database management system, a solution to an information problem, and discuss why and how data is acquired via websites.
Unit 4: IT Applications

In this unit students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. In Area of Study 1 either a relational database management system (RDBMS) or spreadsheet software is selected and used to create solutions to information problems. In addition, students use web authoring or multimedia authoring software to produce onscreen user documentation. When creating solutions to ongoing information problems, students apply all stages of the problem-solving methodology. Details of this methodology are contained in the Study Design.

In Area of Study 2, students explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity and security of data and information, and to optimise efficient information handling.

OUTCOMES

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

- use selected software to solve an ongoing information problem, and evaluate the efficiency and effectiveness of the solution in meeting the information needs of an organisation.

- evaluate the effectiveness of strategies used by organisations to manage the storage, communication and disposal of data and information, and recommend improvements to current practices.

UNITS 3 AND 4: SOFTWARE DEVELOPMENT

Unit 3: Software Development

Unit 3 focuses on programming as a strategy for solving problems for specific users in a networked environment. Students develop knowledge and skills in the use of a programming language. The programming language selected will be studied for both Units 3 and 4. When programming in Unit 3, students are expected to have an overview of the problem-solving methodology and a detailed understanding of the stages of analysis, design and development. Details of this methodology are contained in the Study Design.

Area of Study 1 focuses on the analysis stage of the problem-solving methodology, which involves students developing and applying knowledge and skills in determining the requirements of solutions, identifying relevant factors that should be taken into account when designing the solutions, and in scoping the solutions. In Area of Study 2 students engage in designing the detailed specifications of how solutions will be developed and undertake the development stage by using the selected programming language to create planned solutions.

OUTCOMES

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

- analyse an information problem in order to produce software requirements specifications for a solution that operates within a networked environment.

- represent a software design and apply a range of functions and techniques using a programming language to develop a prototype solution to meet a specific need.
Unit 4: Software Development

This unit focuses on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment. Students continue to study the programming language selected in Unit 3.

In this unit students are required to engage in the design, development and evaluation stages of the problem-solving methodology. Details of this methodology are contained in the Study Design.

Area of Study 1 focuses on the design and development stages of the problem-solving methodology when solving problems suitable for use with mobile devices. Area of Study 2 focuses on the final stage of the methodology, evaluation.

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

- apply stages of the problem-solving methodology to produce a solution for use on a mobile device, which takes into account technical and legal requirements.
- recommend and justify strategies for evaluating the effectiveness and efficiency of solutions that operate in a networked environment.

ASSESSMENT

Satisfactory Completion
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Information Technology students’ level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

Percentage contributions to the study score in VCE Information Technology are as follows:
- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.
LEGAL STUDIES

RATIONALE
Legal Studies examines the processes of lawmaking, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

STRUCTURE
The structure is made up of four units:
Unit 1: Criminal law in action
Unit 2: Issues in civil law
Unit 3: Law making
Unit 4: Resolution and justice

UNIT 1: CRIMINAL LAW IN ACTION
Students examine the need for laws in society. They investigate key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in lawmaking as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

OUTCOMES
On completion of this unit the student should be able to:
- explain the need for effective laws and describe the main sources and types of law in society
- explain the key principles and types of criminal law, apply the key principles to relevant cases and discuss the impact of criminal activity on the individual and society and
- describe the processes for the resolution of criminal cases and discuss the capacity of these processes to achieve justice.

UNIT 2: ISSUES IN CIVIL LAW
Students examine the rights that are protected by civil law as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the roles of civil law in society and how it affects them as individuals.
This unit also focuses on the resolution of civil dispute through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness.
OUTCOMES
On completion of this unit the student should be able to:

- explain the principles of civil law, lawmaking by courts and elements of torts and apply these to relevant cases.
- explain and evaluate the processes for the resolution of civil disputes and
- explain one or more area/s of civil law and discuss the legal system’s capacity to respond to issues and disputes related to the selected area/s of law.
- Describe an Australian case illustrating rights issues, and discuss the impact of the case on the legal system and the rights of individuals.

UNIT 3: LAW MAKING

Students develop an appreciation of the complex nature of lawmaking by investigating the key features and operation of parliament and influences on law making, with a focus on the role of the individual. Students examine the Constitution and the protection of right, and the role of the High Court. Students also study the role of courts in law making.

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

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

UNIT 4: RESOLUTION AND JUSTICE

Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed by courtrooms and develop an understanding of the adversary system of trial and jury system, as well as pre trial and post trial procedures that operate in the Victorian legal system. Students consider the effectiveness of court processes and procedures in our legal system and consider reforms or changes to improve effective operation.

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

- describe and evaluate the effectiveness of institutions for the determination of criminal cases, and the resolution of civil disputes
- explain the processes and procedures for the resolution of criminal cases and civil disputes and evaluate their operation and application and evaluate their effectiveness of the legal system.
ENTRY
There are no prerequisites for entry to Unit 1, 2 and 3.

ASSESSMENT
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT
Unit 1 and 2
Individual school decision on levels of achievement.

Unit 3 and 4
School-assessed coursework and an end-of-year exam:
- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent
LANGUAGE OTHER THAN ENGLISH (LOTE)

ITALIAN

RATIONALE
The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Italian develops students’ ability to understand and use a language which is one of the official languages of the European Union and the second most widely spoken language in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication.

The ability to communicate in Italian may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as tourism, social services, banks, commerce, and translating and interpreting. It maybe possible to gain some bonus points added to the final ATAR score if Italian is studied during VCE depending on the individual institution entrance procedures.

This unit comprises themes, topics, grammar, text types, vocabulary and kinds of writing. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The grammar, vocabulary, text types and kinds of writing are linked, both to each other’s, and to the themes and topics. The common areas of studies have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

AIMS
This study is designed to enable students to:
- use Italian to communicate with others;
- understand and appreciate the cultural contexts in which Italian is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Italian and English, and/or other languages;
- apply Italian to work, further study, training or leisure.

STRUCTURE
The units are designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.
UNIT 1

OUTCOMES
For this unit students are required to demonstrate achievement of three outcomes. On completion of this unit the student should be able to:

- establish and maintain a spoken or written exchange related to personal areas of experience.
- listen to, read and obtain information from written and spoken texts.
- produce a personal response to a text focusing on real or imaginary experience.

UNIT 2

OUTCOMES
For this unit students are required to demonstrate achievement of three outcomes. On completion of this unit the student should be able to:

- participate in a spoken or written exchange related to making arrangements and completing transactions.
- listen to, read, and extract and use information and ideas from spoken and written texts.
- give expression to real or imaginary experience in written or spoken form.

UNIT 3

OUTCOMES
For this unit students are required to demonstrate achievement of three outcomes. On completion of this unit the student should be able to:

- express ideas through the production of original texts.
- analyse and use information from spoken texts.
- exchange information, opinions and experiences.

UNIT 4

OUTCOMES
For this unit students are required to demonstrate achievement of two outcomes. On completion of this unit the student should be able to:

- analyse and use information from written texts.
- respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities.

ENTRY
Italian is designed for students who will, typically, have studied Italian from Year 7 to Year 10. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
LEVELS OF ACHIEVEMENT

Units 1 & 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 & 4
The VCAA will supervise the assessment of all students undertaking Units 3 and 4. In Italian the student’s level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations*: Oral component 12.5 per cent  
  Written component 37.5 per cent
* A single grade is awarded

Associated charges:
Students must provide money for lunch when on excursion. Italian students participating in the Dante Alighieri Poetry Competition will be required to pay the competition entry fee.

JAPANESE

RATIONALE
The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries.

The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education. It may be possible to gain some bonus points added to the final ATAR score if Japanese is studied during VCE depending on the individual institution entrance procedures.

This unit comprises themes, topics, grammar, text types, vocabulary and kinds of writing. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The grammar, vocabulary, text types and kinds of writing are linked, both to each other’s, and to the themes and topics. The common areas of studies have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.
AIMS
This study is designed to enable students to:

- use Japanese to communicate with others;
- understand and appreciate the cultural contexts in which Japanese is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Japanese and English, and/or other languages;
- apply Japanese to work, further study, training or leisure.

STRUCTURE
The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

UNIT 1
OUTCOMES
For this unit students are required to demonstrate achievement of three outcomes. On completion of this unit the student should be able to:

- establish and maintain a spoken or written exchange related to personal areas of experience.
- listen to, read and obtain information from written and spoken texts.
- produce a personal response to a text focusing on real or imaginary experience.

UNIT 2
OUTCOMES
For this unit students are required to demonstrate achievement of three outcomes. On completion of this unit the student should be able to:

- participate in a spoken or written exchange related to making arrangements and completing transactions.
- listen to, read, and extract and use information and ideas from spoken and written texts.
- give expression to real or imaginary experience in written or spoken form.

LEVELS OF ACHIEVEMENT
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Board of Studies. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.
UNIT 3

OUTCOMES
For this unit students are required to demonstrate completion of three outcomes. On completion of this unit students should be able to:

- express ideas through the productions of original texts
- analyse and use information from spoken texts
- exchange information, opinions and experiences

UNIT 4

OUTCOMES
For this unit students are required to demonstrate completion of two outcomes. On completion of this unit students should be able to:

- Analyse and use information from written texts
- Respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese-speaking communities.

LEVELS OF ACHIEVEMENT

School assessed coursework and end-of-year examinations:

Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
Examinations*: Oral component 12.5 per cent
                  Written component 37.5 per cent

* A single grade is awarded
MATHEMATICS

NOTE:

All students in any Mathematics subject at any level are required to have a TI-nspire (CAS) calculator and must purchase the relevant listed instructions booklet for it.

RATIONALE

Mathematics is the study of function and pattern in number, logic, space and structure. Students will apply mathematical skills to solve standard problems, use mathematics when dealing with real life situations and apply technology to support their learning. The VCE offers a variety of maths programs that cater for diverse student interest, capabilities and aspirations. The subjects offered are:

Units 1 & 2
- General Mathematics
- General Mathematics Advanced
- Mathematical Methods (CAS)

Note: Student may only study either General Mathematics or Advanced General Mathematics – they cannot choose both General Mathematics Streams.

Units 3 & 4
- Further Mathematics
- Mathematical Methods (CAS)
- Specialist Mathematics

Note: Students may study all three Unit 3&4 Maths subjects, but only two may be used in the primary-four when calculating ATAR scores.

COURSE DESCRIPTION

General Mathematics 1&2
These units are intended for a wide range of students who require a Year 11 Maths or intend to study Further Mathematics Units 3 & 4 the following year.

Topics include: data analysis, geometry, algebra, linear graphs, trigonometry, networks matrices and financial arithmetic.

General Mathematics Advanced 1&2
These units are suitable as additional background for students studying Mathematical Methods and also for those who intend to study Specialist Mathematics Units 3 & 4.

Topics include: functions, matrices, trigonometry, complex numbers, circle mensuration, similar triangles, vectors, kinematics and mechanics.
Mathematical Methods (CAS) 1&2
These units are designed to introduce students to mathematical structure in a closely sequenced development of topics. It is also a prerequisite course for students intending to study Mathematical Methods 3&4 and Specialist Mathematics 3&4.

Topics include: linear graphs & algebra, polynomial functions, matrices, exponential & logarithmic functions, circular (trigonometric) functions, introduction to differential calculus, applications of differentiation, antidifferentiation, integration and probability.

Further Mathematics 3&4
This course is intended to be widely accessible and provides students with general preparation for employment or further studies. The assumed knowledge for Further Mathematics is drawn from General Mathematics Units 1 & 2.

Topics include: data analysis, matrices, geometry, trigonometry and networks mathematics.

Mathematical Methods (CAS) 3&4
The assumed knowledge for this course is drawn from Mathematical Methods Units 1 & 2. The course may be taken as a single maths subject or together with Further Mathematics or Specialist Mathematics.

Topics include: graphs & algebra, polynomial functions, matrices, exponential & logarithmic functions, circular (trigonometric) functions, differential calculus, applications of differentiation, antidifferentiation, integration and probability.

Specialist Mathematics 3&4
This course is intended for those with a strong interest in mathematics and who wish to undertake further studies in mathematics or related disciplines. These units must be taken along with Mathematical Methods 3 & 4.

Topics include: coordinate geometry, circular (trigonometric) functions, algebra, calculus, vectors in 2 & 3 dimensions, mechanics and complex numbers.

Selecting Your VCE Maths Units
There are many combinations of maths units that students may select. Care is needed to consider career aspirations and prerequisites for apprenticeships, tertiary courses and future employment. The more common combination of units are provided below. The focus of each option is provided as a guide only and students are encouraged to seek specific career advice before making their final selections. In some cases, students are able to change their selections at the end of Units 1& 2 but Units 3&4 must be completed as a single sequence (subject).
Students are advised to consult their Careers Advisor and the appropriate VICTER Guide for specific prerequisites for Tertiary courses.
MUSIC

UNITS 1 & 2

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

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following.

Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language.

VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making.

UNIT 1: Music Performance
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

AREA OF STUDY 1: Performance
This area of study focuses on knowledge and skills that students use to present musically engaging performances. Students prepare and present performances in a variety of contexts. They use regular performances to explore ways of expressively shaping their chosen works and communicating their artistic intentions to an audience. They develop their instrumental skills through regular individual practice and develop ensemble skills through rehearsal with other musicians.

OUTCOME 1
On completion of this unit the student should be able to prepare and perform a practised program of group and solo works.
AREA OF STUDY 2: Performance technique

This area of study focuses on the development of techniques for group and/or solo performance.

Students systematically identify instrumental techniques required to perform selected group and/or solo works and practise relevant technical work and other exercises to support their performance.

Students investigate influences relevant to the interpretation and performance of the selected group and/or solo works. They research and trial a range of performance and interpretation strategies used by other performers to identify approaches to developing their own skills as a solo performer and as a member of a group. They investigate and practise approaches to unprepared performance.

OUTCOME 2

On completion of this unit the student should be able to demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.

AREA OF STUDY 3: Musicianship

This area of study focuses on aural perception, music theory and analysis. Students study concepts in isolation and in the contexts of performing and listening. This approach develops students’ general musicianship ability and enables them to apply their learning to rehearsal and performance. Students develop their ability to sing intervals, scales, triads and short melodic phrases from sight and memory.

They are introduced to strategies for identifying, recognising, notating and transcribing short music excerpts. They also practise and refine their ability to notate music by hand. Students use knowledge developed across this area of study to explore characteristics of works being prepared for performance and make decisions about approaches to interpretation.

OUTCOME 3

On completion of this unit the student should be able to identify, re-create, notate and transcribe elements of music, and describe ways in which expressive elements of music may be interpreted.

UNIT 2: Music Performance

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 study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills.

They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.
AREA OF STUDY 1: Performance
In this area of study students develop knowledge and skills that are required to present music performances in a group and as a soloist. They develop their ability to present musically engaging performances in a variety of performance contexts. Through regular performance they explore ways to expressively shape their chosen works and build on their ability to communicate artistic intentions convincingly to an audience. Students develop their instrumental skills through regular individual practice and develop ensemble skills through rehearsal with other musicians.

OUTCOME 1
On completion of this unit the student should be able to prepare and perform a musically engaging program of group and solo works.

AREA OF STUDY 2: Performance technique
This area of study focuses on continuous development of techniques for group and solo performance.
Students systematically practise technical work and exercises to enhance their ability to realise the character and style of selected group and solo works. They trial different rehearsal strategies and identify those that achieve the most effective outcomes. Students research and trial performance and interpretation strategies used by other performers and apply approaches to optimise their own performances. They build their skills in unprepared performance and apply these when learning and rehearsing group and solo works.

OUTCOME 2
On completion of this unit the student should be able to demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.

AREA OF STUDY 3: Musicianship
In this area of study students build their knowledge and skills in music theory, aural comprehension and music analysis. Students build on their knowledge and skills through systematic study of aural and theoretical concepts in isolation and in the context of performing or listening. They develop their ability to sing intervals, scales, triads and short melodic phrases from sight and memory, and they extend their ability to identify, recognise, notate and transcribe short music excerpts. Students practice and refine their ability to notate music by hand. They investigate and comment on a variety of ways in which elements of music can be interpreted to achieve expressive outcomes in the performance of music works.

OUTCOME 3
On completion of this unit the student should be able to identify, re-create, notate and transcribe elements of music, and describe how selected elements of music have been interpreted in performance.
ENTRY
There are no prerequisites for entry to Units 1 and 2.

ASSESSMENT
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT
Unit 1 and 2
Individual school decision on levels of achievement.
PHYSICAL EDUCATION

RATIONALE:

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

The study enables the integration of theoretical knowledge with practical application through participation in physical activities. There are opportunities for students to apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation.

This VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

STRUCTURE

This study is made up of four units:
Unit 1: Bodies in Motion
Unit 2: Sports coaching and physically active lifestyles
Unit 3: Physical activity participation and physiological performance
Unit 4: Enhancing performance

UNIT 1: Bodies In Motion

AREA OF STUDY 1 – Body Systems and Human Movement

The key focus is to examine the systems of the human body and how they translate into movement. Through practical activities students will explore the musculoskeletal, cardiovascular and respiratory systems. Anaerobic and aerobic energy pathways will be introduced.

AREA OF STUDY 2 – Biomechanical Movement Principles

The key focus is to examine biomechanical principles that underpin physical activity and sport. Through practical activity students will investigate and analyse movements in a variety of activities to develop an understanding of how the correct application of biomechanical principles lead to improved performance.

AREA OF STUDY 3 – Technological Advancements From a Biomechanical Perspective/Injury Prevention and Rehabilitation

School/teacher/ Head of department will chose one of the following elective areas of study
**Technological advancements from a biomechanical perspective**
Students examine changes that have been made to sporting techniques and equipment and explore the biomechanical effect of the change. By researching a recent change that has occurred in the selected sport, students analyse the biomechanical effect, the result of the change, the impact of the change on performance and participation, rules and the relevant implications of the change.

**Injury prevention and rehabilitation**
Students will focus on sports injury risk management strategies used to reduce the risk of injury to the participant, and the rehabilitation practices and processes an individual may use to ready them for a return to sport and physical activity.

**OUTCOMES**

**UNIT 2: Sports Coaching and Physically Active Lifestyles**

**AREA OF STUDY 1 – Effective coaching practices**
Students focus on the roles and responsibilities of a coach as well as looking at coaching pathways and accreditation. The effectiveness of a coach may be determined by their style, skills and behaviours. Skill learning practices and interpersonal skills will be addressed.

**AREA OF STUDY 2 – Physical active lifestyles**
Students focus on physical activity options in the community. Health benefits of participations and health consequences of inactivity/sedentary behaviour. Individual and population levels of participation/infrastructure will be examined. The National Physical Activity Guidelines and current status of Australians participation rates will be explored.

**AREA OF STUDY 3 – Decision making in sport/Promoting active living**
School/teacher/ Head of department will chose one of the following elective areas of study.

- **Decision making in sport**
The key focus of this study is to introduce students to an understanding of games and sport, including how they are categorized. Through a series of practical activities, and for a specific scenario, students analyse and interpret different strategies and tactics used within game situations, and approaches to coaching that develop a player’s ability to implement an appropriate strategic decision.

- **Promoting active living**
This detailed study focuses on the promotion of physical activity in a variety of settings. Students develop an understanding of the use of recall surveys and questionnaires in the collection of data related to physical activity levels, and compare these to the National Physical Activity Guidelines. Media communication tools that are used in the promotion of programs to increase physical activity levels are explored.
OUTCOMES:
UNIT 3: Physical Activity Participation And Physiological Performance

AREA OF STUDY 1 – Monitoring and promotion of physical activity
This area of study uses subjective and objective methods for assessing the student’s own and another cohort’s physical activity and sedentary levels. Students analyse the advantages and limitations of each of these methods to determine the most appropriate measure for a given setting. Students identify components of the social-ecological model to assist in the critique of government and non-government strategies aimed at increasing physical activity with the population.

AREA OF STUDY 2 – Physiological responses to physical activity
Students explore the various systems and mechanisms associated with the energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. The three energy systems are examined and the fuels used for activities of varying intensities and duration. Fatigue and recovery are explored in an attempt to improve sporting performance.

OUTCOMES:
UNIT 4: Enhancing Performance

AREA OF STUDY 1 – Planning, implementing and evaluating a training program
The area of study focuses on the components of fitness and assessment of fitness from a physiological perspective. Students examine the manner in which fitness can be improved by the application of appropriate training principles and methods. Students conduct analysis of an elite athlete to determine the fitness requirements of a selected sport. They participate in fitness testing and an individual training program and evaluate this from a theoretical perspective.

AREA OF STUDY 2 – Performance enhancement and recovery practices
This area of study explores nutritional, physiological and psychological strategies used to enhance performance. Students examine legal and illegal substances and methods of performance enhancement and develop an understanding of different anti-doping codes. Students consider strategies used to promote recovery, including nutritional, physiological and psychological practices.

ENTRY:
There are no pre-requisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

LEVELS OF ACHIEVEMENT:
Unit 1 and 2
Individual school decision on levels of achievement

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

ASSOCIATED CHARGES:
The subject levy for 2014 was $60 for both Year 11 & 12 excursions to the Physiology Laboratory and other practical excursions. The 2015 levy is yet to be determined.
PHYSICS

RATIONALE
The study of Physics, by increasing understanding of the physical and social environment, has led to developments, which have profoundly influenced the world. This study covers the areas that traditionally are the basis of courses at this level, with an emphasis on the foundation areas of mechanics and electricity. A contextual approach to the study has been adopted so that students appreciate the relevance of physics to the physical, technological and social worlds.

STRUCTURE
The study is made up of four units. Units 3 and 4 are designed to be taken as a sequence. The development of practical skills in investigating physical phenomena is an essential part of all units.

UNIT 1

This unit consists of three prescribed areas of study: Nuclear physics and radioactivity; Electricity; and a third area of study to be chosen from one of six detailed studies.

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

- explain and model relevant physics ideas to describe the sources and uses of nuclear reactions and radioactivity and their effects on living things, the environment and in industry;
- investigate and apply a basic DC circuit model to simple battery operated devices, car and household (AC) electrical systems, and describe the safe and effective use of electricity by individuals and the community;
- to be chosen from one of six detailed studies –
  1. Astronomy;
  2. Astrophysics;
  3. Energy from the nucleus;
  4. Investigations: Flight;
  5. Investigations: Sustainable energy sources;
  6. Medical physics

UNIT 2

This unit consists of three prescribed areas of study: Motion; Wave-like properties of light; and a third area of study to be chosen from one of six detailed studies.

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

- investigate, analyse, and mathematically model motion of particles and bodies in Aristotelian, Galilean and Newtonian theories;
- describe and explain the wave model of light, compare it with the particle model of light and apply it to observed light phenomena in practical investigations;
- to be chosen from one of six detailed studies;
  1. Astronomy;
  2. Astrophysics;
  3. Energy from the nucleus;
  4. Investigations: Flight;
  5. Investigations: Sustainable energy sources;
UNIT 3

This unit covers the areas of Motion in one and two dimensions; Electronics and photonics; and a third area of study to be chosen from one of six detailed studies.

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

• investigate motion and related energy transformations experimentally, and use the Newtonian model in one and two dimensions to analyse motion in the context of transport and related aspects of safety, and motion in space;
• investigate, describe, compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems;
• to be chosen from one of six detailed studies;
  1. Einstein’s special relativity;
  2. Materials and their uses;
  3. Further electronics.
  4. Synchotron and its application
  5. Phototronics
  6. Sound Recording and Reproduction

UNIT 4

This unit covers the areas of Electric power and interactions of light and matter.

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

• investigate and explain the operation of fields produced by bar magnets, and by current-carrying wires, coils and solenoids;
• use wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms;

ENTRY
There are no prerequisites for entry into Units 1, 2 and 3, although students are advised to take Unit 2 before Unit 3. Students who enter the study at Unit 3 should be willing to undertake some preparation as specified by the teacher.

ASSESSMENT
Satisfactory Completion
Demonstrated achievement of the set outcomes as specified for the unit.

LEVELS OF ACHIEVEMENT
Unit 1 and 2
Individual school decision on levels of achievement.

Unit 3 and 4
School-assessed coursework and end of year examination.
PRODUCT DESIGN AND TECHNOLOGY

RATIONALE
Product design can be defined as our society’s response to changing needs or to improve quality of life by designing and creating items. In this study students assume the role of a designer-maker and work through the product design process. In adopting this role students generate ideas, plan, make and evaluate a product that attempts to satisfy a need or solves a problem. Students also consider the importance of environmental sustainability in the design process.

STRUCTURE
The study is made up of four units:
Unit 1: Product re-design and sustainability
Unit 2: Collaborative design
Unit 3: Applying the product design process
Unit 4: Product development and evaluation.

UNIT 1: Product Re-design and sustainability
This unit focuses on the analysis, modification and improvement of product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demand of users but with little consideration of their sustainability. The unit provides a structured approach towards the design process, and looks at examples of design practice used by designers.

OUTCOMES
On completion of this unit the student should be able to:
- Redesign a product using suitable materials with the intention of improving aspects of the products aesthetics, functionality or quality, including consideration of sustainability.
- Use and evaluate materials, tools, equipment and processes to make a redesigned product or prototype, and compare the finished product or prototype with the original design.

UNIT 2: Collaborative design
In this unit each student works in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. Teams focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

OUTCOMES
On completion of this unit the student should be able to:
- Design & plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team.
- Justify, manage and use appropriate production processes to safely make a product and evaluate individually and as a member of a team, the processes and materials used and the suitability of a product or components of a group product against the design brief.

ASSOCIATED CHARGES: The subject levy for 2015 is yet to be determined.
UNIT 3: Applying the product design process
In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors.

OUTCOMES
On completion of this unit the student should be able to:
• Explain the roles of the designer, client and/or end-user, the product design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to product design development.
• Explain and analyse influences on the design, development and manufacture of products within industrial settings.
• Present a folio that documents the product design process used while working as a designer to meet the needs of a client or end-user, and commence production of the designed product.

UNIT 4: Product development and evaluation
In this unit students learn that evaluations are made at various points of product design, development and production. In the role of a designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or end-user.

OUTCOMES
On completion of this unit the student should be able to:
• Compare, analyze and evaluate similar commercial products taking into account a range of factors and using appropriate techniques.
• Safely apply a range of production skills and processes to make the product designed in unit 3 and manage time and resources effectively and efficiently.
• Evaluate the outcomes of the design, planning and production activities, explain the product’s design features to the client and/or end-user and outline its care requirements.

ENTRY
No prerequisites for entry into Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

ASSESSMENT
Satisfactory completion
Achievement of the set of outcomes specified for the unit

LEVELS OF ACHIEVEMENT
Unit 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Percentage contributions to the study score in Units 3 & 4 Product Design and Technology are as follows:
• School-assessed Coursework (Units 3 & 4) 20%
• School –assessed Task (Units 3 & 4) 50%
• End of year examination 30%

ASSOCIATED CHARGES: The subject levy for 2015 is yet to be determined.
PSYCHOLOGY

RATIONALE
Psychology is the study of the nature and development of mind and behaviour in both humans and animals, including the biological structures and processes that underpin and sustain both. Students can develop an understanding of themselves and their relationships with others and their society through the study of psychology.

STRUCTURE
The study is made up of four units.

UNIT 1
This unit introduces students to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its field of application. Students consider influences on human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They examine the contribution classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan.
Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

OUTCOMES
On completion of this unit the student should be able to:
- Describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives;
- Describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

UNIT 2
In this unit students learn about how a person’s attitudes and behaviours affect the way they view themselves and affect their relationship with others. Understanding what influences the formation of attitudes of individuals and behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure, and responses to group behaviour.

Differences between individuals can also be ascribed to differences in intelligence and personality, but conceptions of intelligence and personality and their methods of assessment are contested. Differences between individuals, groups and cultures can be analysed in varied ways through different psychological perspectives informed by both classic and contemporary theories.

Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.
OUTCOMES
On completion of this unit the student should be able to:

- Explain how attitudes are formed and changed, and discuss the factors that affect the behaviour of individuals and groups;
- Compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.

UNIT 3
This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behavior, cognition and memory.

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

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

UNIT 4
This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behavior. The overall quality of functioning of the brain depends on experience, and its plasticity means that different kinds of experience change and configure the brain in different ways. Students investigate learning as a mental process that leads to the acquisition of knowledge, development or new capacities and changed behaviours.

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

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

ENTRY
There are no prerequisites for entry in Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at Unit 3 may need to undertake preparatory work.

ASSESSMENT
Satisfactory Completion - Demonstrated achievement of the set of outcomes specified.

LEVELS OF ACHIEVEMENT
Units 1 and 2
Individual school decision.
Units 3 and 4
School-assessed coursework and end of year examination
STUDIO ART

RATIONALE
The creative nature of visual art provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. The exhibition of visual art offers an insight into the diverse interpretations of life and its experience by artists. Engagement with visual art facilitates creative thinking and the development of new ideas, it also supports connection and exchange within communities and beyond.

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

The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their artmaking practices. Students' research focuses on the visual analysis of artworks and investigates how artists have interpreted sources of inspiration and influences in their artmaking. Students examine how artists have used materials, techniques and processes to create aesthetic qualities. They study how artists have developed styles and explored their cultural identity in their artwork. Students use this knowledge to inform their own processes to support their artmaking.

The foundation for the individual design process is established in Units 1 and 2 where students develop an understanding of how to source artistic inspiration related to their individual interests. Through the study of artists from different cultures, students recognise the diversity of aesthetic qualities and examine a range of interpretations of ideas and themes. In practical application students identify elements of inspiration for the development of their own creative artworks and explore a wide variety of materials and techniques.

In Unit 3 the student uses an exploration proposal to define an area for the development of a visual design process that is based on their individual concepts and ideas. The exploration proposal underpins the student’s working process and is used as a reference for the development and reflection of the design process. This enables the student to establish an understanding about how to generate a range of potential directions for the production of possible future artworks. In Unit 4 students develop a creative folio of finished artworks based on selected potential directions. Students evaluate the use of materials, techniques and aesthetics in relation to the successful communication of their ideas in their finished artworks.

STRUCTURE
Unit 1: Artistic inspiration and techniques
Unit 2: Design exploration and concepts
Unit 3: Studio production and professional art practices
Unit 4: Studio production and art industry contexts
Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.
UNIT 1: ARTISTIC INSPIRATION AND TECHNIQUES
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.

AREA OF STUDY 1
Developing art ideas
This area of study focuses on the development of individual ideas and the identification of sources of inspiration to be used as starting points for making art. Students explore artmaking practices that use a variety of methods to communicate and develop ideas. Students explore different sources as starting points for the making of artworks. These may include reflections on personal experiences, ideas and issues as well as the observations of people, societies, natural and constructed objects and environments.

Various methods of recording sources of inspiration are identified and developed into a visual language through a variety of ways; for example, from observation students produce realistic renderings through hand-drawn or photographic methods and contrast them with expressive or abstracted interpretations. Students consolidate their experience through a process of progressive reflection on the development of their individual ideas and the artwork they produce.

OUTCOME 1
On completion of this unit the student should be able to source inspiration, identify individual ideas and use a variety of methods to translate these into visual language. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

AREA OF STUDY 2
Materials and techniques
This area of study focuses on the use of materials and techniques in the production of artworks. Students explore a range of materials and techniques. They develop skills and learn to safely manipulate particular characteristics and properties of materials. They investigate the way various visual effects and aesthetic qualities can be achieved. Students convey individual ideas through the use of different materials and techniques. To consolidate the knowledge gained, students undertake a process of reflection and evaluation in written and visual forms of the work produced.

OUTCOME 2
On completion of this unit the student should be able to explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.
AREA OF STUDY 3
Interpretation of art ideas and use of materials and techniques
This area of study focuses on the way artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks. The work of artists from different times and cultures is studied in order to gain a broader understanding of how artworks are conceived and produced. Students begin to compare and contrast the way artists have used similar and different materials and techniques and interpreted ideas and sources of inspiration in producing artworks. Students research a range of resources to support the identification and discussion of materials and techniques appropriate to artists' work, becoming familiar with art language and with some of the terminology used in art analysis.

OUTCOME 3
On completion of this unit the student should be able to discuss how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

UNIT 2: DESIGN EXPLORATION AND CONCEPTS
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.

AREAS OF STUDY 1
Design exploration
This area of study focuses on developing artworks through an individual design process based on visual research and inquiry. In developing an individual design process, students learn to explore ideas and sources of inspiration. Students respond to stimulus to generate ideas related to context and items; for example, the environment, personal experiences and human emotion. They experiment with materials and techniques, practise skills and use art elements including line, tone, shape, colour, texture and other elements such as sound and light, to produce particular aesthetic qualities. Students learn to generate a range of directions, and analyse and evaluate these before the production of artworks.

Outcome 1
On completion of this unit the student should be able to develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.
AREA OF STUDY 2

Ideas and styles in artworks
This area of study focuses on an analysis of artworks. Artworks by artists and/or groups of artists from different times and cultures are analysed in order to understand how art elements and principles are used to communicate artists’ ideas, and create aesthetic qualities and identifiable styles. These art elements include line, tone, shape, colour, texture and may include other elements such as sound and light. Visual principles may include repetition, scale and space. The use of signs, symbols and images for their implied meaning are also identified and discussed. In analysing artworks, students further develop appropriate art terminology and skills in researching and using a variety of references.

OUTCOME 2
On completion of this unit the student should be able to analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

UNIT 3: STUDIO PRODUCTION AND PROFESSIONAL ART PRACTICES
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.

AREA OF STUDY 1

Exploration proposal
This area of study focuses on the development of an exploration proposal that creates a framework for the individual design process. The exploration proposal is prepared prior to the design process, and may be expanded upon during the initial stages of the design process. The exploration proposal is developed on an individual basis and sets out the student’s own creative responses to formulating the content and parameters of the design process.
The exploration proposal addresses the focus and subject matter to be developed, ideas to be explored, and the art form/s through which the design process will be developed. It also includes the sources of inspiration, conceptual possibilities and aesthetic qualities to be investigated. Students identify the materials and techniques to be explored and developed in the planning of the design process.

The exploration proposal supports the future development of artmaking, and remains a reference point for the reflection and analysis of the development of artwork throughout the design process.

OUTCOME 1

On completion of this unit the student should be able to 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. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

AREA OF STUDY 2

Design process
This area of study focuses on an individual design process that has been documented in the exploration proposal in Area of Study 1. The design process is developed in sufficient breadth and depth to support the student to produce a range of creative potential directions. A selection of these potential directions form the basis for the production of a folio of finished artworks completed in Unit 4. Throughout the individual design process, the student investigates the focus, subject matter, sources of inspiration and art form/s through the exploration and development of ideas, materials, techniques and aesthetic qualities.

Students explore, clarify and consolidate ideas. As they progress through the design process students identify the development and evolution of potential directions, which will form the parameters of future artworks. Students further develop skills of reflection, analysis and evaluation of experimental and developmental work, and provide clarification of ideas and working processes in annotation. Through annotation students progressively record their thinking and working practices to support the design process. Students progressively refine their ideas, techniques, materials and processes, and aesthetic considerations discussed in the exploration proposal. Students employ a visual diary that demonstrates in both written and visual form the development of the potential directions throughout the design process.

On completion of Outcome 2, the student should have presented a range of potential directions. From this range the student should select potential directions that will be used to generate artworks in Unit 4 for the production of a cohesive folio. Selected potential directions should be considered carefully to ensure the potential for the development of artworks. The student will make selections based on the potential directions that most effectively communicate concepts, ideas and aesthetics documented in the exploration proposal. Selected potential directions should provide the scope for the student to demonstrate the refinement of techniques, and the application of materials appropriate to the communication of ideas.
OUTCOME 2
On completion of this unit the student should be able to present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

AREA OF STUDY 3

Professional art practices and styles
This area of study focuses on professional art practices in relation to particular art form/s and the development of styles in artworks. Students investigate the ways in which artists have interpreted subject matter, influences, cultural contexts, and communicated ideas and meaning in making artworks. The use of materials, techniques, processes and working methods of artists to make artworks, and the ways in which artists have developed aesthetic qualities and styles in artworks are also considered. Students identify and review the issues, legal obligations and ethical considerations that may arise from the use of other artists' work in the making of new artwork, including a familiarity with appropriation and originality, copyright law, licensing agreements and the moral rights of artists. In this area of study, students develop an understanding of the selected art form/s in more than one historical and/or cultural context/s; for example, students may study artists and artworks in an art form made in different historical periods, or students may study artists and artworks in an art form in different cultural contexts, which may have been made during the same time period. Research is undertaken of and appropriate art language and terminology applied to professional art practice and art making. Students are expected to study at least two artists.

OUTCOME 3
On completion of this unit the student should be able to discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop their styles. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

UNIT 4: STUDIO PRODUCTION AND ART INDUSTRY CONTEXTS
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 in their current year of study.
AREA OF STUDY 1

Folio of artworks
This area of study focuses on the production of a cohesive folio of finished artworks developed from the selected potential directions that have been identified in the individual design process in Unit 3. The production of artworks is supported by the focus, reflection and evaluation process described in Area of Study 2. In this area of study a cohesive folio demonstrates identified relationships between the artworks that are interpreted through aesthetics, themes, concepts and/or materials and techniques. The final artworks are created in selected art form/s, presented in a manner appropriate to those art form/s, and reflect an understanding of the art form/s and related materials and techniques. Materials and techniques are skillfully applied, and ideas, techniques and aesthetic qualities are resolved. The student’s aims are realized and ideas communicated in the final artworks.

The folio will consist of no fewer than two finished artworks. However, the number of artworks will be determined by the nature, the scale and complexity of the work undertaken. The completed folio will demonstrate a cohesive relationship between the final artworks.

OUTCOME 1
On completion of this unit the student should 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 realizes and communicates the student’s ideas. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

AREA OF STUDY 2

Focus, reflection and evaluation
This area of study requires students to reflect on their folio and produce an evaluation of the finished artworks. Students provide visual and written documentation of the selected potential directions that were used as the basis for the final artworks in Unit 4 Area of Study 1. The documentation must identify the refined focus of the production of the folio, including the reasons why specific potential directions, developed in the design process in Unit 3, have been selected to produce the folio in Unit 4.

At the completion of the folio, students examine and reflect on the communication of ideas, the use of materials and techniques, the resolution of aesthetics and the relationships that have been formed in the cohesive folio. They document how the artworks will be presented to support the communication refined throughout the individual design process. They may explain any refocusing and provide visual support materials that demonstrate the refinement of skills and techniques employed in the folio.

OUTCOME 2
On completion of this unit the student should be able to 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. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.
AREA OF STUDY 3

Art industry contexts
This area of study focuses on the analysis of requirements and conditions of environments where artworks are presented. For exhibition, the artist enters the realm of the art industry where galleries, curators and designers play various roles to support the presentation and promotion of artworks. Students examine a variety of exhibition spaces and review the methods and considerations involved in the preparation, presentation and conservation of artworks. As part of this requirement, students visit at least two different exhibition spaces in their current year of study.

The conservation of artwork is a concern of artists, the personnel associated with art spaces where the artworks are placed, and the public. Students develop an awareness and understanding of processes and considerations involved in the display of artworks to a wider audience. Students develop their awareness and understanding of the exhibition of artworks, focusing on the production, presentation, promotion and marketing of art. Students may select from exhibitions in commercial and public galleries, museums, community environments, public spaces, online in virtual spaces, and other alternative art spaces. Further information on the selection of suitable exhibitions can be found in the ‘Advice for teachers’ section of this study design and the study resource list published online at www.vcaa.vic.edu.au

OUTCOME 3

On completion of this unit the student should be able to 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. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

ASSESSMENT

Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Unit 1 and 2
Individual school decision on levels of achievement.

Unit 3 and 4
School-assessed tasks and examination:
- Unit 3 school-assessed task: 33 per cent
- Unit 4 school-assessed task: 33 per cent
- End-of-year examination: 34 per cent.
SYSTEMS ENGINEERING (SPC)

RATIONALE
VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the Systems Engineering Process, which takes a project-management approach. It focuses on mechanical and electrotechnology engineered systems.

VCE Systems Engineering involves the design, creation, operation and evaluation of integrated systems, which mediate and control many aspects of human experience. Integral to Systems Engineering is the identification and quantification of systems goals, the development of alternative system designs concepts, trial and error, design trade-offs, selection and implementation of the best design, testing and verifying that the system is well built and integrated, and evaluating how well the completed system meets the intended goals.

STRUCTURE
The study is made up of four units:

Unit 1: Introduction to mechanical systems
Unit 2: Introduction to electrotechnology systems
Unit 3: Integrated systems engineering and energy
Unit 4: Systems control and new and emerging technologies

UNIT 1: INTRODUCTION TO MECHANICAL SYSTEMS
This unit focuses on engineering fundamentals as the basis of understanding underlying principles and the building blocks that operate in simple to more complex mechanical devices.

Students apply their knowledge to design, construct, test and evaluate operational systems. The focus of the system should be mechanical; however, it may include some electronic components. The constructed operational systems demonstrate selected theoretical principles studied.

In this unit, students are introduced to the Systems Engineering Process. They are introduced to the fundamental mechanical engineering principles, including recognition of mechanical subsystems and devices, their motions, the elementary applied physics, and the related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

OUTCOME 1
On completion of this unit the student should be able to describe and use basic engineering concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design and plan a mechanical or an electro-mechanical system.

OUTCOME 2
On completion of this unit the student should be able to make, test and evaluate a mechanical or an electro-mechanical system using selected relevant aspects of the Systems Engineering Process.
UNIT 2: INTRODUCTION TO ELECTROTECHNOLOGY SYSTEMS

In this unit students study fundamental electrotechnology engineering principles. Through the application of their knowledge and the Systems Engineering Process, students produce operational systems that may also include mechanical components. In addition, students conduct research and produce technical reports.

Students study fundamental electrotechnology principles including applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits, and mathematical calculations that can be applied to define and explain electrical characteristics of circuits. The unit offers opportunities for students to apply their knowledge in the design, construction, testing and evaluation of an operational system.

OUTCOME 1
On completion of this unit the student should be able to investigate, represent, describe and use basic electrotechnology and basic control engineering concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design and plan an electrotechnology system.

OUTCOME 2
On completion of this unit the student should be able to make, test and evaluate an electrotechnology system, using selected relevant aspects of the Systems Engineering Process.

UNIT 3: INTEGRATED SYSTEMS ENGINEERING AND ENERGY

In this unit students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. Through the application of their knowledge, students design and plan an operational, mechanical-electrotechnology integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

Students commence work on the design, planning and construction of one substantial controlled integrated system. This project has a strong emphasis on designing, manufacturing, testing and innovation. Students manage the project throughout the Systems Engineering Process, taking into consideration the factors that will influence the design, planning, production and use of their integrated system. The systems engineering principles underpin students’ understanding of the fundamental physics and applied mathematics needed to provide a comprehensive understanding of mechanical and electrotechn systems and how they function.

OUTCOME 1
On completion of this unit the student should be able to investigate, analyse and use advanced mechanical-electrotechnology integrated and control systems concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design, plan and commence construction of an integrated and controlled system.

OUTCOME 2
On completion of this unit the student should be able to discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.
UNIT 4: SYSTEMS CONTROL AND NEW AND EMERGING TECHNOLOGIES

In this unit students complete the production work and test and evaluate the integrated controlled system they designed in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

Students use their investigations, design and planning to continue the fabrication of their mechanical-electrotechnology integrated and controlled system using the Systems Engineering Process. They use project and risk management methods through the construction of the system and use a range of materials, tools, equipment, and components. In the final stages of the Systems Engineering Process, students test, diagnose and analyse the performance of the system. They evaluate their processes and the system.

Students expand their knowledge of new and emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific new or emerging innovation, including its impacts.

OUTCOME 1
On completion of this unit the student should be able to produce, test and diagnose an advanced mechanical-electrotechnology integrated and controlled system using selected relevant aspects of the Systems Engineering Process, and manage, document and evaluate the system and processes.

OUTCOME 2
On completion of this unit the student should be able to describe and evaluate a range of new or emerging technologies, and analyse the likely impacts of a selected innovation.

ASSESSMENT

LEVELS OF ACHIEVEMENT

Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Systems Engineering students' level of achievement will be determined by School-assessed Coursework, a School-assessed Task and an examination.

Percentage contributions to the study score in Systems Engineering are as follows:
• School-assessed Coursework: 20 per cent
• School-assessed Task: 50 per cent
• End-of-year examination: 30 per cent

ASSOCIATED CHARGES:
The subject levy for 2015 is yet to be determined.
VISUAL COMMUNICATION DESIGN

RATIONALE
Visual Communication Design can inform people’s decisions about where and how they live and what they buy and consume. The visual presentation of information influences people’s choices on what they think they need or want. The study provides students with the opportunity to develop an informed, a critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management.

The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including graphic design, industrial and architectural design and communication design.

STRUCTURE
The study is made up of four units:

Unit 1: Introduction to visual communication design
Unit 2: Applications of visual communication design
Unit 3: Design thinking and practice
Unit 4: Design development and presentation

Unit 1: Introduction to visual communication design

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 detailed on pages 12 and 13: researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts.
OUTCOMES
On completion of this unit the student should be able to:

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

ASSESSMENT TASKS
Folio of observational, visualisation and presentation drawings created using manual and/or digital methods
Final presentations created using manual and/or digital methods
Written report of a case study
Annotated visual report of a case study
Oral report of a case study supported by written notes and/or visual materials.

Unit 2: Applications of visual communication design

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 detailed on pages 12 and 13 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
On completion of this unit the student should be able to:

- Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field;
- Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright;
- Engage in stages of the design process to create a visual communication appropriate to a given brief.
ASSESSMENT TASKS
Folio of typography and image ideas and concepts created using manual and digital methods.
Folio of technical drawings created using manual and/or digital methods.
Written and/or oral descriptions and analysis of historical and contemporary design examples.
Folio demonstrating the design process created.
Final presentations of visual communications.

Unit 3: Design thinking and practice

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 detailed on pages 12 and 13. 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
On completion of this unit the student should be able to:

- Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications;
- Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices;
- Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.
Unit 4: Design development and presentation

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

- 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;
- Produce final visual communication presentations that satisfy the requirements of the brief;
- Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.

Assessment of levels of achievement
The student’s level of achievement for Unit 4 will be determined by School-assessed Coursework, a School-assessed Task and an end-of-year examination.

Contribution to final assessment
School-assessed Coursework for Unit 3 & 4 will contribute 25 per cent.

The level of achievement for Units 3 and 4 is also assessed by a School-assessed Task, which will contribute 40 per cent.

The examination will contribute 35 per cent.
VET PROGRAM DETAILS

Students may choose to undertake VET programs as part of their VCE program. VET programs are a compulsory element of the VCAL Certificate.

Programs are offered as part of the College curriculum. In addition there may be some opportunity to undertake VET programs delivered by other providers where students are continuing from Year 10 or beginning a VCAL program. VET courses are usually a two year commitment.

All VET programs incur a substantial additional cost. This cost can range up to $1200.00

Students considering these programs must ensure that they consult the VET brochure and be aware of the additional costs.

Students wishing to consider VET in their program must obtain an application form and brochure from Mr Evans.
CISCO

(Incorporating selected units from Certificate IV in Integrated Technologies)

Emmanuel College is pleased to be able to offer the opportunity to undertake a study in the exciting Cisco Education Program. Emmanuel College is now a Cisco Networking Academy. This program (Cisco Certified Networking Associate Certificate) will be completed over two years starting at Year 10.

PROGRAM DETAILS

The VCE VET Cisco program provides participants with the knowledge and the skills to prepare for a career in networking and to meet the current and future industry requirements to effectively work within an IT environment across a range of industry sectors.

The VCE VET Cisco Program aims to provide

- Training and practical skills to manage and optimise network systems ranging from small or home office to more complex enterprises.

- The knowledge and skills required to undertake the examinations from the internally recognised Cisco qualifications, including the Cisco CCENT and CCNA Routing and Switching certification examinations.

- Enhanced employment opportunities and pathways to further education and training in the Information and Communications technology field. It also provides advanced problem solving and analytical skills appropriate for studies in Engineering, Mathematics or Science.

PROGRAM STRUCTURE

Year 10
Build a simple network and establish end to end connectivity.
Configure and troubleshoot network switches and routers.
Install and configure a home or small office networks.

Year 11
Scale and existing network
Establish connectivity to a wide area network (WAN)
Build a small wireless LAN

CREDIT IN THE VCE

Students undertaking the Cisco Program are eligible for up to four VCE VET units on their VCE Statement of Results. These units are at Units 3 and 4 level. This is applicable for students who complete the two year program.
STUDY SCORE AND AUSTRALIAN TERTIARY ADMISSIONS RANK (formerly called the ENTER)

There is no study score available for this program. The Australian Tertiary Admissions Rank (ATAR) is calculated by the Victorian Tertiary Admissions Centre (VTAC), subject to satisfactory completion of the VCE and using the study scores students have received for their VCE studies.

The contribution of the VCE VET Cisco program to the ATAR is as follows:
- any contribution to the ATAR is subject to satisfactory completion of the designated Units 3 and 4 sequence;
- students who successfully complete a Units 3 and 4 sequence will receive one ATAR increment;
- students who successfully complete two Units 3 and 4 sequences may be eligible to receive two ATAR increments.

ATAR INCREMENTS
An increment is calculated as 10 per cent of the average of the scaled scores of the student’s primary four VCE studies. The increment is awarded by VTAC.
For further information on the calculation of the ATAR, refer to the VTAC website: www.vtac.edu.au

The program is delivered in four semester units (a total of 380 hours) via the internet, with the teacher having a mentoring role to assist the progress of each student.

This program is offered through a partnership agreement with and under the quality assurance processes of Cisco Networking Academies (USA). The program is designed to give participants practical skills in designing, configuring and installing computer internetworks using equipment such as routers, switched, hubs and hosts. Program delivery is activity-based and includes computer-based learning, short lectures, hands-on exercises and case studies. The focus is very much on practical outcomes.

Associated Charges:
The subject levy for 2014 was $180.00. 2015 levy to be determined.
CERTIFICATE III IN SPORT & RECREATION

**Program 3** Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping or administrative service. Possible job outcomes for a student with this qualification may include the provision of sport and recreation programs, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centres.

**Program 3 consists of a minimum of 15 units of competency:**
- Units 1 and 2: six compulsory units plus a minimum of 30 hours of elective units
- Units 3 and 4: six compulsory units plus a minimum of 40 hours of elective units.

On successful completion of Program 3, students are eligible for:
- The award of SIS30510 Certificate III in Sport and Recreation
- Recognition of up to two units at Units 1 and 2 level and two Units 3 and 4 sequence.

**PROGRAM DURATION**
The VCE VET Sport and Recreation programs have a minimum hour requirement of:

**Year 11 VET**
- Core: Organise personal work priorities and development
- Core: Apply First Aid
- Core: Respond to emergency situations
- Core: Operate application computing packages
- Core: Provide customer service
- Core: Follow occupational health and safety policies
- Elective: Conduct games or competition
- Elective: Reflect on professional coaching role and practice

**Year 12 VET**
- Core: Conduct basic warm-up and cool-down programs
- Core: Plan and conduct sport and recreation sessions
- Core: Facilitate groups
- Core: Analyse participation patterns
- Core: Provide public education on the use of resources
- Core: Undertake risk analysis of activities
- Elective: Provide fitness orientation and health screening
- Elective: Instruct and monitor fitness programs

**ASSOCIATED CHARGES YEAR 11:**
The subject levy for 2014 was $295.00 which includes First Aid certificate: 2014 levy to be determined

**ASSOCIATED CHARGES YEAR 12:**
The subject levy for 2014 was $180.00. 2015 levy to be determined.
CERTIFICATE III IN MUSIC

RATIONALE
To provide students with a wide range of knowledge and skills to be able to maximize their income, as a performer and/or composer, along with support skills in technology and business sectors.

AIMS
The aims of the VCE VET Music Industry program are to:
- provide participants with knowledge and skill development for the achievement of competence to enhance their employment prospects within the music industry
- enable participants to gain a recognized credential and make a more informed choice of vocational and career paths.

PROGRAM STRUCTURE
The VCE VET Music Industry program covers a variety of topics including — develop and update music industry knowledge, develop music knowledge and listening skills, develop technical skills for playing or singing music, lay sound tracks, undertake simple lighting/sound/audiovisual activities, and use the internet to access and modify music.

RECOGNITION WITH THE VCE
The VCE VET Music Industry program is a designated Group A study. The Certificate III in Music provides a Unit 3-4 sequence for satisfactory completion purposes.

Note: The Unit 34 sequences of VCE VET Music Industry are not designed as stand-alone studies. Students are strongly advised against undertaking the Unit 3-4 sequence without first completing Unit 1-2. Students who complete Certificate III in Music will be eligible for up to five units credit towards their VCE: up to three at Unit 1-2 and a Unit 3-4 sequence.

ATAR CONTRIBUTION
Students wishing to receive an ATAR contribution for a 3-4 sequence from VCE VET Music Industry must undertake Scored Assessment for the purpose of achieving a Study Score. This Study Score can contribute directly to the primary four or as a fifth or sixth study.

SCORED ASSESSMENT
Students wishing to receive a Study Score for VCE VET Music Industry must undertake Scored Assessment. This consists of three coursework tasks, worth 66% of the overall Study Score and an end of year examination, worth 34% of the overall Study Score.

COURSEWORK
The coursework for Units 3 & 4 consists of completing 5 of the following 6 Units of Competence. These are:
- CUSMLT301A Apply knowledge of genre to music making
- CUSMPF301A Develop technical skills in performance
- CUSMPF305A Develop improvisation skills
- CUSMPF402A Develop and maintain stagecraft skills
- And Either
- CUSMPF404A Perform music as part of a group
- OR
- CUSMPF406A Perform music as a soloist
The coursework for Units 1 & 2 is at the discretion of the college and is made up of 8 Units of Competence that can include any of the following:

CUSOHS301A  Follow occupational health and safety procedures
CUSIND301A  Work effectively in the music industry
CUFCMP301A  Implement copyright arrangements
CUSSOU201A  Assist with sound recordings
CUSMPF202A  Incorporate music technology into performance
CUSMCP303A  Develop simple musical pieces using electronic media
CUSMCP301A  Compose simple songs or musical pieces
CUSMCP302A  Write song lyrics
CUSMPF304A  Make a music demo
CUSSOU301A  Provide sound reinforcement
CUSMLT303A  Notate Music
CUSMPF201A  Play or sing simple musical pieces
CUSMPF303A  Contribute to backup accompaniment
CUSIND302A  Plan a career in the creative arts industry
CUSMPF203A  Develop ensemble skills for playing or singing music
CUSMPF302A  Prepare for Performances

ASSOCIATED CHARGES:
The subject levy for 2014 was $180. 2015 levy to be determined.
CERTIFICATE III MEDIA – (INTERACTIVE DIGITAL MEDIA)

Program details - CUF30107 Certificate III in Media (Interactive Digital Media)

Aims
The aim of the VCE VET in Interactive Digital Media:

- provide participants with the knowledge and skills development for the achievement of units of competence that will enhance their employment prospects within the digital media industry
- enable participants to gain a nationally recognised qualification and make a more informed choice of vocational and career paths.

The VCE VET IDM program has been designed to allow students to gain a Certificate III (CUF30107) Media Units 1-2 and Units 3-4 combined – total of 395 hours. This will take two years to complete (completed at the end of Year 11 SPC and at the end of Year 12 NDC).

CUF30107 Certificate III in Media (IDM) (TWO year course starting at Year 10 SPC, Year 11 NDC))

Students undertaking: Certificate III in Interactive Digital Media are eligible for credit of up to four VCE VET units, two at Units 1 and 2 level and two units at Units 3 and 4 level on their statement of results. The Certificate III in Interactive Digital Media program provides a Units 3 and 4 sequence for satisfactory completion purposes.

VCE VET Units 1 and 2 – completed in Year 10 SPC, Year 11 NDC
Compulsory units
- BSBCRT301A Develop and extend critical and creative thinking skills
- CUFIND301B Work effectively in the screen and media industries
- CUSOHS301A Follow occupational health and safety procedures
- CUFDIG303A Produce and prepare photo images

Electives: the selected electives to a minimum of 80 hours
- CUFCDP301A Implement copyright arrangements
- CUFDIG201A Maintain interactive content
- BSBDES201A Follow a design process

VCE VET Units 3 and 4 completed in Year 11 SPC, Year 12 NDC
- CUFANM301A Create 2D digital animations
- CUFWRT301A Write content for a range of media
- BSBDES302A Explore and apply the creative design process to 2D forms
- CUFDIG302A Author interactive sequences
- CUFDIG301A Prepare video assets
- CUFDIG304A Create visual design components

VCE VET unit entitlement

Students undertaking: Certificate III in Media are eligible for credit of up to four VCE VET units, two at Units 1 and 2 level and two units at Units 3 and 4 level on their statement of results. The Certificate III in Media program provides a Units 3 and 4 sequence for satisfactory completion purposes.
Australian Tertiary Admission Rank (ATAR)

The ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC), subject to satisfactory completion of the VCE and using the study scores students have received for their VCE studies.

The contribution of Interactive Digital Media to the ATAR is as follows:

- Any contribution to the ATAR is subject to satisfactory completion of the designated Units 3 and 4 sequence.

- A study score is available for the scored Units 3 and 4 sequence of this program from 2010. The study score will contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study.

- A contribution to the ATAR is subject to receiving a study score.

- Students may choose not to receive a study score, but in that case will not be eligible for any contribution to their ATAR.

There is an ATAR contribution from the scored sequence.

Associated charges:
The subject levy for 2014 was $180.00. 2015 levy to be determined and may be significantly different to that changed in the previous year.