



2018

VCE

CURRICULUM

HANDBOOK

YEARS 11 & 12

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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 interconnected and globalised 21st 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.

A growth mindset, grit, learning from mistakes, collaboration and communication: not only are these the ingredients for success in learning at Emmanuel College, they are also the keys to success in the 21st century.

I look forward to working with parents and teachers over 2018 in supporting the growth and learning of the young people whom we serve.



Christopher Stock
Principal

CO-CURRICULA ACTIVITIES

SPORTING

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 SACCS Major Sporting Carnivals including: Swimming, Athletics, Cross Country, Golf, Tennis, Futsal and Hockey. Premier League is the SACCS 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.

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 flute, alto and tenor saxophone, clarinet, trumpet, trombone, tuba, guitar, bass guitar, piano, singing, drums and percussion, violin, viola, cello and double bass.

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 and the SACCSS Chess competitions.

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. This year was the first inter campus chess tournament.

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 -12

SUBJECT OFFERINGS & CAMPUS LOCATIONS 2018

YEAR 10	YEAR 11	YEAR 12	
<ul style="list-style-type: none"> Religious Education CEPD – Unit 1 of Religion and Society and a semester of school-based program 	<ul style="list-style-type: none"> Religious Education R&S Unit 2 & Text and Traditions Unit 2 OR Religion and Society Units 3 & 4 	<ul style="list-style-type: none"> Life & Faith 	
<ul style="list-style-type: none"> English 	<ul style="list-style-type: none"> English <ul style="list-style-type: none"> English Units 1 & 2 Literature Units 3 & 4 EAL 	<ul style="list-style-type: none"> English or Literature EAL 	
<ul style="list-style-type: none"> Mathematics 	See below	See below	
<ul style="list-style-type: none"> Science 	See below	See below	
<ul style="list-style-type: none"> Humanities <ul style="list-style-type: none"> Careers Geography History Economics 	See below	See below	
ELECTIVES (students select three)	ELECTIVES (students select five)	ELECTIVES (students select four)	
<ul style="list-style-type: none"> Art 	<ul style="list-style-type: none"> Accounting 	<ul style="list-style-type: none"> Accounting 	
<ul style="list-style-type: none"> Business Management Unit 1 & 2 	<ul style="list-style-type: none"> Biology 	<ul style="list-style-type: none"> Biology 	
<ul style="list-style-type: none"> Introduction to Commerce 	<ul style="list-style-type: none"> Business Management (Units 3 & 4) 	<ul style="list-style-type: none"> Business Management 	
<ul style="list-style-type: none"> CISCO (SPC) – Year 10, 1 year only 	<ul style="list-style-type: none"> Chemistry 	<ul style="list-style-type: none"> Chemistry 	
<ul style="list-style-type: none"> Digital Technologies 	<ul style="list-style-type: none"> Computing 	<ul style="list-style-type: none"> Economics - may only be offered at one campus. Campus yet to be decided. 	
<ul style="list-style-type: none"> Drama – offered at NDC for students at both campuses 	<ul style="list-style-type: none"> Economics 	<ul style="list-style-type: none"> Food Studies (NDC) 	
<ul style="list-style-type: none"> Food Studies (NDC) 	<ul style="list-style-type: none"> Food Studies (NDC) 	<ul style="list-style-type: none"> Further Mathematics 	
<ul style="list-style-type: none"> Health & Physical Education 	<ul style="list-style-type: none"> General Mathematics 	<ul style="list-style-type: none"> Health & Human Development (NDC) 	
<ul style="list-style-type: none"> Music – offered at NDC for students at both campuses 	<ul style="list-style-type: none"> Health and Human Development (NDC) 	<ul style="list-style-type: none"> History – Revolutions 	
<ul style="list-style-type: none"> Languages - Italian 	<ul style="list-style-type: none"> History - Twentieth Century 	<ul style="list-style-type: none"> Languages – Italian 	
<ul style="list-style-type: none"> Languages - Japanese 	<ul style="list-style-type: none"> Languages – Italian 	<ul style="list-style-type: none"> Languages – Japanese 	
<ul style="list-style-type: none"> Literature Units 1 & 2 	<ul style="list-style-type: none"> Languages - Japanese 	<ul style="list-style-type: none"> Legal Studies 	
<ul style="list-style-type: none"> Mathematics - Advanced 	<ul style="list-style-type: none"> Legal Studies 	<ul style="list-style-type: none"> Mathematical Methods 	
<ul style="list-style-type: none"> Physical Education 	<ul style="list-style-type: none"> Mathematical Methods 	<ul style="list-style-type: none"> Physical Education 	
<ul style="list-style-type: none"> Product Design & Technology – Wood (NDC) 	<ul style="list-style-type: none"> Physical Education 	<ul style="list-style-type: none"> Physics 	
<ul style="list-style-type: none"> Systems Engineering & Product Design (SPC) 	<ul style="list-style-type: none"> Physics 	<ul style="list-style-type: none"> Product Design & Technology 	
<ul style="list-style-type: none"> Visual Communication 	<ul style="list-style-type: none"> Product Design & Technology 	<ul style="list-style-type: none"> Psychology 	
<p><u>College buses run between the 2 campuses for students undertaking a subject offered only on one campus</u></p>	<ul style="list-style-type: none"> Psychology 	<ul style="list-style-type: none"> Religion and Society 	
	<ul style="list-style-type: none"> Specialist Mathematics 	<ul style="list-style-type: none"> Software Development 	
	<ul style="list-style-type: none"> Studio Arts 	<ul style="list-style-type: none"> Specialist Mathematics – offered at SPC for students at both campuses. 	
	<ul style="list-style-type: none"> Systems Engineering (SPC) 	<ul style="list-style-type: none"> Studio Art 	
	<ul style="list-style-type: none"> Theatre Studies 	<ul style="list-style-type: none"> Systems Engineering (SPC) 	
	<ul style="list-style-type: none"> VET Certificate III in Sport & Recreation 	<ul style="list-style-type: none"> Theatre Studies 	
	<ul style="list-style-type: none"> VET Certificate III in Music 	<ul style="list-style-type: none"> VET Certificate III in Music (Cont'd from Yr 11) 	
	<ul style="list-style-type: none"> Visual Communication & Design 	<ul style="list-style-type: none"> VET Certificate III in Sport & Recreation (cont'd from Year 11) 	
	<ul style="list-style-type: none"> Victorian Certificate of Applied Learning (VCAL). NDC Only 	<ul style="list-style-type: none"> Visual Communication Design 	
		<ul style="list-style-type: none"> Victorian Certificate of Applied Learning (VCAL) – 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

DOMAINS	YEAR 10 SUBJECTS ON OFFER	VCE STUDIES ON OFFER	DOMAINS
Religious Education	Religious Education	Text and Traditions Religion and Society	Religious Education
The Arts	Art; Visual Communication & Design; Drama; Music	Studio Art; VET Music; Theatre Studies, Visual Communication & Design	The Arts
English	English; E.A.L.; Literature Units 1 & 2	English; E.A.L Literature	English
Languages	Japanese; Italian	Japanese; Italian	Languages
Health and Physical Education	Physical Education	Physical Education; Health and Human Development (NDC)	Health and Physical Education
Humanities	Geography; History, Economics, Introduction to Commerce; Business Management Units 1 & 2	Legal Studies; Economics; Accounting; 20th Century History; History – Revolutions; Business Management;	Humanities
Mathematics	Mathematics – General Methods	General Mathematics; Further Mathematics; Mathematical Methods; Specialist Mathematics	Mathematics
Science	Science	Biology; Chemistry; Physics; Psychology	Science
Technology Studies	Systems Engineering Product Design- Wood (SPC) Food Studies (NDC)	Systems Engineering (SPC); Product Design & Technology (Wood) Food Studies (NDC)	Technology Studies
Information Technology (also known as Digital Technology)	Digital Technology (also known as Information and Communications Technology)	Unit 1: and 2: Computing Units 3 and 4: Software Development	Information Technology (also known as Digital Technology)
VET	CISCO Program (SPC)	VET Sport and Recreation; VET Music Industry	VET

VCE CURRICULUM INFORMATION 2018

DOMAIN	Domain Leaders
The Arts	Mr. Louis Oosthuizen
English	Mr. Sean Collins
Technology	Mr. Frank Drandi
Languages	Ms. Anna Italia
Mathematics	Ms. Lisa Degnen
Health & Physical Education	Mr. Joel Salmond
Science	Ms. Latasha Slocombe
The Humanities	Mr. Edwin Farmar-Bowers
Religious Education	Ms. Sharon Mills
Information Technology	Ms. Jenny Tocchetto
Leader, Teaching & Improvement (SPC)	Mr. Michael Flaherty
Leader, Teaching & Improvement (NDC)	Ms. Leanne Matheson
Curriculum Co-ordinator (NDC)	Ms. Belinda Flynn

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.

The websites listed below may be useful for students in planning their pathways

<http://myfuture.edu.au/>

www.vtac.edu.au/

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 or reduce the number of subjects undertaken 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 in all subjects. Approval will be based on academic achievement 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 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.

SAC/SAT and Outcome dates will be published at the commencement of each year or as soon as practical via Planning Documents.

SACs for English, Mathematics 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:

- Teacher setting an alternative task. Completion of which will occur at a designated make-up time.

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.

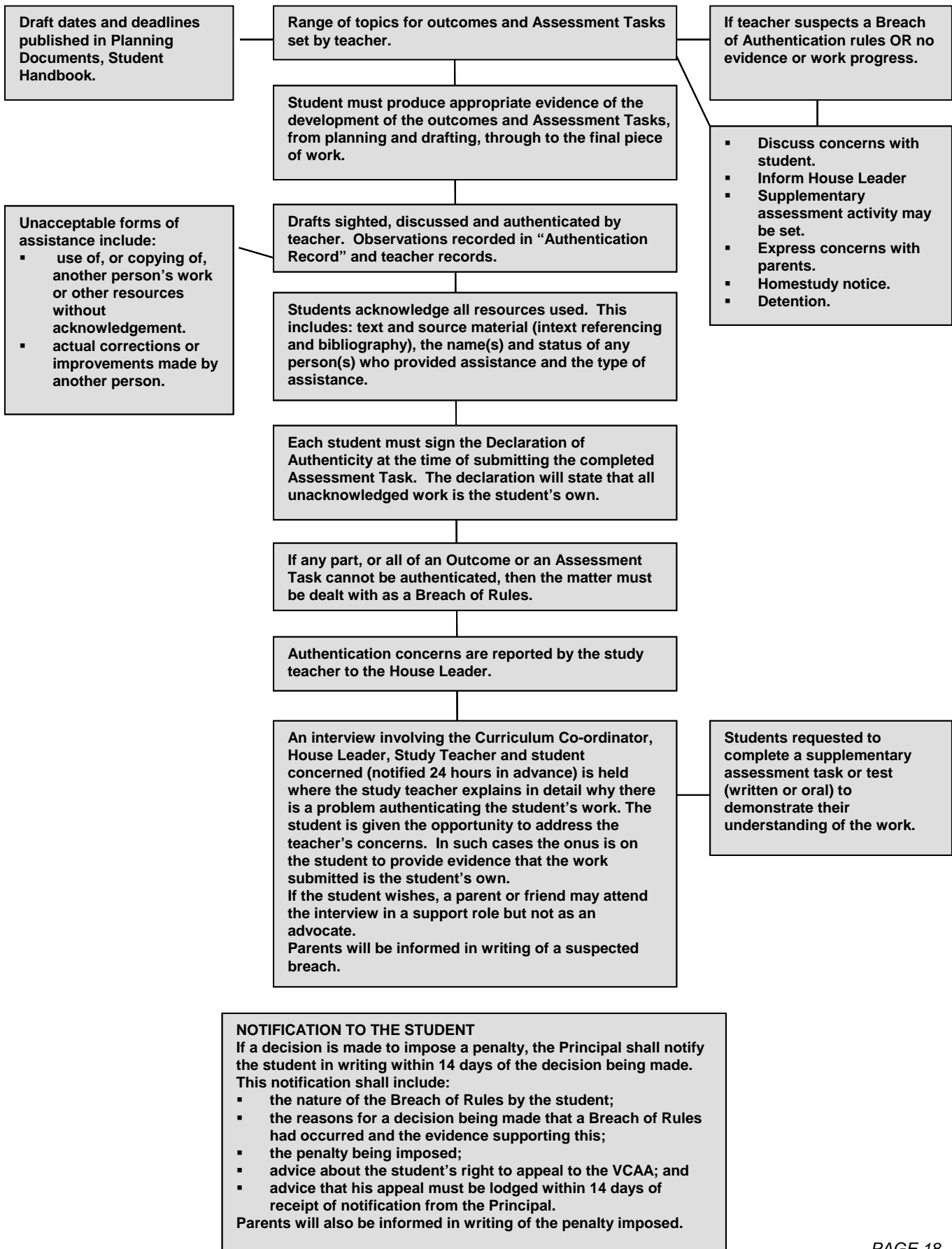
AUTHENTICATION RULES AND PROCEDURES FOR STUDENTS

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 (e.g. 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.

AUTHENTICATION PROCEDURES



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 AN N RESULT

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 student's 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 where 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.

College reporting policies apply for Years 7 – 11.

The College end of semester 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 satisfactorily complete the VCE a student must have a satisfactory result (S) for a minimum of 16 units. This must include:

- at least three units from the English Group, two of which must be a Unit 3–4 sequence
- in additional three Unit 3–4 sequences of studies other than English, which may include any number of English sequences once the English requirement has been met.

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.

In addition, 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. Some subjects are offered specifically at one campus only and if your child selects this subject they will be travelling by College provided bus to the other campus. We refer to these subjects as “Joint Provision Subjects” The decision regarding additional subjects that will also be offered as Joint Provision is determined after students have finalized their selections. Any subject that is offered in this way will be confirmed to students before the end of the term. This model allows us to continue to offer a broad choice for students.

Student wishing to undertake a VCAL pathway should consult the VCAL booklet on SIMON for students and PAM for parents and register their interest with Mr. Crimi/Mr. Lunardelli.

Subject Levies

Some subjects attract an additional levy for consumables. Those listed below applied in 2017, costs for 2018 are yet to be confirmed.

Year 11 VET Sport and Recreation	\$310.00
Year 11 Product and Design	\$190.00
Year 11 Systems Engineering (SPC only)	\$190.00
Year 11 VET Music	\$400.00
Year 12 VET Sport and Recreation	\$310.00
Year 12 Product and Design	\$190.00
Year 12 Systems Engineering (SPC only)	\$190.00
Year 12 VET Music	\$400.00
Year 12 Health and Physical Education	\$55.00

THE SELECTION PROCESS

Work through this checklist before making your selections.

You are checking for the following information:

- A normal year 11 course will include:
 - RE
 - English (May select English/EAL/Literature to fulfill this requirement)
 - 5 other subjects in Year 11 (10 Semester length units)

A normal Year 12 program will include

- LAF
 - English (May select English/EAL/ to fulfill this requirement)
 - 4 other subjects
- You may have selected Mathematics. The combinations and pathways are listed in the Curriculum Handbook. Please check that you have selected a Mathematics which will allow you to follow an appropriate pathway for the course you have chosen – you should consult Ms. Warne or Mr. DiMaggio and/or the appropriate VICTER Guide. Year 10 students in the General Mathematics pathway should see either Mrs. Degnen or Ms. Myers before considering Mathematical Methods in Year 11
 - Students selecting Specialist Mathematics or Maths Methods should be aware of the increased demands of these courses.
 - It is expected that any student who is undertaking Physics and/or Chemistry would be taking Mathematical Methods
 - For students with Folio subjects (Studio Art, Product and Design, Food Studies and Visual Communication and design) it is recommended that students have no more than two of these in their selections

Not all VET courses will run, this will depend on numbers and the availability of access at other providers. Students must see Mr. Evans, SIMON or PAM for a booklet for VET and submit the form. Students must also register their interest with Mr. Crimi/Mr. Lunardelli.

STUDENTS APPLYING FOR UNITS 3 AND 4 IN YR 11

- Please check that you have a 70- 100% average across their current subjects for the year.
- Students must see Mr. Lunardelli or Mr. Crimi for a separate form. If you have applied for Units 3 and 4 studies in Year 11 please check that you are happy with your choices in the event that you are unsuccessful.
- Students who have selected VCAL will need further follow up and should see Mr. Evans. You should also have a separate booklet and form.

CHECKLIST FOR VCE SUBJECT SELECTION (2018)

Students will go through this form with their homeroom teacher.

Student Name: _____

Homeroom: _____

	Yes	No
Additional VET booklet and form obtained if applicable		
Additional VCAL booklet and form obtained if applicable – only available at NDC		
Have consulted Ms. Warne/Mr. Di Maggio, or appropriate resources for prerequisites		
Application submitted to Mr. Lunardelli/ Mr. Crimi for a Unit 3 and 4 Study		

Eligibility requirements

	No.	Y	N
Appropriate number of Units 1 and 2- Year 11 chosen			
Number of Units 3 and 4- Year 12 chosen/intended to choose			
At least 4 Unit 3 and 4 sequences other than English – Year 12			
Subject selected in order of preference			
Will you be studying a LOTE outside of the school in 2018			
Students undertaking Physics or Chemistry have Mathematical Methods in their course			
No more than two Folio based subjects have been selected			

For Year 11 students – please record the subjects undertaken this year

1. English- (list equivalent if not undertaking English)
2. RE- Unit 2 Religion & Society + Unit 1 Text & Tradition / or Religion and Society Units 3/4 (Please circle appropriate subject)
3.
4.
5.
6.
7.

VET/VCAL

	Y	N	Name of subject
Have you selected a VET subject			
Are you aware that you may be doing this outside the school			Where is this offered?
Are you aware of the additional cost			Parents have approved?
Have you selected a VCAL Course			Are you aware this is only available at NDC?
Have you discussed your VCAL course Mr. Evans, Ms. Warne or Mr. Di Maggio			

Student Signature

Homeroom Teacher Signature

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.'

The websites listed below may be useful for students in planning their pathways

<http://myfuture.edu.au/>
www.vtac.edu.au/

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.

Web Preferences Access Guide



Student:

House:

Student Code:

Year Level:

Home Group:

Roll Class:

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

1 Internet Access	<p>You will need a computer with an internet connection and a printer.</p> <p>We recommend using Firefox, you may also use Google Chrome or IE 6.0 and above.</p>
2 Login	<p>Login to www.webpreferences.com.au using:</p> <p style="text-align: center;">Student Access Code: Password:</p>
3 Home Page	<p>To view your subject information click "View Subject Details" at the top left of the screen.</p> <p>To select/change your preferences, click "Add New Preferences" at the top left of the screen.</p>
4 Preference Selection	<p>Select your subjects from the drop down lists, you have 30 minutes to do so.</p> <p>Once complete, click "Submit Selected Preferences".</p> <p>Note: You are not finished yet.</p>
5 Preference Validation	<p>If you are happy with your preferences click "Submit Valid Preferences" which will open your "Preference Receipt".</p> <p>Or if you would like to make changes to your preferences click "Cancel" and this will take you back to the Preference Selection page.</p>
6 Preference Receipt	<p>You can print your "Preference Receipt" by clicking "Open Print View" and clicking "Print Receipt".</p> <p>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.</p>

RELIGIOUS EDUCATION

YEAR 11

The Year 11 Religious Education Curriculum program is the VCAA approved study of Religion and Society Unit 2 and Text and Traditions Unit 2.

In Year 11 Religious Education each student will study the following:

Semester 1

Religion and Society Unit 2

- Ethical Decision Making and Moral Judgement
- Religion and Ethics
- Ethical Issues in Society

Semester 2

Texts and Traditions Unit 2 – Texts in Society

- Sacred Texts in the Past
- Sacred Texts Today
- Comparing Religious Traditions

You will learn about

- Using Ethical approaches
- Analysing situations to determine ethical behaviour
- Exploring the moral and ethical beliefs and codes of the Catholic and other religious denominations
- Researching religious writings that express the position of these religious traditions in relation to different ethical issues
- Making informed judgements about ethical situations.
- Reading and analysing sacred texts of the past
- Researching the background to these sacred texts
- Identifying how sacred texts are used today and their significance to religious traditions
- Making comparisons between religious traditions and the messages that are contained in their sacred texts.

SEMESTER 1:

Through the study of Religion and Society you will be studying ethics and the application of ethical approaches to various real life examples of situations where the good and bad of the situation needs to be determined. You will also need to apply your knowledge of ethical situations and reflect on the position of religious groups including the Catholic Tradition. You will explore their ethics and how they may be applied to real life situations including contemporary examples from society.

SEMESTER 2:

The Text and Tradition course will involve continued study of sacred religious texts in order to learn about the background and purpose of such texts to convey a message to the intended audience and today's followers of the chosen religious tradition. Authorship, historical setting and audience will be researched to shed light on the message of religious texts and comparison of texts will be completed to show how the beliefs and values of different cultures are expressed through their sacred texts.

In the past you have studied Catholic Social teaching and how it calls us to act in certain ways. In Year 11 you will build on your understanding of those themes and apply them to situations that are identified in class as being seen as needing an ethical approach to decide what is right and wrong when responding to these issues.

You will use religious writing as you have in the past but be called on to look at such writing in more depth and to developing your previous understanding of conscience to make informed reflections on the new content.

In the past you have also analysed Biblical texts, in Year 11 you will also do this, but will explore the background to texts in greater depth and make comparisons between texts once you have established an understanding of their context.

ASSESSMENT TASKS & ACTIVITIES

Your assessment in Year 11 Religious Education will take the form of individual and group tasks which will be outlined to you through the planning documents at the start of each unit.

Group work will be assessed thorough oral presentations and individual assessment will be conducted under test conditions in most cases where assessment is completed in the form of SAC's (School Assessed Course work) completed during class time.

Tasks may include: Reports, presentations to the class, short answer and extended response questions, text responses or essays. There will be an exam in Religious Education at the end of Semester One.

UNITS 3 & 4 – RELIGION & SOCIETY

The Religious Education Curriculum program is the VCAA approved study of Religion and Society Unit 3 and 4.

Students have the option to study this subject in Year 11 via select entry: Students wishing to be considered must apply and be approved if they meet certain selection criteria. This course of study is optional for Year 12 students, however, the Year 12 Life and Faith program which all year 12 students participate in offers regular opportunities for all students to experience faith development and personal spiritual growth and enrichment.

Unit 3: The Search for Meaning

Unit 4: Religion, Challenge and Change

Semester 1

- Responding to the search for meaning
- Expressing Meaning
- Significant life experience, religious belief and faith

Semester 2

- Challenge and Response
- Interaction of Religion and Society

You will learn about;

- The human search for meaning
- Using the 9 Aspects of Religion to show how they help religions to express meaning
- Identifying the big questions of life that religions generally try to provide answers to
- Identifying beliefs of a specific religious tradition and using the aspects of religion so show how the express meaning and purpose to adherents of the tradition
- Exploring and interpreting sacred text
- Researching people of faith who have undergone reflection of their faith as a result of significant life experience
- Identify events that have caused challenges to religious groups and explore challenges that are specific to the Roman Catholic faith.
- Identify, interpret and analyse the interaction between religion and society

Through the study of Religion and Society you will learn to identify the dynamic relationship that exists between religion and society. You will explore concepts such as Ultimate Reality, the Kingdom and God, the Reign of God and how these concepts are all used to give meaning and purpose to members of the Roman Catholic Faith tradition as they live their lives. You will learn about how religions provide meaning and support to believers and why specific beliefs are foundational to the Catholic Church. Challenges and responses to major events will be explored as will the relationship between religion and society.

In the past you have studied the aspects of religion as tools for understanding beliefs. This understanding will be developed in order to address the content of this course. You will use past knowledge of biblical text and the messages they contain and further develop your understanding of their meaning and purpose.

ASSESSMENT TASKS & ACTIVITIES:

Your assessment in Year 12 Religious Education will take the form of individual assessment which will be outlined to you through the planning documents at the start of each Semester.

Assessment will be conducted under test conditions during class time in the form of SAC's (School Assessed Course work) for each area of study. Tasks may include: Short answer and extended response questions, text responses, image analysis and essays.

All scores assigned for school assessed course work are subject to VCAA approval. There will be an exam at the end of Unit 4 which will cover all areas of study from Unit 3 and 4. This exam accounts for 50% of the overall study score and is externally supervised and graded.

YEAR 12 – LIFE AND FAITH PROGRAM

All 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.

ACCOUNTING

Many students who study VCE Accounting will go on to further studies and careers in business and finance. This study offers a number of opportunities for students to develop employability skills. These skills are: communication; planning and organising; teamwork; problem solving; self-management; initiative and enterprise; technology; and learning.

There are no prerequisites for entry to Units 1, 2 and 3. While units 3 and 4 Accounting builds upon the skills and content of units 1 and 2, completion of year 11 accounting is by no means essential.

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Accounting plays a major role in the successful operation and management of businesses. Students will learn how to record business transactions and from this information produce the accounting reports: the Balance Sheet; Income Statement; and the Cash Flow Statement. These reports are then analysed to assess the performance of the business.

UNITS 1 & 2

Unit 1 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 analysing of accounting information.

Unit 2 extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students analyse and evaluate the performance of the business.

UNITS 3 & 4

Unit 3 requires students to use the double entry system of recording financial data as well as prepare reports such as the Balance Sheet, Income Statement and the Cash Flow Statement. These reports are then used to make informed decisions on the performance of the business.

Unit 4 provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position.

ASSESSMENT TASKS & ACTIVITIES

Each Unit is assessed through School Assessed Coursework. These assessments have a manual and ICT component and can take the form of either a folio of exercises, a test, a report or a case study.

Units 3 and 4 Accounting has a VCAA Exam at the conclusion of unit 4.

BIOLOGY

UNITS 1 & 2

HOW DO LIVING THINGS STAY ALIVE?

This unit examines some of the challenges that an organism experiences in sustaining life. Students will examine the cell as a functional unit of life and progress into examining the multicellular organism. They will also examine how organisms adapt in an external environment, in particular homeostasis and abiotic and biotic resources for organism's habitat.

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

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

HOW IS CONTINUITY OF LIFE MAINTAINED?

This unit examines the main events of the cell cycle in prokaryotic and eukaryotic cells. Students will examine the process of cell division through mitosis and meiosis. They will also explain the differences between sexual and asexual reproduction and the role of stem cells to treat injury and disease.

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

- Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation in medical therapies.
- Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
- Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

UNITS 3 & 4

HOW DO CELLS MAINTAIN LIFE?

In this unit students investigate the workings of the cell from several perspectives. They will explore the importance plasma membrane, enzymes, cell signaling and immune cells. They also study the synthesis, structure and function of biological molecules along with the interactions between cells.

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

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

HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?

In this unit students investigate gene pool and the mechanism for biological evolution. They also examine the human fossil record and social and ethical implications of manipulating the DNA. Students will design a practical investigation related to cellular processes and/or biological change and continuity over time which is undertaken in either Unit 3 or Unit 4.

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

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

ASSESSMENT TASKS & ACTIVITIES

Tests

Designing their own practical

Research Reports

Case Studies

Practical Activities

Scientific Reports

Data Analysis

Practical Log Book

For Unit 1 and 2 there will be an examination at the end of each unit covering all of the unit.

For Unit 3 and 4 there will be an external exam at the end of the year covering all of Units 3 and 4.

BUSINESS MANAGEMENT

Business Management looks at how businesses manage a variety of different resources to achieve different objectives such as profit. You will explore the factors affecting business ideas and the environments within which businesses operate, and how this affects planning a business.

UNITS 1 & 2

In Unit 1 students look at innovation and entrepreneurship and explore changing markets and needs as well as the reasons why businesses start. Students explore characteristics of successful businesses and of successful business persons as well as the importance of business concept development. Students also investigate innovation and entrepreneurship on a national scale.

Unit 2 looks at things in the wider world that might have an impact on the setting up and running of a business. These things would include a range from very broad factors such as legal and governmental regulations, societal trends, global issues through to your own business customers, suppliers and competitors. You will look at how the external factors affect the planning and running of your business. You would also study the costs and benefits of socially responsible management practices - such as environmental and social considerations - on the running of your business.

UNITS 3 & 4

In Unit 3 students will examine the different types of businesses (for example sole traders, companies and social enterprises) and their respective objectives. They will discuss the key characteristics of business and stakeholders and analyse the relationship between corporate culture, management styles, management skills. Students will learn about motivational theories and evaluate strategies related to the management of employees. They will analyse the key elements of operations management related to manufacturing and service businesses and evaluate strategies to improve efficiency and effectiveness.

Businesses are under constant pressure to adapt and change to meet their objectives. In Unit 4 students consider the importance of key performance indicators to analyse performance and driving and restraining forces for change and the management strategies necessary to position a business for the future. Students will evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business. Throughout the course students are required to use contemporary business case studies from the past four years, to apply theory to practical business scenarios.

Throughout the course students will develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Business Management Units 3 and 4 has a large reading and revision component, and an emphasis on current business issues (particularly the impact of technology, globalisation and corporate social responsibility). Students must be interested in current affairs, and will have access to material that is relevant, contemporary and interesting.

While Units 3 and 4 Business Management builds upon the skills and knowledge of Units 1 and 2, completion of Units 1 and 2 Business is not required.

ASSESSMENT TASKS & ACTIVITIES

Each topic is assessed through School Assessed Coursework and these include tests and major research assignments. School set exam at the end of each unit. Units 3 and 4 Business Management has a VCAA Examination at the conclusion of Unit 4.

CHEMISTRY

UNITS 1 & 2

HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

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. A research investigation is undertaken in Area of Study 3 related to one of ten options that draw upon and extend the content from Area of Study 1 and/or Area of Study 2.

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

- Relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.
- Investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding.
- Investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?

Students examine the polar nature of a water molecule and explore the relationship between the bonding forces. They investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. A practical investigation into an aspect of water quality is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

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

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

UNITS 3 & 4

HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

In this unit students will look at chemical production of materials, as well as comparing and evaluating different chemical energy resources. They will consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. They will also use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

Outcome 1

- Compare fuels quantitatively with reference to combustion products and energy outputs
- Apply knowledge of the electrochemical series to design
- Construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.

Outcome 2

- Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised.
- Explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?

In this unit students will look at the unique characteristics and structure of organic compounds. They will consider the nature of the reactions involved in particular compounds. Students will also design or adapt practical investigation related to energy and/or food is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Unit 3 and/or Unit 4.

Outcome 1

- Compare the general structures and reactions of the major organic families of compounds
- Deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.

Outcome 2

- Distinguish between the chemical structures of key food molecules.
- Analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes.
- Calculate the energy content of food using calorimetry.

Outcome 3

- Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

ASSESSMENT TASKS & ACTIVITIES

Tests	Practical Activities	Designing their own practical
Scientific Reports	Research Report	Laboratory investigation
Annotations of practical activities	Practical logbook	Investigation report
Analysis of data	Structured questions	Media analysis/response

For Unit 1 and 2 there will be an examination at the end of each unit covering all of the unit.

For Unit 3 and 4 there will be an external exam at the end of the year covering all of Unit 3 and 4

COMPUTING

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs.

VCE Computing equips students with the knowledge and skills to be creators of digital solutions and discerning users of digital systems, data and information, as they participate in an increasingly globalised society and economy.

This study provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours. They are equipped to apply new ways of thinking as well as technical and social protocols when developing intellectual and social capital.

VCE Computing provides a pathway to further studies in areas such as computer science, business systems engineering, robotics, linguistics, database management and software development, and to careers in digital-technologies based areas such as web design, information architecture and business analysis.

UNITS 1 & 2

VCE Unit 1 Computing looks at how individuals and organisations use, and can be affected by, information and networked digital systems in their daily lives.

Throughout the unit, students will: -

- Apply the design and development stages of the problem-solving methodology
- Acquire and apply the knowledge and skills to work with different data types to create solutions that can be used to persuade, educate, inform and entertain.
- Examine the role of networked information systems in the communication of data within a global environment and an exploration of mobile devices.
- Examine several issues relating to the effect of information systems and to work collaboratively to examine these issues.

VCE Unit 2 Computing focuses on data and how computational, design and systems thinking skills are applied to support the creation of a range of solutions.

Throughout the unit, students will: -

- Apply the analysis, design, development and evaluation stages of the problem-solving methodology
- Develop a range of knowledge and skills while using programming and scripting languages, and associated software, to create solution.
- Expand on their knowledge of data and the various data tools that are used to extract it, reduce its complexity and manipulate it to create clear, attractive and useful visualisations.
- Use database management software to create a solution that applies all stages of the problem-solving methodology.

The subject builds upon your knowledge of computing as introduced in Yr. 10 Digital Technologies.

UNITS 3 & 4 Software and Development

In VCE Unit 3 Software and Development, students develop an understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules.

Throughout the unit, students will: -

- develop skills in interpreting software designs and in creating working modules using a programming language.
- determine a need or opportunity for a purpose-designed solution and then formally document the analysis as a Software Requirements Specification. They then generate a range of design ideas, select their preferred one and develop it as a detailed design. Students use a software tool to document a project plan.

In Unit 4 Software and Development, students focus on how the information needs of individuals and organisations are met through the creation of purpose-designed solutions used in a networked environment. There are two areas of study: Software solutions and Interactions and impact.

Throughout the unit, students will: -

- use specific functions of a programming language to transform the design created in Unit 3, Outcome 2 into a software solution. As part of developing the solution, students conduct a practical useability test to identify features of their solution that work and don't work. Students also evaluate the quality of the solution and assess how well their project plan helped them monitor the progress of their project.
- apply systems thinking systems when analysing the dependencies between two information systems and assessing the impact on the operation of an information system if shared data has been compromised. Students do not use software to demonstrate this outcome.

The subject builds upon your knowledge of computing as studied in Units 1 and 2 Computing.

ASSESSMENT TASKS & ACTIVITIES

Units 1 & 2

Infographic solutions

Networked information system

Design and develop websites

Programing tasks

Data visualization solution

Data base solution

End of Semester exams

Units 3 & 4

Percentage contributions to the study score in VCE Software development are as follows:

- Unit 3 School-assessed Coursework: 10 per cent
- Unit 4 School-assessed Coursework: 10 per cent
- School-assessed Task: 30 per cent
- End-of-year examination: 50 per cent.

ECONOMICS

Economics is a dynamic and constantly evolving field. Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the effect that these decisions may have on material and non-material living standards.

UNITS 1 & 2

Unit 1 Economics explores students' role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action. Students investigate key questions of production, incentives and living standards. Students are introduced to some of the tools that economists have developed to help them solve economic problems and apply them to contemporary economic issues. They examine how the Australian economy uses the market-based system to allocate resources.

Unit 2 Economics looks the meaning and importance of economic growth and its effect on material and non-material living standards. They examine how growth is generally thought to promote improvements in living standards as it is associated with increasing incomes, literacy rates and health outcomes. Students consider the meaning and importance of economic growth and its effect on material and non-material living standards. They also explore the factors and policies that cause resource allocation, and analyse the potential trade-offs involved.

Units 1 and 2 Economics has a large reading and revision component, however the material is diverse, interesting and accessible. Students will identify trends, patterns, similarities and differences in economic data and be able to predict and analyse economic outcomes using graphs, data and economic ideas

UNITS 3 & 4

Unit 3 investigates the role of the market in allocating resources and examine the factors that affect the price and quantity for a range of goods and services. Students discover how changes in variables might influence the achievement of the Australian Government's economic goals and affect living standards.

Unit 4 examines how the Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards. Students develop an understanding of how the Australian Government can directly and indirectly influence domestic economic goals.

Units 3 and 4 Economics has a large focus on current events, ensuring the material is diverse, interesting and accessible. While units 3 and 4 Economic builds upon the skills and content of units 1 and 2, completion of year 11 Economics is by no means essential.

ASSESSMENT TASKS AND ACTIVITIES

Assessment activities or School Assessed Coursework are varied and tailored to best suit the content.

Year 11 economics has school set exam at the end of each unit. There is no external exam for Units 1 & 2 Economics.

Units 3 and 4 Economics has a VCAA Examination at the conclusion of Unit 4.

ENGLISH

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

What am I likely to be doing?

The study is divided into two distinct areas:

1. Reading and Creating, Reading and Comparing;
2. Analysing and Presenting Argument.

Students will read a wide selection of literary and media texts including novels, plays, poetry, films, opinion pieces, cartoons and websites. The study offers the opportunity to follow a process of interpretation, reflection and response. English requires students to write sophisticated analytical essays, creative companion texts, persuasive speeches and articles.

Students will enhance their language skills, develop an appreciation of language, recognise and understand texts from different times and genres, and know how texts embed cultural values. Students will learn how to better express ideas and insights in written and spoken texts and reflect on a text's composition.

ASSESSMENT TASKS & ACTIVITIES

Creative Response writing, Textual Response Essay Writing, Argument Analysis Essay writing, Persuasive Speeches and Opinion Writing.

The VCE Exam is 3hrs in length with 15 minutes of reading time. It consists of one textual response on a set text, one comparative analysis response on a set pair of texts, and one Argument Analysis on a previously unseen text.

FOOD STUDIES (NDC)

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. The course is designed to build the capacities of students to make informed food choices. In this process students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.

UNITS 1 & 2

Food Origins

Students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures with a focus on one selected region other than Australia.

In order to achieve set outcomes you should be able to:

- Identify and explain major factors in the development of the globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.
- describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products

You will learn about:

- the factors influencing the emergence of different food systems, food products and food practices around the world
- the historical development of food systems, food cultures and distinctive cuisines, with a focus on one selected region other than Australia
- the characteristics of food production and consumption among indigenous Australians prior to European settlement
- patterns of migration to Australia and the influence of immigrants on Australian food tastes and consumption

Food Makers

In this unit students investigate food systems in contemporary Australia.

In order to achieve set outcomes you should be able to:

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

You will learn about:

- equipment and techniques appropriate in the preparation of food in a domestic or small-scale setting
- understand and apply principles and practices in the sensory evaluation of food products
- identify major sectors and explain current developments in the Australian food system
- describe Australia's leading industries in primary food production, processing and manufacturing

The subject builds upon your knowledge of food as introduced in Yr. 10 Food Studies (NDC).

UNITS 3 & 4

Food in Daily Life

This unit investigates the many roles and everyday influences of food. The areas of study explore the science of food and influences on food choice.

In order to achieve set outcomes you should be able to:

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

You will learn about:

- the physiology and conditioning of appetite, satiety and the sensory appreciation of food; the microbiology of the intestinal tract and the sequential processes of the digestion of carbohydrates, protein, and fats, including enzymatic hydrolysis, absorption and utilisation of these macronutrients in the body
- recent changes and current trends in food behaviours and analyse social factors that may influence healthy eating
- apply practical food skills to demonstrate development of a repertoire of household meals

Food Issues, Challenges and Futures

In this unit students examine debates about global and Australian food systems. Students learn about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. This unit also attempts to empower consumers to make discerning food choices.

You will learn about:

- the challenges associated with adequately feeding a rising world population
- key ethical principles and questions of concern to Australian food consumers, and the ways in which ethical concerns affect individual food choices and the range of foods available
- the principles of research used in the development of Australian Dietary Guidelines
- how to assess the validity of food information and claims made by weight-loss and nutrient supplement companies.

The subject builds upon your knowledge of food as introduced in Yr. 11 Food Studies. However, students may undertake Unit 3 without having completed the subject in Year 11.

ASSESSMENT TASKS & ACTIVITIES

Students will need to complete a range of practical activities with records. They will be assessed on their Production work for both units 1 & 2. Upon completion of each unit students complete a semester exam.

Percentage contributions to the study score in Units 3 & 4 Food Studies are as follows:

- School-assessed Coursework: 60%
- End of year Examination: 40%

HEALTH AND HUMAN DEVELOPMENT (NDC)

UNITS 1 & 2

THE HEALTH AND DEVELOPMENT OF AUSTRALIA'S YOUTH

In this unit students are introduced to the concepts of health and individual human development. Students will learn about the physical, social, emotional and intellectual areas of health.

Topics studied include:

Youth health	Pre Natal Health & Individual Development	Australian health issues
Nutrition	Common diseases	Determinants of Health
Personal, community and governmental strategies to promote good health		
Childhood/Adult health and individual development		

INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES.

This unit focuses on the health and individual human development for the lifespan stages of prenatal, childhood and adulthood. In this unit students identify issues that affect the health and individual human development of Australia's mothers and babies, children and adults. Students investigate health issues in detail and analyse personal, community and government strategies and programs that affect the health and individual human development of mothers and babies, children and adults.

UNITS 3 & 4

AUSTRALIA'S HEALTH

Students investigate the health of Australian's and the reason why we rank amongst the healthiest countries in the world. The health status of Australians can be measured in many ways, such as consideration of burden of disease, health adjusted life expectancy, disability adjusted life years (DALYs), life expectancy, under-five mortality rate, mortality and morbidity rates, incidence and prevalence of disease.

Students will also investigate ways in which the health of Australian's could be improved and why some groups don't experience the same health as others in regard to the physical, social, behavioural and biological factors in life.

Students study the Australian health care system and in particular the role of government and non-government organisations that contribute to its current structure.

GLOBAL HEALTH AND HUMAN DEVELOPMENT

This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests.

Areas of focus include:

- WHO (World Health Organisation) - The United Nations role in world health
- Australian's Government and non-government roles in aid and human development

ASSESSMENT TASKS & ACTIVITIES

School Assessed Tasks will be used to assess students using a range of assessment methods such as practical reports, tests, case studies, projects and data analyses.

At the end of Unit 1 & 2 there will be an end of semester Exam. The VCE Exam is 2hrs & 15 minutes, with 15 minutes of reading time. It consists of multiple choice and short answer questions.

HISTORY

UNIT 1 & 2

Unit 1, concentrates on the period after World War One, this was a time characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. This unit focuses examines social and cultural change that occurred after World War I.

In Unit 2, students explore the nature and impact of the Cold War, the challenges and changes to existing political, economic and social arrangements in the second half of the Twentieth Century. This unit focuses on the personalised experiences in the aftermath of World War II up until the year 2000. Some of the challenges and changes explored include terrorism and concepts such as decolonisation, nationalism, theocracy, racism, sexism, feminism and egalitarianism.

UNIT 3 & 4

Units 3 & 4 History is the study of two Revolutions. Revolutions are major cultural and social upheavals that represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society.

We study two revolutions, one of a contemporary major trading partner, China, and the other of a major military ally. The United States of America. There is one revolution per unit and each unit is split in two outcomes, one outcome focuses on the causes, while the other outcome examines on the outcomes of each revolution.

Units 3 and 4 History has a large reading and revision component, however the material is diverse, interesting and accessible.

While Units 3 and 4 History builds upon the skills and content of units 1 and 2, completion of year 11 history is by no means essential.

ASSESSMENT TASKS & ACTIVITIES

In Year 11 each unit is assessed through School Assessed Coursework or SACs and these include source analyses- document, image and film, research projects and a historiography project. Each unit concludes with an examination.

In Year 12 each revolution is assessed through School Assessed Coursework and these include primary and secondary source analysis, extended research essays, essays and evaluation of historians and their interpretations. Units 3 and 4 History - Revolutions has a VCAA Exam at the conclusion of unit 4.

LEGAL STUDIES

UNITS 1 & 2

Units 1 and 2 Legal Studies takes a broad overview of the role and impact of the legal system in our lives. We look at what laws are and how they are made through Parliament and through the courts.

The focus in Unit 1 is on Criminal Law. We look at what a crime is and the different levels of crime. The range of crimes, from crimes against the person (murder, manslaughter, rape, assault) to property crimes (theft, burglary, fraud, arson) and their associated defences will be examined in detail. The process of being questioned by police, through to arrest and court procedures will also be examined.

In Unit 2 the focus is on sanctions, remedies and how rights are protected. This unit focuses on the enforcement of criminal and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute. It looks at the effectiveness of types of sanctions and remedies in protecting the rights of people. Students undertake a detailed investigation of two criminal and civil cases from the past four years and form a judgement about the ability of sanctions and remedies to achieve the principles of justice. They also examine a significant case in relation to the protection of rights in Australia

If you have done Commerce you will have had a taste of some of the topics covered in Legal Studies.

UNITS 3 & 4

In Unit 3, students will be exploring how the Victorian justice system protects people's rights in both the criminal and civil justice systems. In doing so, they will examine different methods and institutions in the justice system and consider how appropriate they are in determining criminal cases and resolving civil disputes. To do this well, we will explore the rights of the accused and victims; the role of judges, jury and legal practitioners as well as evaluating sanctions and remedies in order to achieve justice, fairness and equity. Further to this, we discuss recent reforms from the past and make recommendations for the future to enhance the ability of our justice system in achieving the principles of justice. Throughout this unit, students will be applying legal reasoning and information to actual and/or hypothetical scenarios.

In Unit 4 we explore the relationship between the Australian people, the Australian Constitution and law-making bodies. As Unit 3 is focused in how our legal system achieves the principles of justice, equity, fairness and accessibility to all Australians, Unit 4 delves more into how law is made and by which means it is protected. Therefore, we look at how law-making bodies and the Australian people are protected via the structures put into place in our Constitution and High Court interpretation, which act as a check on parliament in how they make law. Further to this, we look at how laws can be changed, the role of individual, media and law reform bodies in influencing law reform, and understanding the significance of High Court in protecting and interpreting the Australian Constitution.

If you are interested in how our justice system works, how the Constitution protects are rights, how laws can be changed and are thinking about getting into the legal profession or other types of enforcement agencies, or you are just interested in the means in which our rights are protected, then this subject is for you.

ASSESSMENT TASKS AND ACTIVITIES

Students will be assessed through structured questions and case studies, where they will be required to define, discuss, interpret, apply and evaluate legal principles and through the examination of relevant cases to support their understanding.

School Assessed Coursework for Unit 3 and 4 will contribute 50 percent to final assessment.

Unit 3 and 4 is also assessed by an end of year external examination, which will contribute 50 percent to the final assessment.

LANGUAGE – ITALIAN

The study of Italian develops your understanding language skills It also provides you with access to the rich and varied culture of the many communities around the world that speak Italian.

This units comprises of themes, topics, grammar, text types, vocabulary and a variety of writing. The themes and topics are a way in which you can demonstrate that you can achieve the outcomes.

VCE Year levels 11 and 12 will be a composite class and so topics will vary every second year but will include.

- North vs South
- Youth & Technology
- Risorgimento – Unification of Italy
- La Salute Health

In class students will be

- Analysing and information for reproduction
- Inferring and finding meaning.
- Writing to text types and writing styles.
- Listening for understanding and meaning against trigger questions.
- 4 macro-skills (listening, reading, writing, speaking) in Japanese

UNITS 1 & 2

Students reply to a personal letter/fax/email, participate in a spoken or written exchange, related to making arrangements, completing transactions, i.e. Formal letter, fax, email, role-play or interview.

Students listen to spoken texts to obtain information and reorganize information and ideas in a different text type, complete notes, charts or tables in Italian or English. Students read written text and reorganize information and ideas in a different text type. Give expression to a real or imaginary experience in spoken or written form. Students are to complete a journal entry or a personal account or a short story.

UNITS 3 & 4

Students write a250 words personal or imaginative writing (express ideas through the production of original texts). The write a response to specific questions, messages or instructions, extracting and using information requested (analyse and use information from spoken texts). They also do 3-4min role-play, focusing on resolution of an issue (exchange information, opinions and experiences).

Students respond to specific questions, messages or instructions, extracting and using information requested (analyse and use information from written texts). They write 250-300 word informative, persuasive or evaluative written response, for example; report, comparison and review (respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities). They also complete 3-4min interview on an issue related to the texts studied.

ASSESSMENT TASKS & ACTIVITIES

For Unit 1 and 2 there will be an examination at the end of each unit covering all of the unit.

For Unit 3 and 4 there will be an external exam at the end of the year covering all of Unit 3 and 4

LANGUAGE – JAPANESE

The study of Japanese develops your understanding language skills. It also provides you with access to the rich and varied Japanese culture. This unit comprises of themes, topics, grammar, text types, vocabulary and a variety of writing. The themes and topics are a way in which you can demonstrate that you can achieve the outcomes.

VCE Year levels 11 and 12 will be a composite class and so topics will vary every second year but will include.

- Schools
- Travel
- Career
- City country
- Work

In lessons students will be

- Analysing and information for reproduction
- Inferring and finding meaning.
- Writing to text types and writing styles.
- 4 macro-skills (listening, reading, writing, speaking) in Japanese

UNITS 1 & 2

Students participate in a spoken or written exchange, related to making arrangements, completing transactions, i.e. Formal letter, fax, email, role-play or interview. They also listen to spoken texts to obtain information and reorganize information and ideas in a different text type, complete notes, charts or tables in Italian or English. Students give expression to a real or imaginary experience in spoken or written form. Students are to complete a journal entry or a personal account or a short story.

UNITS 3 & 4

Students write a personal or imaginative writing (express ideas through the production of original texts. A response to specific questions, messages or instructions, extracting and using information requested (analyse and use information from spoken texts), and A 3-4min role-play, focusing on resolution of an issue (exchange information, opinions and experiences).

They also complete a response to specific questions, messages or instructions, extracting and using information requested (analyse and use information from written texts). A 250-300 word informative, persuasive or evaluative written response, for example, report, comparison and review (respond critically to spoken and written texts, which reflect aspects of the language and culture of Italian-speaking communities). A 3-4min interview on an issue related to the texts studied.

ASSESSMENT TASKS & ACTIVITIES

For Unit 1 and 2 there will be an examination at the end of each unit covering all of the unit.
For Unit 3 and 4 there will be an external exam at the end of the year covering all of Unit 3 and 4

LITERATURE

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students study how texts have evolved and adapted, how they influence and respond to one another, and how the changing times and places in which they were produced and are read affect the values we perceive in those texts. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

What am I likely to be doing?

Read a variety of novels, plays, poems, and films that have been highly influential in shaping Literature and what we value in learning about human experience. Students will study concepts about how the reader plays a part in making the meaning in a text and how texts can be viewed through the lenses of literary theories such as Marxism, Feminism, Post-colonialism or Humanism.

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

ASSESSMENT TASKS & ACTIVITIES

Creative Responses to texts, Views and Values Analyses of texts, Interpretations of Literary Theory Presentations, Passage Analysis of a text, Textual Adaptation Essays

The VCE Examination is 2hrs with 15 mins reading time. It comprises two tasks each worth an equal amount. Task A is a written response to a statement about a set text. Task B is a written response to passages from one selected text.

MATHEMATICS – GENERAL MATHEMATICS (YR 11)

UNITS 1 & 2

Areas of Study

General Mathematics Units 1 and 2 consists of following areas of study:

- Algebra and Structure
 - Linear equations and relations
- Arithmetic and Number
 - Computation and practical arithmetic
 - Financial arithmetic
- Discrete mathematics
 - Matrices
 - Graphs and networks
 - Number Patterns and recursion
- Statistics
 - Investigating and comparing data distributions
 - Investigating relationships between numerical variables

Learning Outcomes

- Applying mathematics skills to solve routine calculations & standard applications.
- Applying key concepts to analyse non-routine mathematical applications and complete problem-solving questions.
- Using CAS technology to support the solution of mathematical problems and calculations.

NOTE:

It is a requirement to have a TI-nspire (CAS) calculator.

ASSESSMENT TASKS & ACTIVITIES

- Class work
- Home work
- Bound reference
- Tests
- School assessed coursework
- Examinations (semester based)

MATHEMATICS – FURTHER MATHEMATICS (YR 12)

UNITS 3 & 4

Entry

Further Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from General Mathematics Units 1 and 2 topics. These topics include:

- Computation and practical arithmetic
- Investigating and comparing data distributions
- Investigating relationships between two numerical variables
- Linear graphs and modelling
- Linear relations and equations
- Number patterns and recursion

Areas of Study

Further Mathematics Units 3 and 4 consists of two areas of study:

- Unit 3: Core
 - Recursion and Financial Modelling
 - Data Analysis
- Unit 4: Module
 - Matrices
 - Networks and Decision Mathematics

Learning Outcomes

- Applying mathematics skills to solve routine calculations & standard applications.
- Applying key concepts to analyse non-routine mathematical applications and complete problem-solving questions.
- Using CAS technology to support the solution of mathematical problems and calculations.

NOTE:

It is a requirement to have a TI-nspire (CAS) calculator

ASSESSMENT TASKS & ACTIVITIES

Internal

Tests & School Assessed Coursework (study score contribution of 34%)

External

Each examination will be of one and a half hours duration and student access to an approved technology with numerical, graphical, symbolic, financial and statistical functionality will be assumed. One bound reference, text (which may be annotated) or lecture pad, may be brought into the examination.

- Examination 1 (study score contribution of 33%)
This examination comprises multiple-choice questions covering all areas of study (listed above). The examination is designed to assess students' knowledge of mathematical concepts, models and techniques and their ability to reason, interpret, and apply this knowledge in a range of contexts.
- Examination 2 (study score contribution of 33%)
This examination comprises written response questions covering all areas of study (listed above).

The examination will be designed to assess students' ability to select and apply mathematical facts, concepts, models and techniques to solve extended application problems in a range of contexts.

MATHEMATICS – MATHEMATICS METHODS

UNITS 1 & 2

Entry

Mathematical Methods Units 1 and 2 assumes familiarity with the key knowledge and skills from Year 10 Mathematical Methods.

Areas of Study

Functions and Graphs Calculus Algebra Probability and Statistics

Learning Outcomes

- Applying mathematics skills to solve routine calculations & standard applications.
- Applying key concepts to analyse non-routine mathematical applications and complete problem-solving questions.
- Using CAS technology to support the solution of mathematical problems and calculations.

UNITS 3 & 4

Entry

Mathematical Methods Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2.

Areas of Study

Functions and Graphs Calculus Algebra Probability and Statistics

Learning Outcomes

- Applying mathematics skills to solve routine calculations & standard applications.
- Applying key concepts to analyse non-routine mathematical applications and complete problem-solving questions.
- Using CAS technology to support the solution of mathematical problems and calculations.

NOTE:

It is a requirement to have a TI-nspire (CAS) calculator for Units 1 - 4.

ASSESSMENT TASKS & ACTIVITIES

In Unit 1 & 2 the majority of evidence to support the learning outcomes will be collected from class work, homework, tests & school assessment coursework and Unit 1 & 2 Examinations (semester based).

Internal - Tests & School Assessed Coursework (study score contribution of 34%)

External

- Examination 1 (study score contribution of 22%)
This examination comprises short-answer and some extended-answer questions covering all areas of study in relation to Outcome 1. The examination will be of one hour duration and no technology (calculators or software) or notes of any kind are permitted. A sheet of formulas will be provided with the examination.
- Examination 2 (study score contribution of 44%)
This examination comprises multiple-choice questions and extended-answer questions covering all areas of the study in relation to all three outcomes, with an emphasis on Outcome 2. The examination is designed to assess students' ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems. The examination will be of two hours duration and student access to an approved technology with numerical, graphical, symbolic and statistical functionality will be assumed. One bound reference, text (which may be annotated) or lecture pad, may be brought into the examination.

MATHEMATICS – SPECIALIST MATHEMATICS

UNITS 1 & 2

Entry

Specialist Mathematics Units 1 and 2 assumes familiarity with the key knowledge and skills from Year 10 Mathematical Methods. Taken in conjunction with Mathematical Methods Units 1 and 2, provides a comprehensive preparation for Specialist Mathematics Units 3 and 4.

Areas of Study

Algebra and Structure	Arithmetic and Number	Discrete Mathematics
Geometry	Measurement and Trigonometry	Statistics
Graphs of Linear & Non-Linear Relations		

Learning Outcomes

- Applying mathematics skills to solve routine calculations & standard applications.
- Applying key concepts to analyse non-routine mathematical applications and complete problem-solving questions.
- Using CAS technology to support the solution of mathematical problems and calculations.

UNITS 3 & 4

Entry

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from:

- Mathematical Methods Units 1 and 2
- Specialist Mathematics Units 1 and 2
- Mathematical Methods Units 3 and 4 (or concurrently studying)

Areas of Study

Functions and Graphs	Algebra	Calculus	Vectors
Mechanics	Probability and Statistics		

Learning Outcomes

- Applying mathematics skills to solve routine calculations & standard applications.
- Applying key concepts to analyse non-routine mathematical applications and complete problem-solving questions.
- Using CAS technology to support the solution of mathematical problems and calculations.

NOTE: It is a requirement to have a TI-nspire (CAS) calculator for Units 1 - 4.

ASSESSMENT TASKS & ACTIVITIES

In Unit 1 & 2 the majority of evidence to support the learning outcomes will be collected from class work, homework, tests & school assessment coursework and Unit 1 & 2 Examinations (semester based).

Internal - Tests & School Assessed Coursework (study score contribution of 34%)

External

- *Examination 1* (study score contribution of 22%)
This examination comprises short-answer and some extended-answer questions covering all areas of study in relation to Outcome 1. The examination will be of one hour duration and no technology (calculators or software) or notes of any kind are permitted. A sheet of formulas will be provided with the examination.
- *Examination 2* (study score contribution of 44%)
This examination comprises multiple-choice questions and extended-answer questions covering all areas of the study in relation to all three outcomes, with an emphasis on Outcome 2. The examination is designed to assess students' ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems.

The examination will be of two hours duration and student access to an approved technology with numerical, graphical, symbolic and statistical functionality will be assumed.

Guide to Mathematics Options for Year 11 and 12

Option	Description	No of Units	Units
I	For students wanting to complete a very strong maths program. Suitable for all tertiary courses requiring Maths prerequisites. The Victorian Curriculum & Assessment Authority recommend this program as the best possible preparation to complete Specialist Maths 3&4. Students would be expected to the achieving Maths results of approximately 65% or above	8	Maths Methods 1&2 Specialist Maths 1&2 Maths Methods 3&4 Spec Maths 3&4
II	Suitable for the majority, but not all, tertiary courses requiring Maths prerequisites. This program offers the strongest preparation for students intending to study Maths Methods 3&4. Students would be expected to the achieving Maths results of approximately 65% or above	6	Maths Methods 1&2 Specialist Maths 1&2 Maths Methods 3&4
III	This program is similar to Option II but enables capable students to complete another Maths subject at Level 3&4. Students would be expected to the achieving Maths results of approximately 65% or above	8	Maths Methods 1&2 Specialist Maths 1&2 Maths Methods 3&4 Further Maths 3&4
IV	This program is the minimum suitable for tertiary courses with Maths Methods 3&4 as a prerequisite. This option can be seen as an alternative to Option II allowing more choices when selecting other subjects, but less preparatory maths at level 1&2.	4	Maths Methods 1&2 Maths Methods 3&4
V	This program is similar to Option IV but enables capable students to complete another Maths subject at Level 3&4	6	Maths Methods 1&2 Maths Methods 3&4 Further Maths 3&4
VI	This 4 unit program offers more scope to select other subjects while still providing a level 3&4 Maths to satisfy some tertiary entrance requirements.	4	General Maths 1&2 Further Maths 3&4
VII	This program is for students choosing to study only two units of Maths in their VCE.	2	General Maths 1&2

PHYSICAL EDUCATION

UNITS 1 & 2

Year 11 Physical Education Unit 1 - The human body in motion explores, develops and consolidates student's knowledge of the human body systems and how each relate to one another. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. In depth investigation into each system, its structures, how to improve its function legally and illegally will be a focus.

Unit 2 - Physical activity, sport and society aims to develop students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups

UNITS 3 & 4

Unit 3 - Physical activity participation and physiological performance: introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity.

Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

Unit 4 - Enhancing performance: Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

ASSESSMENT TASKS & ACTIVITIES

School Assessed Coursework (SAC's) will be used to assess students using a range of assessment methods such as practical reports, tests, case studies and data analysis.

There will be an exam at the end of both Units 1 & 2.

The VCE Exam is 2hrs & 15 minutes, with 15 minutes of reading time. It consists of multiple choice and short answer questions.

PHYSICS

UNIT 1 & 2

WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

In this unit, students will investigate three key areas; Thermodynamics, Nuclear & Particle Physics and Electricity. This will incorporate the study of the concept of heat, use of analogies to understand and explain electricity including safety in the household and radioactivity and the origins and formation of matter.

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

- Apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.
- Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.
- Explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

This unit's core component focuses on Motion – concepts used in modelling motion of objects, forces on moving and stationary objects and the energies involved. Students will also study one of the twelve options available and through investigation and exploration, generate questions and undertake their own investigation.

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

- Be able to investigate, analyse and mathematically model the motion of particles and bodies.
- Twelve options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world. One option is to be selected by the student to be assessed on (options can be found in the Physics VCE study design).
- Systematic experimentation is an important aspect of physics inquiry so students will need to design and conduct a practical investigation related to knowledge and skills developed in Area of Study 1 and/or Area of Study 2.

UNITS 3 & 4

HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

In this unit students investigate the importance of energy in explaining and describing the physical world. They will examine the production of electricity and its transmission and delivery to homes as well as operation of particle accelerators. They will explore the three field models; gravitational, electric and magnetic and use Newton's laws of motion and be introduced to Einstein's theories to explain the motion of extremely fast objects.

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

- Analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
- Analyse and evaluate an electricity generation and distribution system.
- Investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.

HOW CAN TWO CONTRADICTIONARY MODELS EXPLAIN BOTH LIGHT AND MATTER?

Students explore the properties of light and matter with both the wave and particle models for each. Students will also design a practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4, and will be assessed in Unit 4.

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

- Apply wave concepts to analyse, interpret and explain the behaviour of light.
- Provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
- Design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

ASSESSMENT TASKS AND ACTIVITIES

Tests

Experimental Report

Designing their own practical

Data Analysis

Research Report

Presentations

Practical Activities

Scientific Reports

For Unit 1 and 2 there will be an examination at the end of each unit covering all of the units.

For Unit 3 and 4 there will be an external exam at the end of the year covering all of Unit 3 and 4.

PRODUCT DESIGN AND TECHNOLOGY

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 as articulated in a design brief. Students also develop an awareness of the use of different resources in the design process consider the importance of environmental sustainability in the design process.

UNITS 1 & 2

SUSTAINABLE PRODUCT REDEVELOPMENT

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Students learn sustainable design practices that serve society's social, environmental and economic needs.

To achieve set outcomes you will be:

- Design and plan the redevelopment of a product with the intension of developing a different product with consideration of sustainability issues.
- Select and apply materials, tools, equipment and processes to make a redeveloped product and compare this with the original product.

You will learn about

- The different approaches used by designers to incorporate sustainability practices in product design
- The different phases in the Product Design process to redevelop an existing product:
 1. Investigating & Defining
 2. Design & Development (Conceptualisation)
 3. Planning & Production
 4. Evaluation
- The safe use of tools, processes and materials to construct the redeveloped product including risk management

COLLABORATIVE DESIGN

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: end-user needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

To achieve set outcomes you will be:

- Designing & planning a product or range of products collaboratively in response to a design brief
- Justifying, managing and using 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.

You will learn about:

- The different phases of the Product design process whilst working within a team.
- Different historical or cultural style movements and how they can inspire new product designs.

The subject builds upon your knowledge of the product design process as introduced in Year 10 Design & Technology (NDC) and Systems and Design Technology (SPC). Students should note that the subject has a significant theoretical component that results in the development of a design folio

UNITS 3 & 4

APPLYING THE PRODUCT DESIGN PROCESS

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, or addresses a personal, local or global problem (Humanitarian issues).

To achieve set outcomes you will:

- Investigate and define 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.
- Document the product design process used to meet the needs of an end-user/s, and commence production of the designed product.

You will learn about:

- The different phases of the Product design process
- The different product design factors that impact upon design
- The different creative and critical design thinking techniques
- The role of the following factors on product design: Research & Development; emerging technologies; Sustainability systems; Obsolescence and scales of manufacturing.

PRODUCT DEVELOPMENT AND EVALUATION

Students engage with an end-user to gain feedback throughout the process of production. Students also make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors.

To achieve set outcomes, you will

- Compare, analyse 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 finished product through testing and feedback against criteria, create end-user/s instructions or care labels and recommend improvements to future products.

You will learn about:

- Qualitative & quantitative methods that can be used to evaluate similar commercial products
- The process involved in developing criteria to evaluate similar commercial products
- Analyse the sustainability of selected similar commercial products.
- A range of processes and techniques to construct a project.
- A process to evaluate the final product including the identification of possible improvements.

The subject builds upon your knowledge of the Product design process as introduced in Yr. 11 Product Design & Technology. However, students may undertake Yr. 12 units without having completed Yr. 11 Product Design & Technology. Students undertaking this subject in Year 12 without having done the subject in year 11 are advised that the course comprises of a significant theory component

ASSESSMENT TASKS & ACTIVITIES

Unit 1 & 2 students will need to complete a Design Folio for both Units. They will also complete two research assignments. Students are also assessed on their Production work for both units. Students will also complete an exam at the completion of each Semester

Unit 3 & 4 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%

PSYCHOLOGY

UNITS 1 & 2

HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

Students will investigate how the brain enables us to interact with the external world around us. They will analyse the roles of specific areas of the brain and the interactions between different areas of the brain. Students will explore how biological, psychological and social factors influence different aspects of a person's psychological development, consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of psychological disorders.

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

- describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning;
- identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.
- to investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

In this unit students will investigate vision and taste and analyse the relationship between sensation and perception of stimuli and consider how biological, psychological and social factors can influence a person's perception of visual and taste stimuli. They will consider how biological, psychological and social factors can be used to explain the cause and of particular individual and group behaviours as well as examine the findings of classical and contemporary research as a way of theorising and explaining individual and group behaviour.

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

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

UNITS 3 & 4

HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

In this unit students examine the function of the nervous system, they explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students also investigate how mechanisms of memory and learning leads to obtaining knowledge. They consider the limitations and fallibility of memory and how memory can be improved.

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

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

HOW IS WELLBEING DEVELOPED AND MAINTAINED?

In this unit students examine how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and analyse mental health and mental disorders.

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

- Be able to explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.
- Be able to explain the concepts of mental health and mental illness including influences of risk and protective factors, explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.
- Be able to design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

ASSESSMENT TASKS & ACTIVITIES

Tests	Practical Activities	Undertaking their own investigations
Report of a student investigation	Evaluation of research	Practical Log Book
Scientific Reports	Research Reports	Data Analysis

For Unit 1 and 2 there will be an examination at the end of each unit covering all of the unit.

For Unit 3 and 4 there will be an external exam at the end of the year covering all of Unit 3 and 4.

THEATRE STUDIES

In VCE Theatre Studies students interpret playscripts and produce theatre for audiences. Through practical and theoretical engagement with playscripts from the pre-modern era to the present day, students gain an insight into the history and rich possibilities of playscript-based theatrical production and develop understanding and appreciation of the role and place of the practitioner in theatre. Theatre practitioners develop, create and craft productions through research, contextualisation, visualisation and the application of stagecraft. The study covers roles in theatre practice including actor, director, designer, theatre technologist and theatre administrator/manager.

UNITS 1 & 2

PRE-MODERN THEATRE

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance.

Periods from the pre-modern era of theatre include Ancient Greek, Roman, Liturgical drama such as morality/miracle/mystery plays, Italian and the Commedia Dell'Arte, Elizabethan and Shakespearean, Restoration comedies and dramas, Neo-classical, Spanish and French, Naturalism/Realism, and non-Western theatre such as Beijing Opera, Noh theatre, Bunraku and Kabuki and other traditional indigenous theatre forms.

MODERN THEATRE

In this unit students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

Theatrical movements in the modern era include Epic Theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre (contemporary theatre that incorporates a range of theatrical styles), Physical theatre, Verbatim theatre, Theatre in Education.

UNITS 3 & 4

PLAYSCRIPT INTERPRETATION

In this unit students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist published annually in the *VCAA Bulletin VCE, VCAL and VET*, and analyse and evaluate the interpretation of the playscript in the performance.

PERFORMANCE INTERPRETATION

In this unit students study a scene and associated monologue from the *Theatre Studies Stagecraft Examination Specifications* published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation.

ASSESSMENT TASKS & ACTIVITIES

Performances	Stagecraft	Written Analysis	Examination
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STUDIO ART

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.

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. 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.

UNITS 1 & 2

STUDIO 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.

STUDIO 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.

UNITS 3 & 4

STUDIO PRACTICES AND PROCESSES

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 trialing, 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.

STUDIO PRACTICE AND ART INDUSTRY CONTEXTS

This unit focuses on the production of a 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 skillful 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.

ASSESSMENT TASKS & ACTIVITIES

Units 1 & 2

Folio	Final Artworks	Written analysis	Semester Examination
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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)

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. It primarily 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.

UNITS 1 & 2

INTRODUCTION TO MECHANICAL SYSTEMS

In this unit 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. 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.

In order to achieve set outcomes you will be:

- Describing and using basic engineering concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, to design and plan a mechanical or an electro-mechanical system.
- Making, testing and evaluating a mechanical or an electro-mechanical system using selected relevant aspects of the Systems Engineering Process.

You will learn about:

- the function and operation of mechanical components
- mechanical engineering concepts and principles
- The different factors involved in the Systems Engineering process

Introduction to Electrotechnology Systems

Student 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.

In order to achieve set outcomes you will 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.
- Make, test and evaluate an electrotechnology system, using selected relevant aspects of the Systems Engineering Process.

You will learn about:

- the function and operation of electrical/electronic components
- electrical/electronic concepts and principles
- the structure and function of electrotechnology systems and subsystems
- how to identify and select components, elements and materials that are appropriate for the system
- How to identify faults and suggest improvements to electronic systems

The subject builds upon your knowledge of the Systems Engineering process as introduced in Yr. 10 Systems and Design (SPC). It however, does not assume any prior knowledge.

UNITS 3 & 4

INTEGRATED SYSTEMS ENGINEERING AND ENERGY

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.

In order to achieve set outcomes you 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.
- 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.

You will learn about:

- the function and operation of mechanical components
- mechanical engineering concepts and principles
- mechanical calculations and their measurement
- the forms of non-renewable and renewable energy sources

SYSTEMS CONTROL AND NEW AND EMERGING TECHNOLOGIES

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.

In order to achieve set outcomes you 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.
- Describe and evaluate a range of new or emerging technologies, and analyse the likely impacts of a selected innovation.

You will learn about:

- the Systems Engineering Process and the factors that influence the design, planning, production and use of an integrated and controlled system
- new or emerging developments in systems engineering products and components, how they work and their applications.
- new or emerging developments in systems engineering processes that improve sustainability, efficiency and risk management.

The subject builds upon your knowledge of the Engineering process as introduced in Yr. 11 Systems Engineering. However, students may undertake Unit 3 without having completed the subject in year 11.

ASSESSMENT TASKS & ACTIVITIES

Students will need to complete a Design Folio for both Units 1 & 2. They will also complete two research assignments. Students are also assessed on their Production work for both units. Students complete a final semester exam for Units 1 & 2.

Percentage contributions to the study score in Units 3 & 4 Systems Engineering are as follows:

- School-assessed Coursework: 20%
- School-assessed Task: 50%
- End of year examination: 30%

VISUAL COMMUNICATION DESIGN

The study provides students with the opportunity to think creatively about design solutions. This involves the application of creative, critical and reflective techniques and processes and supports skill development in areas beyond design, including science, business, marketing and management.

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.

UNITS 1 & 2

INTRODUCTION TO VISUAL COMMUNICATION DESIGN

Drawing as a means of communication

Students create drawings for different purposes using a range of drawing methods, media and materials.

Design elements and design principles

Students apply design elements and design principles to create visual communications that satisfy stated purposes.

Visual communication design in context

Students describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

APPLICATIONS OF VISUAL COMMUNICATION DESIGN

Technical drawing in context

Students create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.

Type and imagery

Students manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.

Applying the design process

Students engage in stages of the design process to create a visual communication appropriate to a given brief.

UNITS 3 & 4

DESIGN THINKING AND PRACTICE

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 techniques and methods can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods in the development of their own design ideas and concepts.

For the School Assessed Coursework, there are three practical tasks based on the fields of information, environmental and product design in which students investigate and develop different techniques and skills. There is also a written School Assessed Coursework task in which students investigate the design process used by professional designers and the roles and relationships between designers and other specialists.

In their school Assessed Task (Folio) students use their research and analysis of visual communication designers to support the development of their own work. They establish a brief and apply design thinking skills through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. 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.

DESIGN DEVELOPMENT AND PRESENTATION

The focus of this unit is the School Assessed Task (Folio) which involves 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 final 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.

ASSESSMENT TASKS & ACTIVITIES

- Drawing as a means of communication
- Design elements and design principles
- Visual Communication design in context.
- Technical Drawing in context
- Type & Imagery
- Applying the Design Process

There will an exam at the completion of each Semester in Units 1 & 2

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. These costs apply to students who are not completing VCAL.

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.

CERTIFICATE III IN MUSIC

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. 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.

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.

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 3-4 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.

UNITS 1 & 2

The coursework for Units 1 & 2 is at the discretion of the College and is made up of 6 Units of Competence will include the following:

BSBWHS201	Contribute to health and safety of self and others
CUACMP301	Implement copyright arrangements
CUAMLT302	Apply knowledge of style and genre to music industry practice
CUAIND303	Work effectively in the music industry
CUAMPF304	Make a music demo
CUAMCP303	Develop simple musical pieces using electronic media

UNITS 3 & 4

The coursework for Units 3 & 4 consists of completing 5 of the following 6 Units of Competence:

CUAMPF302	Prepare for performances
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

ASSESSMENT TASKS & ACTIVITIES

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.

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.

CERTIFICATE III IN SPORT & RECREATION

UNITS 1 & 2

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry. Through a range of theory and practical activities students will develop their knowledge allowing them to demonstrate competencies in a range of areas in the sport and recreation industry.

In Units 1 and 2, students can choose from a range of electives to create a program of their choice, including teaching the fundamental skills of athletics, basketball, soccer, or AFL and implementing sports injury prevention.

This program requires students to complete 151 nominal hours of core competencies and a minimum of 30 nominal elective hours. Some of which is used to gain their Level II First Aid certificate.

Currently the Unit 1 & 2 elective is coaching and officiating but may change in 2017.

UNITS 3 & 4

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry. Through a range of theory and practical activities students will develop their knowledge allowing them to demonstrate competencies in a range of areas in the sport and recreation industry.

Units 3 and 4 has core units such as conduct basic warm-up and cool-down programs, plan and conduct sport and recreation sessions and undertake risk analysis of activities.

An elective will be chosen from Fitness or Sport and Outdoor Recreation streams. In the past, the fitness stream has been chosen which offers students the opportunity to develop competencies in the fitness industry. Key focusses include health screening clients and developing fitness programs. The 2017 elective has yet to be confirmed.

ASSESSMENT TASKS & ACTIVITIES

School Assessed Coursework will be used to assess students in accordance to VET requirements which include work performance, work projects, portfolio and products.

There will be an exam at the end of both Units 1 & 2.

As a Scored VET Course, students will sit a VCE Exam. The exam is 1 hr & 45 minutes, with 15 minutes of reading time. It consists of short answer questions.