OPEN LETTER TO VCE PARENTS

This VCE Information Handbook is designed to provide guidelines to students and parents on a range of important matters as students prepare for and sit their Victorian Certificate of Education at Bacchus March Grammar. Many of the rules are requirements of the Victorian Curriculum and Assessment Authority and must be followed closely. In other cases, the school works to assist students to complete their VCE with the greatest number of positive outcomes and future options.

The VCE years are those when the partnership between school and home is perhaps at its most critical. Students will find additional academic, developmental, organizational, time management and emotional demands on them, demands which can threaten to overwhelm at times. A stable and supportive home environment, with parents acting in close partnership with BMG staff, will contribute strongly to a good balance between school work, recreation, rest and a positive outlook.

This Handbook contains a wealth of direction, advice and guidance. We expect that families will assist their students to embrace, follow and support each other in partnership with the staff of the School. Communication is vital and the School has many systems in place to support students in achieving excellent outcomes over the two and sometimes three years of their VCE.

With regard to selecting the VCE program best suited to your student, a long process has already commenced with career education, career planning, understanding what is presented in all study designs and the vast array of options open to students. The general principles of ‘Designing a VCE Program’ are outlined in the next few pages of this Handbook and should be reviewed closely.

It is important to begin to think of the career possibilities for your son or daughter, what they are aspiring to beyond school. We all encourage high aspirations, yet this has to be tinged with a degree of realism! If the direction is towards a career requiring tertiary education, then subject choices even in the elective programmes of Years 9 and 10 will have some relevance, especially considering any prerequisite studies in the VCE years and beyond.

In deciding upon a career direction, a balance must be struck between a course of study selected to keep as many options open as possible, and a course based on practicalities such as how successful your student has been in particular subjects at school, what subject areas they really enjoy, and what they want to develop further. Then there is the array of contributing personal and behavioural qualities that parents and family will know best.

The process of choosing a VCE course commences with this Handbook as a guide: then with our young people and their parents engaging closely with the School, seeking advice widely from staff including Tutor Group teachers, subject teachers and coordinators, careers counselors, the Dean of Studies, with the close reading of reports and some frank and wide-ranging discussions at home.

We believe that decisions as to particular directions at this stage must involve the whole range of school, family and other significant people surrounding and supporting your student. We wish you and your student well as they embark on this final phase of their secondary schooling.

Andrew Neal    Kevin Richardson    Keith Currie
Principal    Head of Senior School    Dean of Studies
Whom do I see?

VCE Coordinators
Academic Performance
Assessment Advice
Attendance
Behaviour Management
Consideration of Disadvantage
Extension of Time Requests
Internal Coursework
Student Welfare Issues
Study Techniques and Exam Advice
Uniform

VCE Coordinator - Head of Year 12: Ms Laura Slater
VCE Coordinator - Head of Year 11: Mr Justin Cooper
VCE Coordinator: Ms Erin Thornton

Careers Practitioners: Mrs Alice Wu-Tollis
Mrs Li Richardson

Career Development Experiences
Course Advice
Direct Tertiary and TAFE entry requirements
Employment Applications
Job Pathways
Scholarship Applications
Tertiary Accommodation Applications
VCE Voluntary Experiences
VCE Work Experience Program
Victorian Tertiary Admissions Centre (VTAC) Applications
VTAC Special Entry Access Scheme Applications

VET & VCAL Coordinator: Ms Emma Gill

Assistant Principal - Dean of Studies: Mr Keith Currie

Curriculum Issues
Subject Advice
Subject Selections

Deputy Principal – Senior School Mr Kevin Richardson

Principal Mr Andrew Neal
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<td>Specialist Mathematics 3 &amp; 4</td>
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<td>Physical Education 3 &amp; 4</td>
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<td>Psychology 3 &amp; 4</td>
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<td>Sport &amp; Recreation VCE/VET 3 &amp; 4 (Cert. III Partial)</td>
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<td>Glossary of Terms</td>
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</table>
Designing a VCE Program

Future Pathway Planning

Whilst it is recognised that most individuals are likely to encounter several job changes in their lifetime, making an informed choice about subject selections will better assist students in directing their interests, skills and aspiration into realistic career goals.

The Australian Blueprint for Career Development emphasizes a three-stage process for effective career development. This is known as the ABC’s of Career Development.

1. **Area A: Personal Management** - information about self, skills, abilities that will assist in identifying relevant work and life goals.
2. **Area B: Learning and Work Exploration** - evidence of research and activities undertaken that contribute to knowledge and understanding of learning and work options.
3. **Area C: Career Building** - evidence relating to planning for the future, goals and action plans, resumes.

At Bacchus Marsh Grammar, students work through a variety of Career Development activities with their Tutor Group Teachers to help implement their Blueprint and create connections between their studies and life beyond school. As well, several resources are made available to students to aid in the development of an appropriate course of study:

**Year 10 Resources**
Note: All items distributed to all Year 10s and to be retained throughout Years 11 and 12
- The ‘Where to Now’ (Available usually in Term Two)
- VICTER Guides – Victorian Entrance Requirements (Available on VTAC website)

**VCE Resources**
- VTAC (Victorian Tertiary Admissions Centre) Guide – Available usually in Term Three to Year 12s only.

**Resources for All Students**
- Regular BMG Careers Newsletter
- Careers Education through the BMG Pastoral Care Program
- Attendance at the BMG Career Expo and Lunch time Career Events
- Attending University and TAFE Open Days and Information Nights
- Options to undertake the Morrisby Profile (Vocational Career Testing)

**DISCLAIMER**
This information should only be used as a guide.

It is vital that students consult the appropriate VICTER Guide to ensure that all pre-requisite studies have been selected for tertiary course admission.

*Note that pre-requisite studies listed in VICTER Guides can change year to year.*

Students are strongly encouraged to speak to a Careers Counsellor to help clarify pre-requisite and tertiary entrance requirements.
To assist with career planning and subject choice, the following general guides to certain career options are offered, without prejudice, for consideration. They have been grouped according to interest fields, and suggest Year 12 studies for students considering careers within particular areas.

**Note:** the phrase ‘Any Mathematics’ refers only to the successful completion of a Unit 3 & 4 sequence of Further Mathematics, Mathematical Methods (CAS) and/or Specialist Mathematics. Tertiary courses with Unit 1 & 2 Mathematical pre-requisite are explicitly stated in relevant VICTER Guides. Students are to carefully consult the appropriate VICTER resource before selecting their studies.

If in any doubt about dropping Mathematics totally, please ASK FIRST. There are many courses that are not available to students who do not have an ‘S’ in Unit 1 & 2 Mathematics.

### Agriculture, Horticulture and Rural Studies

<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural and Forestry Scientist, Farmer, Farm Manager, Agricultural, Forestry and Horticultural Operators, Crop Farm Workers, Auctioneers, Stock and Station Agents, Environmental Scientist, Landsapper, Garden and Nursery Attendants, Arborist, Botanist.</td>
<td>Any English, Agricultural &amp; Horticultural Studies, Environmental Science, Any Mathematics.</td>
<td>Geography, Environmental Studies, Outdoor &amp; Environmental Studies, Biology</td>
</tr>
</tbody>
</table>

### Animal and Environmental Interests

<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>Environmental Engineer, Environmental Scientist, Marine Biologist, Agricultural Scientist, Ecologist, Botanist, Biotechnologist, Geologist, Forester, Life Scientist, Zoologist, Veterinarian.</td>
<td>Any English, Mathematical Methods, Biology, Physics, Chemistry</td>
<td>Geography, Environmental Studies, Outdoor Education</td>
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</table>

### Business Management (Microeconomics)

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<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
<th>Other</th>
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### Commerce (Macroeconomics)

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<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
<th>Other</th>
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</table>
**Engineering and Built Environment**

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<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
<th>Other</th>
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<tbody>
<tr>
<td>Engineer in the fields of civil, chemical, mechanical, aerospace, computer.</td>
<td>Any English, Mathematical Methods, Physics.</td>
<td>Information Technology, Visual Communications Design, and Any other studies of interest.</td>
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<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
<th>Other</th>
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</thead>
<tbody>
<tr>
<td>A Building Contractor such as Builder, Bricklayer, Electrician, Carpenter, Plumber, Gas Fitter, Roofer.</td>
<td>Any English, Any Mathematics and VET Building and Construction or VET Electrotechnology (Electrical Pre-vocational), Business Management.</td>
<td>Any other studies of interest.</td>
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<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
<th>Other</th>
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**Events, Hospitality and Tourism**

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<th>Related Occupations</th>
<th>Suggested Studies</th>
<th>Other</th>
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**Exercise Science and Sport**

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<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
<th>Other</th>
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<tbody>
<tr>
<td>Elite Athlete, Physical Education/Outdoor Education Teacher, Exercise Scientist, Rehabilitation Officer, Massage Therapist, Personal Trainer, Recreation Officer, Exercise Physiologist (further university training required after a Bachelor’s Degree), Camps Officer, Sports Administrator, Sport Management.</td>
<td>Any English, Any Mathematics, Physical Education, Outdoor Education, Sport and Recreation</td>
<td>LOTE, Any Humanities, Psychology, Health and Human Development, Biology.</td>
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</table>

**Humanities**

<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
<th>Other</th>
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</table>
### Human Services and Social Justice

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<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
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</thead>
<tbody>
<tr>
<td>Teacher, Social Worker, Policeman/woman, Lawyer, Criminal Justice Administrator, Criminologist, Psychologist, Counsellor, Political Scientist.</td>
<td>Any English, At least a Unit 1 &amp; 2 Mathematics. Other: LOTE, Health and Human Development, Any Sciences, Any Humanities including Australian History, Geography, Legal Studies, National Politics.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
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</thead>
<tbody>
<tr>
<td>Childcare Worker, Youth Worker, Disability Officer.</td>
<td>Any English. Other: VET Community Services, Legal Studies, Health and Human Development, Psychology and Any other studies of interest.</td>
</tr>
</tbody>
</table>

### Information and Communications Services

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<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
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</table>

### Media and Communications

<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalist, Publicist, Media Commentator, Editor, Writer, Public Relations Officer.</td>
<td>Any English, Media Studies, Any History. Other: LOTE, Information Technology, Any other studies of interest.</td>
</tr>
</tbody>
</table>

### Medicine, Health Sciences and Allied Health

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<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
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</table>

<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Therapist, Speech Pathologist, Orthoptist, Optometrist, Prosthetics, Audiologist.</td>
<td>Any English, Any Mathematics, Chemistry, Biology, Physics, Physical Education. Other: Psychology, Health and Human Development, Any Humanities, LOTE.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
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</thead>
</table>
## Music and Performing Arts

<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musician, Actor, Director/Producer, Screen Writer, Sound and Light Technician, Dancer, Stage/Band Manager.</td>
<td>Any English, Drama, Music Performance, Dance.</td>
<td>Literature, Media, Physical Education, Any other studies of interest.</td>
</tr>
</tbody>
</table>

## Physical Education, Sporting and Outdoor Recreation

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<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elite Athlete, Physical Education/Outdoor Education Teacher, Exercise Scientist, Rehabilitation Officer, Massage Therapist, Personal Trainer, Recreation Officer, Exercise Physiologist (further university training required after a Bachelor’s Degree), Sport Coaching.</td>
<td>Any English, Any Mathematics, Physical Education, Outdoor Education, Sport and Recreation.</td>
<td>LOTE, Any Humanities, Psychology, Health and Human Development, Biology.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports Administrator, Sport Management, Sport Journalism, Sport Photography.</td>
<td>Any English.</td>
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</tbody>
</table>

## Visual Arts and Design

<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
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</table>

<table>
<thead>
<tr>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technology, Any other studies of interest.</td>
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</tbody>
</table>

* Please note that in each of the study areas of English, Mathematics, History, Contemporary Australian Studies, Information Technology, LOTE and Music:
  
  - At most two results can contribute to the primary four (for ATAR Calculation).
  - At most, three results can contribute to the ATAR, be they VCE results, Higher Education study results, or VET results.

The above has been extracted from the VICTER2017/2018 guide and requirements may vary from year to year.

It is advisable to review restrictions for ATAR calculations for relevant years on the VTAC website: [www.vtac.edu.au](http://www.vtac.edu.au).
BACCHUS MARSH GRAMMAR

VCE

POLICY AND PROCEDURES MANUAL

FOR YEAR 10, 11 & 12 STUDENTS

2016
INTRODUCTION:
The Victorian Curriculum and Assessment Authority (VCAA) administers the Victorian Certificate of Education (VCE). All VCE students (Year 10 –12) are allocated a VCAA student number that is the identity number for their individual program of study.

In 2016, Bacchus Marsh Grammar will be offering the following VCE Studies dependent on numbers, staffing and timetabling at either Unit 1/2 and/or Unit 3/4 levels:


Students also have access to certain VET programs.

STUDENT DECLARATIONS:

Before undertaking any VCE studies, all students and parents must sign an agreement to abide by the VCAA and BMG requirements, as stated in the BMG VCE Policy and Procedures Manual for VCE students 2016 (contained within this Handbook). Continued enrolment in the VCE at Bacchus Marsh Grammar is dependent upon satisfactory academic progress and meeting VCAA and BMG requirements. Students and parents are also required to acknowledge having read this document and accepted its expectations and consequences. A Declaration Form must be signed and completed by the time the VCE Headstart programme starts in:

December 2015.

HOW THE VCE WORKS:

Please see also: The VCE and VCAL Administrative Handbook 2016 (which is published by VCAA and sets out all rules and regulations concerning VCE and VCAL candidature) for more details about VCE processes and the calculation of an ATAR.

In summary:

• A VCE program is normally completed over two years; however, there is no upper limit to the number of years over which results may be accumulated for the VCE certificate.
• To successfully complete their VCE, each student must satisfactorily complete a total of no fewer than sixteen units. These sixteen units must include:
  • Three units from the English group including English, English Language or Literature.
  • Three sequences of Units 3 and 4 studies other than the English requirements.
Students must satisfactorily complete ALL outcomes for a unit, in accordance with the specifications set out in the relevant VCAA Study Design, to obtain an “S” (a satisfactory result) for that unit. Any student who does NOT satisfactorily complete ALL outcomes will receive an “N” (an unsatisfactory result) for the unit.

All outcomes in a unit should be completed during the semester in which the unit is undertaken.

A STUDY SCORE is a normalized score out of fifty, given to rank each student in a Year 12 study based on their level of achievement. The average Study Score for a subject is standardised to a mark of thirty. Only the top 8% of students get a study score above forty.

The ATAR is a percentile ranking showing an applicant’s comparative placement in the VCE group of that year on the basis of their VCE Study Scores. It is developed from an aggregate produced by adding the Study Score in any English sequence PLUS the next best three Study Scores PLUS 10% of the fifth and sixth Study Scores where applicable.

To receive an ATAR students must have completed the basic VCE requirements and have a Study Score in a Units 3 and 4 sequence of any English.

UNIT 1 & 2 STUDENTS

1. Outcomes
The VCAA determines outcomes for each study. An outcome is an expectation of what students should be able to demonstrate by the end of a unit. Satisfactory completion of all outcomes is the minimum requirement for successfully completing a Unit 1 & 2 study. This decision will be based on the teacher’s judgment of student performance on Assessment Tasks. An N for any outcome will result in an overall N for the unit. The overall reporting of completion of outcomes to VCAA is stated as either S or N.

To Satisfactorily achieve an outcome a student must:

- Produce Assessment Tasks that meet the required standard;
- Ensure all assessment tasks are clearly his or her own work;
- Submit work on time; and
- Observe the VCAA and school rules. (Source: VCE & VCAL Administrative Handbook 2016, P.80)

2. Assessment
At Bacchus Marsh Grammar a set of Assessment Tasks and/or classwork is to be completed in each unit to enable the student to demonstrate achievement of the unit’s outcomes. In addition, levels of performance on assessment tasks will be used to determine grades for school purposes only.

Assessment Tasks are reported as letter grades based on the numerical grade scale below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100–90</td>
</tr>
<tr>
<td>A</td>
<td>89–80</td>
</tr>
<tr>
<td>B+</td>
<td>79–75</td>
</tr>
<tr>
<td>B</td>
<td>74–70</td>
</tr>
<tr>
<td>C+</td>
<td>69–65</td>
</tr>
<tr>
<td>C</td>
<td>64–60</td>
</tr>
<tr>
<td>D+</td>
<td>59–50</td>
</tr>
<tr>
<td>D</td>
<td>49–40</td>
</tr>
<tr>
<td>E+</td>
<td>39–35</td>
</tr>
<tr>
<td>E</td>
<td>34–21</td>
</tr>
<tr>
<td>*NAR</td>
<td>20–0</td>
</tr>
</tbody>
</table>

*NAR (Not Acceptable – Resubmit)
3. Submission of Assessable Tasks
Unit 1 and 2 Assessment Tasks will mainly be completed in class but in some circumstances may be commenced or be completed at home or over an extended time (e.g. for practical tasks such as some Science requirements and Arts studies).

The following guidelines apply to submission and/or completion of Unit 1 & 2 Assessment Tasks:
- Tasks submitted on time:
  - Action: A+ to *NAR assessment.
- Tasks submitted 1 to 3 school days after the due date without a valid** reason:
  - Action: A+ to *NAR but penalised one whole grade (i.e. A to B, C+ to D+).
- Tasks submitted late with explanation validated in writing by a parent/guardian:
  - Action: A+ to *NAR assessment.
- Tasks submitted after 3 school days after the due date without a valid** reason:
  - Action: Thursday Detention/s to complete the task. Assessed as ‘S’ but no grade recorded for reporting purposes.

NOTES: The class teacher will NOT grant an extension.
* Tasks assessed as NAR must be resubmitted and assessed as Satisfactory to achieve S for the relevant outcome.
** Valid reasons are personal illness, bereavement or pressing family circumstances (Source: VCE & VCAL Administrative Handbook 2016).
Applications will be assessed and decided upon by any two of the following: Principal, Deputy Principal, Dean of Studies, Year Level Coordinator.

4. Absence from a Unit 1 or 2 Assessment Task
Students who are absent from an Assessment Task to be completed at school MUST be able to provide documentary medical evidence to specifically support the absence. Students will be required to complete the task on the following or next most suitable Wednesday after school. Students not complying with this requirement will be given N for the task, which may result in N for the Unit. Students will be provided with a Rescheduling of VCE Tasks form which must be signed by the students and parent/guardian and have the relevant documentation attached.

5. Unacceptable behaviour in an Assessment Task
- If a student attends the class/es in which an Assessment Task is to be completed but chooses not to attempt the task, he or she may receive N for the task and therefore N for the unit. He or she will be expected to complete the task in a detention.
- A review panel of the Dean of Studies, the relevant Year Level Coordinator and the classroom teacher will examine the circumstances of the incident and recommend a course of action.
- Satisfactory completion of the task will enable a student to receive an S for the outcome but the letter grade for the assessment task will be a UG (UnGraded).
- Failure to attempt the task will result in students being given an N for the outcome and therefore the unit.
- In the event a teacher deems that an Assessment Task has not been completed to an acceptable level and has therefore been awarded NAR, the student will be required to resubmit the work or complete similar work in order to achieve S for the relevant outcome. The relevant teacher and the Year 10 or 11 Coordinator will negotiate with the student as to the method of redemption. In this case the original assessment grade will be retained despite the resubmission of the task.
UNIT 3 & 4 STUDENTS

1. **Administration**

All Unit 3 and 4 assessment is administered by VCAA. Levels of performance in School-assessed Coursework (SAC), School-assessed Tasks (SAT) and examinations are reported by VCAA as grades. The grades A+ to E are derived from school provided scores; “NA” (Not Assessed) indicates that the assessment task was not submitted or was not assessed. “UG” (UnGraded) means that the score was too low to be assigned a grade. An “S” result indicates that all outcomes for the unit were Satisfactorily achieved. An “N” result means that the student has not satisfactorily achieved one or more of the outcomes for the unit and as a result has failed the Unit. Reasons for “N” results are:

- The work is not of the required standard;
- The student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including special provision;
- The work cannot be authenticated; or
- There has been a substantial breach of rules including school attendance. (Source: VCE and VCAL Administrative Handbook 2016, P. 80)

2. **Outcomes**

VCAA sets outcomes for each unit in each study. An outcome is an expectation of what students should be able to demonstrate by the end of a unit. Satisfactory completion of all outcomes is the minimum requirement for successfully completing a unit. This decision will be based on the teacher’s judgment of student performance on class work, the SAC or SAT. “N” for any outcome will result in an overall “N” for the unit. The overall reporting to VCAA of outcomes is stated as either “S” or “N”.

‘The student receives N for the unit when one or more of the following outcomes are not achieved because:

- The work is not of the required standard.
- The student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including special provision.
- The work cannot be authenticated.
- There has been a substantial breach of rules including school attendance rules.’

(Source: VCE & VCAL Administrative Handbook 2016, P.80)

3. **School-assessed Coursework (SAC) and School-assessed Tasks (SAT)**

(SAT only apply to the following studies at BMG: Art, Studio Arts, Media, Design & Technology-Textiles, and Visual Communication & Design)

All VCE studies have SAC or SAT designed to enable the student to demonstrate the achievement of an outcome. The class teacher, based on VCAA criteria, will allocate scores on each of these tasks. SAC and SAT are to be completed mainly in class time.
School-assessed Coursework – SAC
At Bacchus Marsh Grammar students will be provided with the following feedback on their SAC performance:
• Advice on particular problem areas and advice on where improvements can occur in future tasks, and
• Achievement on criteria and a numerical score for the task that contributes to the study score.

School-assessed Tasks – SAT
At Bacchus Marsh Grammar students will be provided with feedback on work in progress in SATs, one of which should be in written form. They will also receive a score/grade. Teachers are required to complete the Authentication Record for School-assessed Tasks form from the VCE and VCAL Administrative Handbook 2016 on Page 217 to ensure authentication of student work. Students should also be aware that to successfully complete subjects that include SAT as part of the assessment may mean access to school tutorial lessons to work on the SAT, consolidate work completed in class and consult with their teacher.

NB: It must be pointed out to students that the SAC or SAT scores awarded by BMG staff are unmoderated and may change in the STUDY moderation and ATAR scaling processes.

4. Failure to attend SAC tasks or to submit a SAT on time
Most SAC tasks will be conducted in class time (there are some exceptions to this in subjects which require practical reports). Students who fail to attend a scheduled SAC task MUST be able to provide acceptable documentary support for the absence and notify the school by 8.45 a.m. on the day of the SAC task. Students will be required to complete the SAC task on the next Wednesday afternoon or at a time convenient to the teacher.

A SAT may be over an extended period but with a final due date. Students who fail to submit a SAT by the assigned deadline MUST be able to provide documentary evidence for the situation. For an extended SAT, the only acceptable medical or other problem is one of a long-term nature, not just one that occurs on the day on which it is due. Extension for a long-term illness will be limited to a few days.

Students not complying with the above requirement will be given NA (Not Assessed) for the SAC task or SAT, which may result in N for the unit.

5. Dates of SAC tasks and SAT
Individual teachers will provide relevant dates to their students for each SAC or SAT at the commencement of the year. Students must record these in their diaries. There is no excuse for not knowing the dates for SAC tasks and SAT.

6. Absence from SAC tasks
If a student is absent due to personal illness, family bereavement or pressing family circumstances (NOTE that an appointment that can be rescheduled is NOT a valid excuse) they must go through four steps to gain approval to sit a re-scheduled SAC:
   1. they must see their Year 11 or 12 Year Level Coordinator AS SOON AS POSSIBLE.
   2. they will be provided with a Rescheduling of VCE Tasks form which must be signed by the student and parent/guardian and returned quickly with the documentation attached (a medical certificate or written authorisation – not a note in the diary – from a parent) to validate their absence.
3. Where the absence is APPROVED then a SAC will be completed on the first appropriate Monday or Thursday after school. It will be assessed as normal.
4. Where the absence is NOT APPROVED, an “N” grade will be awarded for that task.

In circumstances where the approved absence is of a lengthy duration that prevents the student from completing SAC or SAT tasks, the arrangements for completion of any missed assessment will be negotiated upon the student’s return as part of VCAA’s Special Provision process.

If the absence is NOT APPROVED the student will receive “N” for the SAC Task or SAT and “N” for the outcome and the unit.

7. Redemption Policy (a BMG policy)
Redeemable work is defined as that which is assessed at less than 20% and therefore the student has not satisfactorily achieved the outcome to which the task is related. The student will be given the opportunity to redeem the “N”. The relevant teacher and the Year Level Coordinator will negotiate with the student as to the method of redemption.

Redemption ONLY applies to SACs or SATs that have been completed, assessed and deemed unsatisfactory. Redeemed work will not be reassessed for a new numerical score and can only be redeemed to “S” level. If this occurs the students will receive “S” for the outcome. Failure to meet requirements for redemption will result in “N” for the outcome and therefore “N” for the unit.

8. Drafting
As SAC tasks are mainly completed in class, there is no provision for a formal drafting process and teachers will not look at drafts, mark or comment on them.

9. Retention of assessed work
The School will retain all assessed work, including any development/design work, until the end of the VCE examination period. Such work may be required for VCAA sampling/auditing purposes. Students may collect their work after the final examinations.

10. General Achievement Test (GAT)
All VCE students undertaking any graded Unit 3 & 4 study will be required to sit for the GAT. It is an important part of the VCE assessment process and is used as checking device for SAC, SAT, and final examinations as well as in the calculation of the Derived Examination Score. It is also being used more frequently in middle band selection for higher education courses.

BMG requires students to sit a Practice GAT as the GAT is of a type and duration unlike all their other exams. Attendance at the GAT Practice Examination is compulsory for all Unit 3 students.
11. Unacceptable behaviour in an Assessment Task

- If a student attends the class or classes in which an Assessment Task is to be completed but chooses not to attempt the task, they may receive “N” for the task and therefore “N” for the unit. They will be expected to complete the task in a detention.
- A review panel of the Dean of Studies, the relevant Year Level Coordinator and the classroom teacher will examine the circumstances of the incident and recommend a course of action.
- Satisfactory completion of the task will enable a student to receive an S for the outcome but the letter grade for the assessment task will be a “UG” (UnGraded).
- Failure to attempt the task will result in students being given an “N” for the outcome and therefore the unit.

In the event a teacher deems that an Assessment Task has not been completed to an acceptable level and has therefore been awarded “NAR”, the student will be required to resubmit the work or complete similar work in order to achieve an “S” for the relevant outcome. The relevant teacher and the Year 12 Coordinator will negotiate with the student as to the method of redemption. In this case the original assessment grade will be retained despite the resubmission of the task.

ALL VCE STUDENTS

ATTENDANCE POLICY:
Students undertake the majority of their learning and assessment in class and consequently attendance is critical. The school expects that students will not make personal appointments during the normal school day.

At Bacchus Marsh Grammar 80% attendance in all scheduled classes (including study periods – see below), tutor group, House, year level and senior school assemblies for each term is required. Students who are absent without the express approval of the School for more than twenty per cent of scheduled class time for any one unit in a term may receive “N” for that unit. The responsibility rests with each individual student to account for all absences. The school will maintain and retain documentation and records relating to each VCE student’s attendance and to record approved and unapproved absences.

The 80% does not include all sanctioned school activities such as: VET classes, compulsory subject-based expeditions, excursions, House or Galway activities.

The school must be notified on the morning of any other absence and absences must be followed up by:
- A note from a parent/guardian; or
- A medical certificate submitted to the student’s tutor teacher on the day of his or her return to school. The tutor teacher will be responsible for the safe storage of such evidence.

Please note: Students receiving any form of Government assistance need to be aware that all unexplained absences must be forwarded to Centrelink for auditing purposes. This may result in the withdrawal of payment or repayments of monies received by students.
USE OF STUDY PERIODS:
Study periods are to be taken at school. Students do not have the option to come in late or leave early if their study periods are at the start or end of the school day. Such absences will be against the 80% attendance requirement. A roll will be taken at the beginning of each study period.

All VCE students must be at school from 8.45 am till 3.15 pm each school day. Students are expected to attend tutor groups, and all VCE, senior school and whole school assemblies as required.

It is required that students utilise the VCE Study Room appropriately during study periods. The VCE workroom is a quiet work area ONLY.

To maximise a student’s VCE outcomes students must use time effectively, revising for assessment, preparing notes, working on exercises or researching information. The use of individual listening equipment is allowed only in the VCE study room for private use. The school will not take responsibility for the loss of a student’s personal listening device.

AUTHENTICATION POLICY – Plagiarism and Cheating:

This issue, unfortunately, is becoming more and more of a problem.

In order to meet the requirements for Satisfactory completion of a unit, students must submit work that is clearly their own. Apart from reference to, and incorporation of appropriate text and source material, no part of a student's work may be copied from any other person's work. A student may not accept from nor give undue assistance to any other person in the preparation and submission of work.

Students are responsible for ensuring that the teacher has no difficulty in authenticating their work. Teachers cannot authenticate work about which they have doubts until further evidence is provided.

Students will observe the following procedures to ensure authentication of Unit 1 & 2 Assessment Tasks, and Unit 3 & 4 SAC Tasks and SAT:

- The student must retain ALL materials that have been used in the development of the task to enable the teacher to determine that the work is the student's own. All materials must be retained until the end of the year.
- Students must not submit the same piece of work for assessment in more than one subject.
- Students who knowingly assist another student in a breach of rules may be penalized.
- Teachers of studies that have SATs are required to complete the Authentication Record for School-assessed Tasks form to ensure authentication of student work.

Teachers will observe the following procedures to ensure authentication of Assessment Tasks, SAC Tasks and SAT:

- The teacher will monitor the development of the task by sighting preliminary work where appropriate, and by observing the individual tasks being undertaken by the student in class.
- The teacher may consider it appropriate to ask the student to demonstrate his or her understanding of the task at or about the time of submission of the work.
- The work will be assessed only if a teacher can determine that, to the best of his or her knowledge, the work is the student's own.

Please also note the Policies on Plagiarism, Cheating and Authentication to be found separately, starting on Page 36 of this Handbook.
**BREACH OF AUTHENTICATION RULES:**
If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach of rules.
If a teacher believes that there is a breach of authentication rules, he or she will address the issue with the appropriate Year Level Coordinator and if verified, refer the breach to the Principal. The Principal may impose a number of penalties for a substantive breach of the rules. These may include:
- Reprimanding a student.
- Requiring the student to resubmit the work to achieve “S”.
- Refusing to accept that part of the work that infringes the rules and deem the remaining part to have been assessed.
- Refusing to accept the whole work and the student will receive “N”.

**VCE REVIEW PANEL:**
This panel appointed by the Principal deals with student issues relating to the VCE (Breach of Rules, Discipline, Authentication and Attendance). This panel will comprise the Dean of Studies, the relevant Head of Department, the relevant Year Level Coordinator(s) and the classroom teacher if required. The recommendation of the panel will be referred to the Principal who will make the final decision.

**STUDENT APPEALS:**
- Units 1 and 2: Students may appeal to the VCE REVIEW PANEL in regard to authentication and attendance issues.
- Units 3 and 4: Students have the right of appeal to VCAA if a penalty has been imposed because of a breach of rules. In relation to SAC & SAT, the student shall have the right of appeal to VCAA against a decision not to authenticate work or an alleged breach of rules has occurred. There is no appeal to the VCAA in the case of the school refusing to accept the late submission of work. Students may appeal against the Principal’s written decision concerning a breach of the regulations. Correspondence must be addressed to the Secretary, VCAA.

**CHANGING UNIT CHOICES:**
It may be possible for VCE students to change their original unit choices but only under exceptional circumstances. If a student wishes to change subjects, they must first contact their Year Level Coordinator who will initiate a process of consultation leading to a decision.

A change will only be approved at the discretion of the Principal.

The Dates for withdrawing from VCE Units in 2016 are given below:
Units 1 and 3: Monday 23rd February 2016.
Unit 2: Monday 20th July 2016.

It is not possible to withdraw from Unit 4 as Units 3 and 4 are considered as a sequence.

Students wishing to change subjects may be refused the right to do so on the basis that the class into which they wish to transfer is full. It is at the discretion of the Principal to decide when classes are full.
EXTENSION STUDIES:
Universities offer very academically able students the opportunity to complete a first year university study as part of their VCE program. Students are expected to have achieved a Study Score of 41 or above in a related discipline at a Unit 3 and 4 standard. Alternatively, students could obtain a recommendation from the Principal evaluating their Year 11 performance if no Unit 3 and 4 sequences have been completed. Satisfactory completion of the extension study would enable students to proceed to second year study at the university in that discipline.

Extension studies may count as an increment (fifth or sixth study) in the ATAR. Upon satisfactory completion an increment may be for the Higher Education study based on performance in the HE units.

- If the average mark over all the HE units awarded is at least 90, the Higher Education increment will be 5.0.
- if the average mark over all the HE units awarded is at least 80 but less than 90, the Higher Education increment will be 4.5.
- if the average mark over all the HE units awarded is at least 70 but less than 80, the Higher Education increment will be 4.0. if the average mark over all the HE units awarded is at least 60 but less than 70, the Higher Education increment will be 3.5.
- if the average mark over all the HE units awarded is at least 50 but less than 60, the Higher Education increment will be 3.0.
- if the average mark over all the HE units awarded is less than 50, then no Higher Education increment is available.

Interested students should see the relevant Year Level Coordinator.

CHANGES TO VCE POLICY OR PROCEDURES:
The Principal or VCAA have the authority to change, modify or institute new policies as necessary. Students and parents will be notified by normal school channels of any changes made.

VCE ACCELERATION:
Students may only attempt a VCE acceleration subject if they have a proven academic track record and can show academic success not only in their acceleration subject but across the majority of their core subjects. As well, the acceleration must not interfere with the performance of other subjects. The BMG VCE Acceleration Policy stipulates that students will only be allowed to accelerate if they achieve a certain grade in their subjects.

A complete copy of the BMG VCE Acceleration Policy, including pre-requisites, is provided within this VCE Handbook.
VCAA SPECIAL EXAMINATION ARRANGEMENTS

Special Examination Arrangements aim to provide all students with the maximum opportunity to participate in, and complete their senior secondary studies. The focus is to enable students to complete the VCE rather than to attempt to compensate students for any adverse circumstance. There are four special provisions:

1. Curriculum delivery and special programs – NOT available to Year 12 students.
   Grounds:
   - Adversely affected by illness; any factors relating to personal environment; other serious causes;
   - Disadvantaged by disability or impairment – including learning disabilities.
   Strategies that could be used by school:
   - Individualised VCE program;
   - Provision of facilities and technology;
   - Assistance from aides.
   Application:
   - Students must apply through the relevant Year Level Coordinator. Classroom teachers would make adjustments to curriculum materials and resources following a successful application.

2. School based assessment – Unit 1 & 2 assessments, SAC & SAT
   Grounds:
   - Ongoing or transient Illness;
   - Impairments or disability;
   - Ongoing or temporary personal circumstances.
   Strategies that could be used by school:
   - Use of computer or other technology;
   - Use of an aide or scribe;
   - Rescheduling of a task;
   - Preparing an alternative task;
   - Use of other task(s) to determine an “S” for the outcome;
   - Derivation of a score from other assessments such as a trial task.
   Application:
   - Unit 1 and 2 students who wish to be considered for Special Provision must apply through the relevant Year Level Coordinator for consideration by the Principal.
   - Units 3 and 4 students would need to complete an application for Special Provision for SAC, SAT and Unit Completion (Source: VCE & VCAL Administrative Handbook, 2016 P.199). All medical expenses to support such a claim would need to be collected at the student’s expense.

3. Examinations: Units 1 to 4. Please note this is a school based decision for Unit 1 & 2 studies (based on VCAA criteria) but a VCAA decision for Units 3 & 4 studies.
   Grounds:
   - Unexpected onset of illness;
   - Accident;
   - Personal circumstance;
   - Long-term impairment or disability.
Strategies to be used by school:

- Extra time for reading or writing;
- Rest breaks;
- Modified examination format (visual impairment);
- Permission to use technical aids;
- Use of scribe, reader or clarifier;
- Alternative venue.

Application:

- Unit 1 and 2 students would need to apply at the start of the year through their relevant Year Level Coordinator, for approval by the Principal.
- Unit 3 and 4 students need to complete an Application for Special Examination Arrangements by the middle of February. All medical expenses to support such a claim would need to be collected at the student’s expense.

4. Derived Examination Score (DES) – Unit 3 & 4 studies only

The DES is calculated from the SAC or SAT scores, the GAT and the school’s indicative grade for the examination. VCAA will calculate a DES and substitute this for the student’s examination result. Students must be able to substantiate that their performance on the examination was adversely affected within the specified grounds above. An independent professional MUST be able to substantiate the student’s claim except in the case of bereavement where evidence of relationship is required (for example: Doctor, Minister).

Grounds:

- Unexpected onset of illness or event occurring within two weeks prior to the examination period;
- The student must have one graded assessment – SAC task or SAT;
- The student must be able to substantiate that the adversity resulted from:
  - Illness – physical or psychiatric;
  - Physical injury;
  - Factors relating to personal circumstances.

Application:

- Part 1 - The student applies through the school or VCAA in exceptional circumstances.
- Part 2 - The Principal determines eligibility and other matters.
- Part 3 - The support professional provides evidence to support the claim.

Other information:

- All Unit 3 & 4 students must sit the GAT examination and do their best as this may be used to calculate DES.
- The same grounds and strategies apply to the GAT as to any other examination, if students are unable to sit it at the allocated time. There are no DES for the GAT.

NOTE: the Year 12 Coordinator, (and through them, VCAA and the Chief Supervisor) must be notified of any problem ON THE DAY OF THE EXAMINATION, and no later.
UNIT 1 & 2 and UNIT 3 & 4 EXAMINATIONS

UNITS 1 AND 2:
Compulsory examinations will take place mid-year and at the end-of-year in all VCE Unit 1 and 2 studies. This will provide both students and parents with information about the students’ knowledge, understanding of key concepts and competencies under examination conditions.

UNITS 3 AND 4:
Examinations will take place at the end of the year for all studies. All Unit 3 and 4 students will receive a copy of the VCAA examination timetable, when it is published in May/June.

Trial VCE examinations will take place in the first week of Term 4.

To achieve Study Scores and an ATAR, students must complete the examinations in their studies. VCE students are expected to remain for the entire duration of examinations.

VET - VOCATIONAL EDUCATION AND TRAINING

NOTE: due to the difficulty in enrolling students in appropriate VET courses after the start of the year, students will not normally be accepted into VET courses or into the VCAL programme during the course of a year.

NOTE: the School does not offer, nor will it become involved with, School-based Apprenticeships, and will only act as an intermediary with outside providers with whom we have an existing, close relationship, and VCAA.

VET (Vocational Education and Training) courses may be included as part of a student’s VCE or VCAL program of study. VET courses are delivered in accordance with the requirements as detailed in industry approved training documents, accredited curriculum and/or training packages.

VET courses combine general VCE studies with vocational training and experience in the workplace. These study results may be used (depending upon the course and whether examinations are sat as part of the assessment) in the calculation of an ATAR – i.e. they may have the same status as other VCE subjects offered by the School.

BMG students have access to two VET courses which are timetabled within the School day and delivered wholly on-site and are thus highly recommended for those students who are considering a VET course as part of their VCE or VCAL program. These courses are:

- Business (through VU) – VCAL students only
- Hospitality (through William Angliss) – may be ATAR scored.

As well, the following VET courses are available, if required, although they are not delivered on-site:

- Carpentry (VU);
- Community Services (Child Services) (VU);
- Electrotechnology (VU);

Note: the results of these 5 VET subjects MAY NOT NECESSARILY be included in an ATAR calculation, unless they have a final examination as part of their assessment.
Students enrolling in VET programs must demonstrate a strong interest in the vocational area and be willing to take responsibility for the extra requirements of the course, such as travel and work placement. All students who apply for a VET course will have an interview with the VET Coordinator.

**VET applications should be submitted to the VET Coordinator by late Term 3 of 2014.**

**VET POLICY**

Guidelines for VET students are:

- Students must make suitable travel arrangements to arrive on time to VET classes. If travelling by a private student driven vehicle, the *Year 12 Students Only* section of this document (especially Paragraph 4) must be strictly adhered to.
- VET fees are to be paid by parents in a timely fashion. VET fees include the Institution enrolment/administration fees, the School’s co-payment and individual course materials costs.
- Suitable attire must be worn to VET classes. Students are to confirm with their VET program teacher what dress is deemed to be appropriate.

*N.B. Some courses have a free dress policy; others require a special uniform or clothing, while others require students to attend in their school uniform. If students are allowed to go to VET classes in casual clothes, they are expected to dress appropriately for Bacchus Marsh Grammar classes in the morning or afternoon. The following garments (among others) must not be worn: thongs, sleeveless tops (boys); skimpy skirts or tops (girls); shirts with inappropriate designs, logos or words. Students may be asked to go home to change.*

- The normal Bacchus Marsh Grammar absence policy must be followed. That is, if students are sick and unable to attend their VET class, they must contact their VET provider and advise them that they will not be attending. They must also notify Bacchus Marsh Grammar of absence.
- Most VET courses are run in the same way as VCE courses, therefore students need to be aware that attendance will be taken into account when assessment takes place.
- VET students must sign out at the School front office before leaving at the appropriate time. VET students should sign in when entering the School premises to continue on with their timetabled Bacchus Marsh Grammar classes.
- Students must see subject teachers prior to leaving for VET classes to ensure all work is up to date and arrange to complete work they will miss while away at VET classes.

**UNIT 3 & 4 Headstart PROGRAM**

All Year 11 students and the accelerated Year 10 students who are going to study Unit 3 and 4 courses in Year 11 are required to commence compulsory Unit 3 classes after their final end-of-year examinations – the *Headstart Program*. Work completed during this time may be revised the following year, but will not be repeated. Appropriate work will be set over the holidays and it is an expectation that this will be completed. These days are included in the calculation of attendance.
CAREERS GUIDANCE

Careers guidance is provided to students through the school’s Careers Practitioners. Students wishing to gain career advice should lodge a request in the ‘Careers Appointments’ book located in the lower foyer of the Careers Office. For information about subject changes, a student must first approach their Year Level Coordinator who will refer the student to the Careers Counsellors after a subject request is sought.

The Careers Counsellors will ensure that all Year 9 to 12 students are interviewed at the appropriate times during the year, and that all relevant information is given to students at the appropriate time so that they do not neglect to do something or miss a deadline.

It is important that all students are aware of the resources available to them in the Careers Office, Careers section of the Library and via the ‘Careers’ Page of the school Intranet under the ‘myBMG Student Portal’ and accessing the BMG Careers Newsletter located under the ‘News & Events’ section of the official school website. Students should investigate any courses of interest using the Internet, The Jobs Guide, the VTAC guides and the handbooks from the various institutions distributed and provided in the Careers Office. Always refer to the Victorian Tertiary Entry Requirements (VICTER) as appropriate when checking prerequisites for higher education courses. All VCE students are encouraged to attend University and TAFE Open Days and will be informed of dates.

All Year 12s and new VCE students are required to have a mandatory Careers Interview with the Careers Counsellor before the VTAC process starts (i.e. before August).

BMG CAREER NEWSLETTER:
The Careers Department publishes a regular BMG Careers Newsletter. This newsletter inform students about important dates for tertiary matters, provide information about occupation and industry trends as well as outline the dates of key guest speakers that will visit our school campus. Other information such as open days for Universities, UMAT, and other career opportunities also feature. The newsletter is communicated to students in Years 9-12 through their Tutor Group Teacher and also available for download from the ‘News & Events’ section of the School Internet page.

TERTIARY ENTRANCE

1. The VTAC application process
The Victorian Tertiary Admissions Centre (VTAC) acts on behalf of participating institutions (universities, TAFE institutes and other providers) facilitating and coordinating the course selection process. Applications and documentation are received from students, processed and then forwarded on to the chosen institutions. Once course authorities have made offers for course places, VTAC sends a letter of offer to the applicant.

In addition, VTAC:
- Calculates and distributes the Australian Tertiary Admission Rank (ATAR)
- Publishes various guides concerning tertiary studies for students in Years 10-12;
- Provides a link between applicants and institutions;
- Provides enquiry services (e-mail, telephone, post and customer service staff);
- Provides information sessions for parents, students, careers teachers and adults returning to study.
Year 10 students will be directed to the VICTER Publication (available on the VTAC website). This resource should be consulted until semester one of their Year 12. This publication will then be replaced with the VTAC Guide (provided to students in Year 12). VTAC guides are issued during Term Three and VTAC applications close at the end of September. At the school, students are supported through the VTAC application process. During the year all Year 12 students will have counselling sessions with the Careers Counsellor regarding the application process and their post school pathways. Tutor Group Teachers will also act as mentors under the guidance of the Careers Practitioners.

**For Year 12 students only:**

**VTAC processes applications for the following undergraduate courses:**

- Bachelor Degrees that generally require a minimum of three to four years full time study;
- Associated Degrees that generally require a minimum of 2 years of full time study;
- Advanced Diplomas that generally require at least one and a half to three years full time study (as it incorporates the Diploma level);
- Diplomas that generally require two years of full time study (As it incorporates the Certificate IV level);
- Associate Diplomas that generally require two years of full time study.

Note that a VTAC application must be made and paid for to receive an ATAR statement and course offers.

**2. VTAC Special Entry Access Schemes – SEAS**

SEAS is an umbrella program that some institutions use to grant selection officers extra or special consideration to applicants for tertiary admission. It helps relax some of the entry requirements such as overall ATAR or folio quality or interview but does not act as a replacement for any pre-requisite or extra requirement as specified in the VTAC Guide.

Selection officers will consider issues relating to (but not limited to):

- Any adverse impact on a student’s academic performance whether it be a short term or long disadvantage.
- This impact must be beyond the control of the student.

There are a number of categories that are available for students to apply under. At the time of printing this document, the Categories were not finalised by VTAC, however, categories usually acknowledge:

- Personal information and location
- Difficult circumstances
- Disadvantaged financial background
- Disability or medical condition

The school provides special support to assist students through VTAC SEAS applications. Students are responsible for their own VTAC SEAS application submission. Students can access assistance from their Careers Practitioner and attendance at lunchtime SEAS workshops is strongly recommended.

Some categories require students to provide an ‘Impact statement’. In general, each Impact Statement must be supported with a ‘Statement of Support’. Any internal request for a ‘Statement of Support’ will need to be lodged on a ‘BMG Request for Statement of Support’ form (available from the Careers Office) and the student’s VTAC SEAS Barcode Sheet. Both documents need to be provided to their nominated BMG Staff member by Week 8 of Term Three.
For any ‘Statements of Support’ request, external to the school, students must ensure that they communicate all requirements to their nominated person(s). The requirements that need to be fulfilled are stipulated in the VTAC Guide and website.

3. Selection requirements:
For some tertiary courses, specific selection requirements must be met for application eligibility. Some examples include but are not limited to:
- UMAT – Undergraduate Medicine and Health Sciences Admission Test;
- VTAC Personal Statement
- Application for a scholarship;
- Tertiary Accommodation Applications;
- Folio Preparation;
- Pre-selection kits
- Attendance at information sessions;
- Interviews; and
- Design Tests.

More information about selection criteria, selection requirements and additional considerations please consult the relevant course information available through the VTAC Website.

4. Alternative Entry Programs (AEPs)
Complementary to the VTAC application process are applications an Alternative Entry Program (AEP). Students are encouraged to make applications as a safety precaution if they feel that they may not achieve the necessary ATAR requirement. Alternative Entry Applications allow students to be judged on their likely level of success based on factors other than the ATAR such as community, work experience and voluntary experience.

At the time of publication, the following institutions offer AEPs the following AEPs:
- Australian Catholic University (Early Achievers Program)
- Federation University (Open Access Selection Model)
- Victoria University (Portfolio Partnerships Program).
- La Trobe University (Aspire)

Students that have actively worked towards pursuits that would increase their knowledge or skills of their desired career path are ideal candidates. The rules and requirements for each AEP differ for each institution and students are responsible for ensuring they meet each of these conditions. Information on AEP will be made available for students throughout Year 12.

Applications for Alternative Entry usually open in August and close around September. However, many students begin drafting their applications after their initial Careers Interview (Terms One and Two). Appropriate supporting documentation such as names and dates of awards received and letters of reference should also be collated to help substantiate student applications. Students should be aware of the individual deadlines the Universities set and adhere to them.

These applications are made in addition to the course preferences made through the VTAC system. Students will still need to apply for these courses using the correct VTAC codes as listed in their VTAC Guide.
5. **Applying to Tertiary Institutions outside Victoria:**
See the Careers Practitioners for any advice or procedures for applying to tertiary institutions in other Australian States or Overseas.

Other Australian Tertiary Admission Centres:

<table>
<thead>
<tr>
<th>Territory</th>
<th>Admission Centre</th>
<th>Website(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Capital Territory</td>
<td>University Admissions Centre (UAC)</td>
<td><a href="http://www.uac.edu.au/">http://www.uac.edu.au/</a> also direct applications to Australian National University</td>
</tr>
<tr>
<td>New South Wales</td>
<td>University Admissions Centre (UAC)</td>
<td><a href="http://www.uac.edu.au/">http://www.uac.edu.au/</a></td>
</tr>
<tr>
<td>Queensland</td>
<td>Queensland Tertiary Admissions Centre (QTAC)</td>
<td><a href="http://www.qtac.edu.au/">http://www.qtac.edu.au/</a></td>
</tr>
<tr>
<td>Northern Territory</td>
<td>Direct application to Charles Darwin University</td>
<td><a href="http://www.cdu.edu.au/">http://www.cdu.edu.au/</a></td>
</tr>
<tr>
<td>South Australia</td>
<td>South Australian Tertiary Admissions Centre (SATA)</td>
<td><a href="http://www.satac.edu.au/">http://www.satac.edu.au/</a></td>
</tr>
<tr>
<td>Western Australia</td>
<td>Tertiary Institutions Services Centre (TISC)</td>
<td><a href="http://www.tisc.edu.au/static/home.tisc">http://www.tisc.edu.au/static/home.tisc</a></td>
</tr>
<tr>
<td>Tasmania</td>
<td>Direct applications to University of Tasmania (UTAS)</td>
<td><a href="http://www.utas.edu.au/">http://www.utas.edu.au/</a></td>
</tr>
</tbody>
</table>

6. **Schools Recommendation Schemes (SRS)**
The Schools Recommendation Schemes (SRS) enable schools to recommend current Year 12 students (who are also UAC applicants) for early offers of undergraduate admission. The aim of SRS is to help more Year 12 students gain access to higher education, especially those students who might otherwise not be offered a place. Students will need to complete a single online application for Year 12 students and an online assessment process for school. More information can be provided by the Career Practitioners.

7. **VCE Work Experience Program**
The school supports students in developing career awareness through direct industry experience. Therefore, should a student wish to complete an additional work experience placement other than at the Year 10 level, they are able to do so through lodging their interest with a Careers Practitioner. The Careers Practitioners will help source a placement and will ensure all relevant parties are notified of arrangements. Work placements are only to take place during the non-term time and are restricted to Term One, Two and Three break periods only.

Due to the work load demand at Year 12, a Work Experience Program at the Year 12 level is not recommended and approval will be at the discretion of the Principal.

8. **Voluntary /Career Development Experiences**
Often throughout the year a number of Voluntary and/or Career Development Experience opportunities may present for students. Such programs emphasise career awareness and leadership skill development. Programs that students have successfully participated in the past have included; ‘The Defying the Drift Program’ and ‘Australian Defence Force Long Tan Award’. Interested students should review the BMG Careers Newsletter and internal bulletin notices for upcoming events.
OTHER MATTERS

REPORTING TO PARENTS:
VCE Parents will receive an Interim Report mid-way through each term.

As well, VCE parents receive a written report at the end of Terms 1, 2 & 3, a statement of Unit 1 or 3 results at the end of Term 2 and a statement of Unit 2 results at the end of Term 4.

Student/parent/teacher interviews are conducted twice a year and VCE students are encouraged to attend these meetings.

USE OF MOTOR VEHICLES:
Once a Year 12 student has obtained a licence they may drive their own car to school. They must not arrange driving lessons or make a licence appointment during the school day. Neither of these is a valid excuse for missing a class or a SAC or SAT date.

The following conditions apply to students driving to and from School:
- The car must not be used during the school day.
- The student and parent/guardian must complete and sign the ‘Permission to Drive to School’ form available from the Year 12 Coordinator. This form includes a list of the students who have parental permission to drive to and from school with the driver.
- Students who are passengers of a student with a licence must carry a letter of consent from their parent/guardian. Regular passengers can organise for a letter to cover them for a bulk period of time.
- Students who do drive to school without permission will be deprived of this privilege.
- VET students may use their own vehicles to drive directly to and from their VET course. This is provided the relevant permission forms are submitted to the relevant VCE Coordinator.

UNIFORM:
All VCE students are expected to wear the Bacchus Marsh Grammar school uniform with pride. The school’s policies on jewellery, wearing of blazers, hairstyles and sports uniform apply to VCE students.

MOBILE PHONES:
Students may bring a mobile phone to school, but it must be switched off during the day. If a phone rings in class or a student is seen using a mobile during the day, it will be confiscated and returned at the end of the day. Students found with a mobile phone may face punitive action including detentions or removal from class. The school cannot take responsibility for the loss of a student’s mobile phone or any other expensive electronic equipment.

GUEST SPEAKERS:
During the year visiting speakers will address VCE students about Tertiary and TAFE courses, life beyond Year 12, halls of residence and specific careers. An annual Careers Expo is held in Term Two for senior students to access.
VCE
POLICY ON ACCELERATION OF STUDENTS INTO VCE STUDIES
2016
POLICY ON ACCELERATION OF STUDENTS INTO VCE STUDIES.

Section One: Defining to which students this policy applies
This policy applies to:
- Year 9 students wanting to study a VCE subject or subjects (Units 1 and 2) at Year 10.
- Year 10 students wanting to study a VCE subject or subjects (Units 3 and 4) at Year 11.

Section Two: Goals of this policy
The goals of this policy are to ensure that students completing an accelerated VCE subject are:
- achieving at above standard levels;
- giving themselves the best possible opportunity to maximise their VCE results;
- not putting too much academic pressure on themselves; and
- able to understand clearly the choices that they are making and are aware of the consequences of their actions.

Section Three: Limiting the number of acceleration subjects
Unless in extraordinary circumstances, as adjudged by the School, the number of subjects that students can accelerate in while completing each year level is limited to one.

Section Four: Criteria for acceleration of Year 10 students into VCE studies.
The School reserves the right to select which students shall be allowed to accelerate.

Selection is based on SEMESTER ONE results.
Students whose results have changed markedly from Semester One to Semester Two may be denied access to accelerated studies, OR given the opportunity to be considered as a late application.

Year 9 Students applying to study a VCE subject (Units 1 and 2) at Year 10 must achieve the following pre requisites:
- Letter Grades of “B” or better in at least 4 out of their 5 of their core subjects (English, Mathematics, Science, History & Geography and Health) at Year 9 in Semester One.
- 'Effort', 'Cooperation' and 'Homework' Grades on Semester One reports in 4 core subjects above must be either Very Good or Excellent.
- A Letter Grade of “A” in the specific subject related to their proposed acceleration subject (e.g. Humanities if they wanted to be accelerated in History) and a positive recommendation by their current teacher, Year Level Coordinator and Head of Department.

Exceptions to the above Criteria may be made:
- after an initial discussion with the Dean of Studies
- after approval by the relevant Head of Department and the VCE teacher of that subject
- after an appropriate interview process, and
- with the approval of the Principal.

Such exceptions may have conditions attached.

Acceleration into Engineering Science and Outdoor & Environmental Studies involves separate entry criteria to other subjects. These are:
- Letter Grades of “C+” or better in the majority of core subjects at Year 9 in Semester One reports.
- 'Effort', 'Cooperation' and 'Homework' Grades in Semester One reports in all core subjects to be at least 'At Standard'.
Section Five: Criteria for acceleration of Year 11 students into VCE studies.
Year 10 students applying to study a VCE subject (Units 3 and 4) at Year 11 must achieve the following pre requisites:
- ‘Satisfactory’ outcome in all VCE Units studied thus far;
- Mid-year and End-of-Year Examination result of at least 80%;
- Letter Grades of “B+” or better in the majority of core Year 10 subjects; and
- 'Effort', 'Cooperation' and 'Homework' Grades on Semester One reports in 4 subjects must be either Very Good or Excellent.

Note: students may not accelerate into a Unit 3&4 subject unless they have studied the appropriate Unit 1&2 course beforehand.

Note: the above conditions may not necessarily apply to Outdoor and Environmental Studies, at the initial discretion of the Dean of Studies.

Section Six: Failure to be allowed to complete an accelerated VCE Program.

Students have the right to have decisions that exclude them from accelerated VCE study reviewed by an Appeals Process.

The Appeals will be heard by a committee comprising the Head of Senior School, the Director of Curriculum (Chair), the relevant Head of Department, and one person nominated by the student.

However, the final say on matters concerning acceleration rests with the Principal.
VCE

Extension of Time for and Rescheduling of a VCE Assessment Task (SAC or SAT) for an Individual Student due to absence, late completion or non-submission.

2016
“Extension of time for an individual student to complete a task should only be granted in special circumstances.” (VCE and VCAL Administrative Handbook 2016, p112)

The conditions under which an extension of time for individuals may be granted are common across all VCE units within Bacchus Marsh Grammar.

These conditions are:

1. Policy for Applying for an Extension of Time
   - Students who wish to apply for an Extension of Time for a SAC task or SAT, must see their Year Coordinator to start the formal process of application.
   - Students will be provided with a Rescheduling of VCE Tasks form to which must be attached appropriate documentary evidence in support of their application.

2. Rules of Eligibility
   - Students who fail to attend a scheduled SAC task or to hand in a longer term SAC task or SAT MUST be able to provide documentary support for the absence AND notify the school by 8.45 a.m. on the day of the SAC task or the day that the longer term SAC task or SAT is due to be handed in.
   - A student is only eligible for an extension of time if there is, in the opinion of the School, a bona fide reason exists for the non-completion of, or the non-attendance at, a SAC task or SAT.
   - Bona fide is taken as meaning the mental and moral state of honesty, and a conviction as to the truth or falsehood of a proposition.

3. Maximum Period for an Extension
   - Students will be required to complete the SAC task on the next Monday or Thursday afternoon or at a time convenient to the teacher and approved by the VCE Coordinator.
   - Students will be required to submit a longer-term SAT or SAC task at a time convenient to the teacher, but generally no longer than one week from the original due date for submission.
   - Longer extensions of time may be approved by the Principal.

4. Conditions under which an extension will be allowed
   - A student is only eligible for an extension of time if they were absent due to personal illness, family bereavement or pressing family circumstances. They must provide a medical certificate or written explanation and authorisation, not just a short note, from a parent to validate their absence.

Please note the information contained in the following extracts from the document “Bacchus Marsh Grammar: VCE Policy and Procedures Manual for Year 10, 11 and 12 Students – 2016”.

**Failure to attend SAC tasks or to submit a SAC or SAT on time**

Students who fail to attend a scheduled SAC task MUST be able to provide documentary support for the absence and notify the school by 8.45 a.m. on the day of the SAC task. Students will be required to complete the SAC task on the next Monday or Thursday afternoon or at a time convenient to the teacher.

A SAT or SAC task may be over an extended period but with a final due date. Students who fail to submit a SAT or SAC task by the assigned deadline MUST be able to provide documentary evidence for the situation.
Students NOT COMPLYING with the above requirement will be given “NA” (Not Assessed) for the SAC task or SAT, which may result in N for the unit.

Students who fail to complete a Rescheduled Assessment Task at the agreed time, will receive zero for the SAC or SAT, but an “S” for the task if it is subsequently completed to the satisfaction of the VCE Coordinator.

**Absence from SAC tasks**
If a student is absent due to personal illness, family bereavement or pressing family circumstances they must provide a medical certificate (in the case of personal illness) or written authorization from a parent (in the case of family bereavement or pressing family circumstances) to validate their absence. This must be given to the Year Level Coordinator as appropriate. An appointment that be can be rescheduled is not a valid excuse.

Students will be provided with a Rescheduling of VCE Tasks form which must be signed by the student and parent/guardian and have the documentation attached. Students sitting a Rescheduled Task must be supervised and the provenance of the completed task must be established and verified as being bone fide.

Where the absence is APPROVED then an alternative SAC Task will be completed on the first appropriate Monday or Thursday after school. It will be assessed as normal. In circumstances where the approved absence is of a lengthy duration that prevents the student from completing SAC tasks or SAT, the arrangements for completion of any missed assessment will be negotiated upon the student’s return as part of the VCAA Special Provision process.

If the absence is NOT APPROVED the student will receive “NA” for the SAC Task or SAT, which may result in “N” for the unit.

**Student Appeals**
For Units 3 and 4, there is no appeal to the VCAA in the case of the school refusing to accept the late submission of work.

**Redemption Policy**
Redemption ONLY applies to SAC tasks or SAT that have been completed, assessed and deemed unsatisfactory. Redeemed work will not be reassessed for a new numerical score and can only be redeemed to S level. If this occurs the students will receive S for the outcome.

Failure to meet requirements for redemption will result in “NA” for the SAC Task or SAT, which may result in “N” for the unit.
Excerpts from:

BMG Policies on Plagiarism
and
Other Incidents of Cheating

and the
VCE and VCAL Administrative Handbook
2016
 Excerpt from the School *Policy on Plagiarism.*

**SECTION THREE: CORRECT REFERENCING OF BIBLIOGRAPHIES**

In any Assessment Task students may use other sources of information to contribute to the fabric of their essay, project or assignment. However, students must acknowledge that the ideas that they have used are not their own. The way to do this is to properly reference those sources of information that the students have used. The standard way to reference any sources of information used is APA (American Psychological Association) style. This is the style of referencing required by most Australian Universities.

Students should list all references on a separate sheet of paper with the heading References. References should be in alphabetical order by the author’s name. The type of reference will vary with the type of media used to gain information. The appropriate means to reference information obtained from different sources is given below with an example of a reference and an example of how to correctly attribute the source in the text of the essay.

**Book:**
Reference order: Author(s), Initials. (Date of publication), Title (Edition and/or Volume Number), Place of Publication (City and Country): Name of Publisher.


Example of attribution in reference of essay: Neuman (1997) argues that the use of surveys should be judicious as survey takers are often anxious to be finished the survey rather than to provide accurate feedback.

**Magazine or Periodical:**
Reference order: Author(s), Initials. (Date of Publication), Title of article, *Name of the journal*, issue number, pages of the article.


Example of attribution in reference of essay: Mathematics is a central pillar of education with vital numeracy and problem-solving skills developed during the course of lessons (Relich, 1996).

**Encyclopaedia:**
Reference order: Name of the article, the encyclopaedia, the publishing company, place of publication (city and country), year of publication, volume number, pages referred to.

CD-ROM:
Reference Order: Title of article, title of CD-ROM, Publisher, Place (city and country), year.


World Wide Web:
Author’s last name, First name <author’s email address, if relevant>. (Date), Title of article. The complete path to find the article. Date article was retrieved.


Excerpt from the School: *Policy on Plagiarism and Other Incidents of Cheating.*
Because our students are ultimately competing with students from other schools for tertiary places, the policy should not be essentially inconsistent with policies in place in other schools. In the VCE years, the policy must be consistent with the appropriate *VCE and VCAL Administrative Handbook.*

The policy is intended to cover the following typical incidents of cheating:
- Students who bring prepared or prohibited materials into an examination room.
- Students who seek the assistance of another student during an examination.
- Students who present the work of other students as their own. For example, students who use an essay written in a previous year as an answer to an assignment question.
- Students who copy material unacknowledged from another source and present it as their own.
- Students who download material from the Internet and then present it as their own.

Teachers must decide whether acknowledgement is a requirement of a particular piece of work. In VCE, VCAL and VCE/VET subjects, authentication is mandatory. Note in particular the requirement for staff to complete the *Authentication Record for School-assessed Coursework* for work completed outside class (to be found in the appropriate *VCE and VCAL Administrative Handbook*).

An undefined area of concern is assistance given by parents to students in the presentation of assignments. Parents must be aware that reworking, rewriting or development of their children's work (as opposed to just assisting their child to complete the work themselves) can jeopardize a fair assessment of the piece and lead to inflated and invalid assessments. The aim of assessments is to gain a fair and reliable idea of how much the child knows, and what their capabilities are, and where they need assistance.

Consequences for Incidents of Plagiarism and Cheating
In every case of proven cheating or plagiarism, the Year Level Coordinator, on advice from the Head of Department, will inform the parents of the student. In VCE subjects, the guidelines outlined in the *VCE & VCAL Administrative Handbook 2016* will be followed.
In incidents of cheating in examinations or copying of assignments, marks allocated to the test item will be cancelled and the student will not be permitted to sit the test again. Term or Semester results will be determined by treating the test item as if it scored zero marks. Where assignment work is shown to have been copied or downloaded from the Internet, the remainder of the assignment work will need to be checked carefully for similar plagiarism.

Where two students are involved in an incident of cheating and both are complicit, both students would suffer the same academic and behavioural consequence. For example, if one student gives an assignment to another to copy, then both students would be punished equally provided that both students are aware that borrowed material will be copied.

The Internet produces some exceptional circumstances and challenges. For example, a senior student may provide material for another student to copy without benefiting directly. A student may download material from the Internet for another student to use but not do anything improper in their own assignment. In such a case, the student who receives the copied material would suffer both the academic and the behavioural penalty; the student who supplies the material will suffer the behavioural penalty which may, in fact, be more serious than the receiving student.

Students and parents should be aware that teachers use internet search engines to establish plagiarism. In cases where plagiarism is detected in this way, the penalties outlined above will be invoked.

Excerpt from the VCE and VCAL Administrative Handbook 2016 (p113-114).

10 School-based assessments

School policies and procedures including the conditions and rules under which school-based assessment will take place must be communicated to students and parents at the beginning of the academic year or when a student enrolls in a VCE unit at the school.

10.1 AUTHENTICATION

Principals are responsible for the administration of VCAA rules and instructions in their school. One of these rules is that a student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.

The teacher may consider it appropriate to ask the student to demonstrate his/her understanding of the task at or about the time of submission of the work.

If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach of rules.
10.1.1 School-assessed Coursework
Teachers must develop courses that include appropriate learning activities to enable students to demonstrate achievement of outcomes. Undue assistance should not be provided to students while undertaking assessment tasks.

Work completed outside class

Most work for the assessment of unit outcomes and School-assessed Coursework will be completed in class. However, this does not preclude normal teacher expectations for a student to complete research and learning activities that contribute to the student gaining the key knowledge and skills outside of class time.

A task for the assessment of unit outcomes may require preliminary preparation and activities associated with the task, for example gathering necessary research data. Students should be advised just prior to beginning the task that some information or data may be collected outside the classroom.

For School-assessed Coursework undertaken outside class time, teachers must monitor and record each student’s progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records in the Authentication Record for School-assessed Coursework form.

10.1.2 School-assessed Tasks and the Externally-assessed Task

Teachers must ensure that there is a sufficient range of topics within their class to enable them to distinguish individual student’s work and therefore to assist in the authentication process.

Teachers must monitor and record in the Authentication Record for School-assessed Tasks and the Externally-assessed Task form each student’s development of work, from planning and drafting through to completion. This requires regular sightings of the work by the teacher.

Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation. If the school is being reviewed this sheet should be included with the work.

10.1.3 Strategies for avoiding authentication problems

To reduce the possibility of authentication problems arising, or being difficult to resolve, the following strategies are useful:

- Ensure that students document the specific stages of the development of work, starting with an early part of the task such as the topic choice, list of resources and/or preliminary research.

- Filing of copies of each student’s written work at given stages in its development.

- Where there is more than one class of a particular study in the school, the VCAA expects teachers to apply the same approach to authentication and record keeping, as cross-marking sometimes reveals possible breaches of authentication.

- Encourage students to acknowledge tutors, if they have them, and to discuss and show the work done with tutors. Similar advice applies if students receive regular help from a family member.
DETAILS of VCE STUDIES 2016
At Year 11 students complete six subjects (twelve units). Each subject includes five periods per week. This means students are in class for all thirty periods per week and students will not have any timetabled study periods. Students may choose from the subjects listed below. Please note that some subjects may not run due to insufficient student numbers, time-tableing issues and/or staff resources. VET students must complete five subjects plus their VET course, which will be completed in lieu of a sixth subject. VET students will have some study periods depending on their particular timetable.

1. Accounting
2. Art
3. Australian & Global Politics
4. Biology
5. Business Management
6. Chemistry
7. Dance
8. Drama
9. Economics
10. English
11. English Language
12. Environmental Science
13. Food & Technology
14. French
15. Geography
16. Health and Human Development
17. History
18. Hospitality (VCE/VET)
19. IT-Computing
20. Japanese
21. Legal Studies
22. Literature
23. Further Mathematics
24. Mathematical Methods
25. Specialist Mathematics
26. Media Studies
28. Outdoor & Environmental Studies (Units 3 & 4)
29. Physical Education
30. Physics
31. Psychology
32. Sport & Recreation (VCE/VET) (Units 3 & 4)
33. Studio Arts
34. Systems Engineering
35. Textiles (Product Design & Technology)
36. VCAL
37. Visual Communication Design
Students at Year 12 must complete five subjects (ten units). At the end of their Year 11 studies, students will drop their weakest subject and retain the five academically strongest subjects studied at Year 11. Each subject is studied for five periods per week. This means that students will have five periods per week where they are timetabled for study.

It is recommended that students carefully consider their choice of subjects, making sure that they have the necessary pre-requisite Units 1 and 2 subjects before taking on any subjects at a Units 3 and 4 level. Individual subject teachers are in the best position to advise students on this matter.

1. Accounting
2. Art
3. Australian Politics
4. Biology
5. Business Management
6. Chemistry
7. Dance
8. Drama
9. Economics
10. English
11. English Language
12. Environmental Science
13. Food & Technology
14. French
15. Geography
16. Health and Human Development
17. History-Australian
18. History-Revolution
19. Hospitality (VCE/VET)
20. IT-Software development
21. Japanese
22. Legal Studies
23. Literature
24. Further Mathematics
25. Mathematical Methods
26. Specialist Mathematics
27. Media Studies
29. Music Investigation
30. Physics
31. Psychology
32. Sport & Recreation (VCE/VET)
33. Studio Arts
34. Systems Engineering
35. Textiles (Product Design and Technology)
36. VCAL
37. Visual Communication Design
Accounting

Unit 1 & 2

OVERVIEW:
Accounting deals with collecting, recording and analysing financial information to facilitate in the successful creation and development of a small business. Accounting information is used to help evaluate business performance and to report on the operation of a business. Students will study theoretical and practical aspects of Accounting and develop skills in calculating, recording and reporting financial events to support more effective decision-making. The course focuses on using computers to carry out the accounting function.

OUTCOMES:

Unit One:
1. Students record, report and explain financial information for a sole proprietor business.
2. Students identify and explain the financial needs of a sole proprietor service business and owner.

Unit Two:
2. Students identify and describe decision-making needs of a sole proprietor operating a trading business.

AREAS OF STUDY:

Unit One:
1. Recording, reporting and understanding Accounting information.
2. Decision-making.

Unit Two:
1. Recording, reporting and understanding Accounting information.
2. Decision-making.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Folio of exercises.
2. Case studies.
3. Semester examinations.
4. Classroom presentations.
5. Written reports.

CAREER PROSPECTS:
Career opportunities are numerous as Accounting has a key function in all business areas. Business, hospitality, tourism, fashion, retail and the like.

ENQUIRIES:
Mr. Garry Mayberry
Accounting

Unit 3 & 4

OVERVIEW:
Accounting focuses on issues relating to small trading businesses. Students are required to use ICT to record transactions for these businesses. The unit also covers recording and reporting for trading businesses. Accounting procedures developed in both areas of study will focus on the application of Accounting principles and the characteristics of accounting reports.

OUTCOMES:
Unit Three:
1. Record and report financial information using the double entry accrual-based system for a single-activity sole-proprietor trading business, using both ICT and manual methods.
2. Analyse the accounting issues of non-current asset valuation, revenue recognition and depreciation alternatives, and explain how these affect financial reports.

Unit Four:
1. Record and report using the double entry accrual-based system; prepare budgets and analyse budget variances to plan and control, using both ICT and manual methods.
2. Select and use financial and key performance indicators to evaluate profitability, stability and efficiency to assist in making business decisions to improve the business’ profitability and liquidity.

AREAS OF STUDY:
Unit Three:
1. Recording, reporting and understanding Accounting information.
2. Decision making.

Unit Four:
1. Recording, reporting and understanding Accounting information.
2. Decision making.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Structured questions.
2. Research report.
3. Folio of exercises.
5. Written report.

CAREER PROSPECTS:
Students completing Accounting have career prospects in accountancy, business management, commerce, banking and teaching.

ENQUIRIES:
Mr. Garry Mayberry
OVERVIEW:
In Art, Units 1 and 2 students study artists, their work and their inspirations. There is both a practical and theoretical component to the subject. Specific practical tasks are set to facilitate the process of investigation and development.

OUTCOMES:
Unit One:
1. Investigation into a variety of materials and skills.
2. Exploring the social functions of artworks from a range of times throughout history.
3. Developing aesthetic judgment by interpreting a variety of ideas with a range of techniques.
4. Documenting thinking and working practices.

Unit Two:
1. Applying the use of formal elements to a folio of Art work.
2. Visually exploring areas of personal interest.
3. Refining the use of materials and techniques.
4. Comparing and contrasting artworks from a variety of times.
5. Discussing roles of the artist.

AREAS OF STUDY:
Unit One:
1. Developing ideas and skills.
2. Art and society.

Unit Two:
1. Exploring ideas and issues.
2. Art and the individual.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Presentation of Unit 1 folio.
2. Presentation of Unit 2 folio.
3. Examinations.
4. Unit research essays.
5. Unit theory tests.

CAREER PROSPECTS:
Art leads to a number of careers that have a creative bent – photography; designing – interior, landscape; advertising; as well as into careers in the media or teaching. Indeed, it is a subject that would be of use in any career where you need to display an aesthetic sense.

ENQUIRIES:
Mrs Jane Todd
Art

Unit 3 & 4

OVERVIEW:
In Art Units 3 and 4, students develop and refine a sustained body of practical work. There is both a practical and theoretical component to the subject. In Art, the theory component makes up 50% of the final grade, so there is a good deal of written work and research.

OUTCOMES:

Unit Three:
1. Producing a variety of artworks based on personal Art responses.
2. Exploring aesthetic judgment by trialing a variety of Art materials and techniques.
3. Documenting and consolidating thinking whilst refining work practices.
4. Discussing the impact of new technologies and contemporary working practices on traditional Art practice.
5. Discussing frameworks for interpreting artworks from a variety of times.

Unit Four:
1. Applying a design process in the development of a folio of art work.
2. Explore and refine the use of materials and techniques.
3. Analysing and discussing commentaries on controversial artworks.

AREAS OF STUDY:

Unit Three:
1. Investigation and interpretation.
2. Interpreting Art.

Unit Four:
1. Realisation and resolution.
2. Discussing and debating Art.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:

Unit 3: School-assessed Coursework – theory.
Units 3 and 4: Combined Folio.
Unit 4: School-assessed Coursework – theory.
Units 3 and 4: End of year examination.

CAREER PROSPECTS:
Art leads to a number of careers that have a creative bent – photography; designing – interior, landscape; advertising; as well as into careers in the media or teaching. Indeed, it is a subject that would be of use in any career where you need to display an aesthetic sense.

ENQUIRIES:
Mrs Ruth Marnie
OVERVIEW:
Australian & Global politics will allow students to develop an understanding of politics in the twenty-first century. It will allow students to analyse the massive impact politics has on every aspect of their lives. This study will provide a theoretical background into politics, whilst also allowing students to investigate contemporary issues such as terrorism, leadership, conflicts, wars, globalisation and many other political issues.

OUTCOMES:
Unit One:
1. Describe and analyse the nature and purpose of politics and power in a broad sense and in the context of contemporary Australian Democracy.
2. Explain why people seek political power, and the major political ideologies that influence political involvement and political movements.

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

AREAS OF STUDY:
Unit One:
1. Power, Politics & Democracy.
2. Exercising and challenging power.

Unit Two:
1. Global Threads.
2. Global co-operation and conflict.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Short Answer Tests.
2. Extended Responses.

CAREER PROSPECTS:
Students who have an interest in a career in law, politics, journalism, human/industrial relations, teaching or diplomacy would benefit from this subject. Students wishing to travel and work overseas should also consider this an essential subject in order to develop their understanding of the world. The analytical skills learnt in politics will well prepare students for tertiary level education. This subject will also prepare students for life as they will be able to evaluate various political systems and develop their understandings of citizenship and participation.

ENQUIRIES:
Mr Garry Mayberry
Australian Politics

Unit 3 & 4

OVERVIEW:
In this subject, students will critically examine the Australian Political system and assess how democratic the system really is. There is a focus on the relationship between the United States of America and Australia and a comparison of the two political systems. Students will also look at Australia’s domestic and foreign policies and assess how they impact ourselves and our neighbours in this interdependent world. There is large focus on looking at contemporary political events within Australia and the world.

OUTCOMES:
Unit Three:
1. Describe and analyse key aspects of democratic theory and practice, and evaluate the strengths and weaknesses of the Australian democratic system.
2. Critically compare the political system of Australia with one other democracy, and evaluate an aspect of the selected political system that Australia might adapt to strengthen its democracy.

Unit Four:
1. Explain how Australian federal domestic public policy is formulated and implemented, analyse the factors which affect these processes, and critically evaluate a selected contemporary domestic policy issue.
2. Describe, analyse and discuss the nature objectives and instruments of contemporary Australian foreign policy, and the challenges facing Australian foreign policy.

AREAS OF STUDY:
Unit Three:
1. Australian democracy.
2. Australian democracy in perspective.

Unit Four:
1. Domestic policy.
2. Foreign policy.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These may include:
1. Short answer tests
2. Extended response questions.
3. Essays.
4. Case studies.

CAREER PROSPECTS:
Students who have an interest in a career in law, politics, journalism, human/industrial relations, teaching or diplomacy would benefit from this subject. Students wishing to travel and work overseas should also consider this an essential subject in order to develop their understanding of the world. The skills learnt in politics will well prepare students for tertiary level education. This subject will also prepare students for life as they will be able to understand political system, enabling them to fully participate in it.

ENQUIRIES: Ms Michelle Connell
OVERVIEW:
Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. It is a study of the dynamic relationships between living things, their interdependence, their interactions with the non-living environment and the processes that maintain life and ensure its continuity. Biology enables students to understand that despite the diverse ways of meeting the challenges of survival, all living things have many structural and functional characteristics in common. Modern Biology draws on increasingly specialised fields of bioscience such as biochemistry, neuroscience, genetics, evolutionary biology, behavioural science and cell and molecular Biology, including studies of genomics and proteomics. It makes connections with the disciplines of Physics, Chemistry. Earth and Space Sciences explore the nature of past and present life and the possibility of life forms beyond our planet.

OUTCOMES:

Unit One:
1. Designing, conducting and reporting on a practical investigation related to cellular structure, organisation and processes.
2. Describing and explaining the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems.

Unit Two:
1. Explaining and analysing the relationship between environmental factors and adaptations and distribution of living things.
2. Designing, conducting and reporting on a field investigation related to the interactions between living things and their environment, and explain how ecosystems change over time.

AREAS OF STUDY:

Unit One:
2. Functioning organism.

Unit Two:
1. Adaptations of organisms.
2. Dynamic ecosystems.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Topic tests.
2. Practical reports.
3. Semester examinations.
4. Extended investigative projects.

CAREER PROSPECTS:
The study of Biology prepares students for continuing studies in bioscience and entry into the workforce in a wide range of careers, including those in environmental, medical, research bioscience and associated biotechnologies.

ENQUIRIES: Mrs Diane Krosby
Biology

Unit 3 & 4

OVERVIEW:
Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. It is a study of the dynamic relationships between living things, their interdependence, their interactions with the non-living environment and the processes that maintain life and ensure its continuity. Biology enables students to understand that despite the diverse ways of meeting the challenges of survival, all living things have many structural and functional characteristics in common. Modern Biology draws on increasingly specialised fields of bioscience such as biochemistry, neuroscience, genetics, evolutionary biology, behavioural science and cell and molecular Biology, including studies of genomics and proteomics. It makes connections between these and the disciplines of Physics, Chemistry, Earth and Space Sciences explore the nature of past and present life and the possibility of life forms beyond our planet.

OUTCOMES:
Unit Three:
1. Analyse and evaluate evidence from practical investigations related to biochemical processes.
2. Describe and explain the co-ordination and regulation of an organism’s immune responses to antigens at the molecular level.

Unit Four:
1. Analyse evidence for the molecular basis of heredity and patterns of inheritance.
2. Analyse and evaluate evidence of evolutionary change and evolutionary relationships, and describe mechanisms for change, including the effect of human intervention on evolutionary processes.

AREAS OF STUDY:
Unit Three:
1. Molecules of life.
2. Detecting and responding.

Unit Four:
1. Hereditary.
2. Change overtime.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Summary reports.
2. Formal practical reports.
3. Oral and other written report formats.
4. External semester examinations.

CAREER PROSPECTS:
Biology draws on many specialist areas of Science and, as such, can be a pre-requisite for some university courses.

ENQUIRIES: Mrs Tania O’Brien
OVERVIEW:
Small businesses make up the majority of businesses in the Australian economy. Students are able to explore the operations of a small business and its likelihood of success. They will also develop knowledge of important aspects of business communication and marketing and skills related to their use.

OUTCOMES:

Unit One:
1. Students explain and apply business concepts to a range of businesses.
2. Students apply decision-making and planning skills and evaluate successful management of a small business.
3. Students explain and apply day-to-day activities associated with the successful operation of a small business.

Unit Two:
1. Students explain and apply a range of effective communication methods and forms in a business-related situation.
2. Students apply and analyse effective marketing strategies and processes.
3. Students apply and analyse effective public relations strategies and tactics.

AREAS OF STUDY:

Unit One:
1. Business concepts.
2. Small business decision-making, planning and evaluation.
3. Day-to-day operations.

Unit Two:
2. Managing the marketing function.
3. Managing the public relations function.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These may include:
1. Case studies.
2. Business research.
4. Interview and reporting.

CAREER PROSPECTS:
Managing a small business, accounting, and teaching.

ENQUIRIES:
Mr Garry Mayberry
OVERVIEW:
Business Management investigates how large-scale organisations operate and deals with corporate management. Students will examine how organisations conduct their business and how they focus on human resource management. Students also look at management processes and strategies, and develop an understanding of how challenging it is to manage large organisations by comparing theoretical perspectives with practical applications.

OUTCOMES:

Unit Three:
1. Describe and analyse the context in which large-scale organisations operate.
2. Describe and analyse major aspects of the internal environment of large-scale organisation.
3. Identify and evaluate practices and processes related to operations management.

Unit Four:
1. Identify and evaluate practices and processes related to human resource management.
2. Analyse and evaluate the management of change in large scale organisations.

AREAS OF STUDY:

Unit Three:
1. Large-scale organisations in context.
2. Internal environment of large-scale organisations.
3. The operations management function.

Unit Four:
1. The human resource management function.
2. The management of change.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These may include:
1. A case study.
2. Structured questions.
3. Tests or essays.
4. Media analysis.
5. Reports in written or multi-media formats.

CAREER PROSPECTS:
Students completing this subject will gain experience in and prepare themselves for careers in accountancy, business management, banking, finance and commerce.

ENQUIRIES:
Mr Garry Mayberry
OVERVIEW:
Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described by chemical theories. Although there are no sharp boundaries between sciences such as chemistry, physics and biology, chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers. The development of modern society has been intimately linked with the successful integration of chemical knowledge into new technologies. This continues with emerging fields such as biotechnology and nanotechnology.

OUTCOMES:

Unit One:
1. Explain how evidence is used to develop or refine chemical ideas and knowledge.
2. Use models of structure and bonding to explain properties and applications of materials.

Unit Two:
1. Write balanced equations and apply these to qualitative and quantitative investigations of reactions involving acids and bases, the formation of precipitates and gases, and oxidants and reductants.
2. Explain how chemical reactions and processes in the atmosphere help to sustain life on earth.

AREAS OF STUDY:

Unit One:
1. The periodic table.

Unit Two:
1. Water.
2. The atmosphere.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. An extended experimental investigation.
2. A summary report including annotations of three practical activities.
3. Unit 1: At least one of:
   • A response to stimulus material/s in written, oral, visual or multimedia format;
   • An analysis of first and/or second-hand data using structured questions;
   • A written, oral, visual, multimedia or web page presentation of new material/s, or new use/s of existing material/s.

   Unit 2: At least one of
   • A response to stimulus material in written, oral, or multimedia format;
   • An analysis of first and/or second-hand data using structured questions;
   • A written, oral, annotated, visual, multimedia presentation related to ‘Green Chemistry’.
4. Semester Examination.

CAREER PROSPECTS:
Many universities require Chemistry as a pre-requisite for many courses. Chemistry allows for a variety of career pathways to be pursued. Some examples are: forensic science, food industry, wine industry, physiotherapy, medicine and chemical engineering.

ENQUIRIES: Mrs Diane Krosby
OVERVIEW:
Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described by chemical theories. Although there are no sharp boundaries between sciences such as chemistry, physics and biology, chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers. The development of modern society has been intimately linked with the successful integration of chemical knowledge into new technologies. This continues with emerging fields such as biotechnology and nanotechnology.

OUTCOMES:
Unit Three:
1. On completion of this unit, the student should be able to evaluate the suitability of techniques and instruments used in chemical analyses.
2. On completion of this unit, the student should be able to identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

Unit Four:
1. On completion of this unit, the student should be able to analyse the factors that determine the optimum used in industrial production of the selected chemicals.
2. On completion of this unit, the student should be able to analyse chemical and energy transformations occurring in chemical reactions.

AREAS OF STUDY:
Unit Three:
1. Chemical analysis.
2. Organic chemical pathways.

Unit Four:
1. Industrial chemistry.
2. Supplying and using energy.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. An extended experimental investigation.
2. A series of written practical reports.
3. A summary report.
4. Semester examinations.
5. One task for each outcome selected from:
   • A response to stimulus in written, oral or visual format.
   • An analysis of first or second-hand data using structured questions.
   • A report in written in oral, multimedia or visual format related to chemical pathways.

CAREER PROSPECTS:
Many universities require Chemistry as a pre-requisite for many courses. Chemistry allows for a variety of career pathways to be pursued. Some examples are: forensic science, food industry, wine industry, medicine, physiotherapy and chemical engineering.

ENQUIRIES: Mr Rohan Bryan
Dance

Unit 1 & 2

OVERVIEW:
The study of Dance is designed to develop a broad understanding and appreciation of dance through the participation in practical and theoretical studies in:

Dance Analysis – Students develop the skills to describe and document their own and other choreographers’ dance works.

Choreography and Performance – Students use processes to create, choreograph and perform a solo dance work.

Dance technique and performance – Students create group work by selecting, refining and arranging movements into unified compositions and perform learnt works by reproducing existing choreography.

Safe Dance Practices – Students study the safe use, maintenance and physiology of the dancer’s body, and methods and alignment principles which facilitate development of technical and physical skills.

Dance History – Students analyze and discuss selected pre-1930 dance traditions, styles and/or dance works.

There are no pre-requisites but due to the physical nature of the course, physical ability is an important consideration. Previous dance experience would be beneficial.

OUTCOMES:

Unit One:
The body as an instrument of expression includes a study of Anatomy, Technique, Composition and Performance.

Unit Two:
Explores expanding the student's dance movement vocabulary, analysis of nominated works, history of dance (Primitive through to the Romantic Period), Technique, Composition and Performance.

AREAS OF STUDY:

Unit One:
1. Develop physical control of movement and contrasting qualities of movement;
2. Develop a safe and correct use of the body in individual and co-ordinating group work;
3. Develop skill associated with a variety of approaches to dance making and performance;

Unit Two:
1. Respond creatively to an idea, emotions observation or exploration of movement;
2. Create a unified composition using a personal movement vocabulary;
3. Observe and experience dance in an analytical, critical and reflective manner;
4. Understand cultural influence on dance.

ASSESSMENT TASKS:
VCE Dance requires a balance of written and performed work. These will include:

Written reports and analysis of performances:
Examinations:
Performance of an existing choreographed and a devised ensemble dance work.

CAREER PROSPECTS:
The course contributes to the professional orientation of articulate dancers and provides the fundamental skills in a number of specialized dance disciplines and a pathway to further education and training in the entertainment industry.

ENQUIRIES: Ms Sally Durham
OVERVIEW:
The study of Dance is designed to develop a broad understanding and appreciation of dance through the participation in practical and theoretical studies in:
- Solo Dance Analysis – Students will analyze prescribed solo dance works.
- Technique Solo Choreography, Performance and Analysis – Students will choreograph, rehearse and perform a solo dance work and analyse the processes used to choreograph, rehearse and perform the dance work.
- Learnt Work Performance and Analysis – Students will learn, rehearse and perform a group dance work created by another choreographer, and analyse the processes involved in learning, rehearsing and performing the work.
- Group Dance Analysis – Students will analyse prescribed group dance works.
- Composition Solo Choreography, Performance and Analysis – Students will choreograph, rehearse and perform a solo dance work and analyse the processes used to choreograph, rehearse and perform the dance work.

It is recommended that students have some dance experience prior to the commencement of VCE Dance. This experience might focus on a specific dance style, a variety of styles or could involve developing a personal movement vocabulary.

OUTCOMES:
Unit Three:
- Develops Choreographic skills, analysis of solo works, Technique, Composition and Performance.
Unit Four:
- Refines Choreographic skills, analysis of group works, Technique, Composition and Performance.

AREAS OF STUDY:
Unit Three:
1. Demonstrate control of physical skills, body actions and learn to use these movement qualities;
2. Demonstrate skill in the varied use of the elements of movement;
3. Demonstrate skill in projecting through the whole body;
Unit Four:
1. Demonstrate skill in the varied use of spatial organization, i.e. direction, level, dimension, eye and body focus.
2. Refine compositional skills through exploration;
3. Analyze the cultural influences and the expressive use of spatial organization and group structures in prescribed group dance works from the twentieth or twenty-first centuries;

ASSESSMENT TASKS:
VCE Dance requires a balance of written and performed work. These will include:
Unit 3 and 4 scores are 50% for the performance (before four assessors in October) of two works choreographed by the student, the Technique solo from Unit 3 and the Composition solo from Unit 4: 25% for Class work (SACS) and 25% for a Theory examination in November, undertaken at school.

CAREER PROSPECTS:
The course contributes to the professional orientation of articulate dancers and provides the fundamental skills in a number of specialized dance disciplines and a pathway to further education and training in the entertainment industry.

ENQUIRIES: Ms Sally Durham
OVERVIEW:
The study of Drama focuses on the creation and performance of characters and narratives. Students draw from a range of stimuli to create characters and stories using expressive skills, and manipulating dramatic elements to present dramatic works. Students analyse and evaluate the development and performance of their work, including the actor-audience relationship. Students develop an understanding of dramatic elements, stagecraft and non-naturalistic conventions appropriate to performance styles from a range of cultural contexts. They view and analyse performances by professional and other Drama practitioners. The study provides students with opportunities to explore the ways in which Drama represents social, political, and historical contexts. Students develop an understanding of the language of Drama, including terminology and expressions.

OUTCOMES:
Unit One:
On the completion of this unit, students should be able to use play-making techniques to devise solo and/or ensemble Drama works based on experiences and stories, and describe the dramatic processes used to shape and develop the performance work.

Unit Two:
On completion of this unit, students should be able to use a range of stimulus material to create a solo and/or ensemble performance work, as well as document and record the play-making techniques used to shape and develop this performance work.

AREAS OF STUDY:
Unit One: Dramatic Storytelling
1. Create a devised performance.
2. Present a devised performance.
3. Analyse and evaluate their processes and outcome.
4. Analyse drama performances presented by other practitioners.

Unit Two: Non-naturalistic Australian Drama
1. Use Australia as inspiration to create performance.
2. Present a devised performance.
3. Analyse and evaluate their processes and outcomes.
4. Analyse Australian drama presented by other practitioners.

ASSESSMENT TASKS:
- Written analytical and evaluative reports or essays
- Written and/or multimedia reflections on processes and outcomes
- A performance of a devised solo and ensemble drama work
- Examination

CAREER PROSPECTS:
Drama has the potential to lead students to work as actors, stage hands, lighting crew and other theatre or performance related careers.

ENQUIRIES: Ms Helena Stratakos
OVERVIEW:
The study of Drama focuses on the creation and performance of characters and narratives. Students draw from a range of stimuli to create characters and stories using expressive skills, and manipulating dramatic elements to present dramatic works. Students analyse and evaluate the development and performance of their work, including the actor-audience relationship. Students develop an understanding of dramatic elements, stagecraft and non-naturalistic conventions appropriate to performance styles from a range of cultural contexts. They view and analyse performances by professional and other Drama practitioners. The study provides students with opportunities to explore the ways in which Drama represents social, political, and historical contexts. Students develop an understanding of the language of Drama, including terminology and expressions.

OUTCOMES:
**Unit Three:**
On the completion of this unit, students should be able to use play-making techniques to devise ensemble Drama work/s based on experiences and stories, and describe the dramatic processes used to shape and develop the performance work. They also should be able to analyse a non-naturalistic performance.

**Unit Four:**
On completion of this unit, students should be able to use a range of stimulus material to create solo performance works, as well as document and record the play-making techniques used to shape and develop this performance work.

AREAS OF STUDY:
**Unit Three: Devised Non-naturalistic Ensemble Performance**
1. Create and present an ensemble performance.
2. Respond to ensemble performance through analysis, reflection and evaluation.
3. Analyse non-naturalistic performance.

**Unit Four: Non-naturalistic Solo Performance**
1. Use and document a range of processes to create a solo performance.
2. Create and sustain characters within a solo performance.
3. Analyse solo performance.

ASSESSMENT TASKS:
- Written analytical reports or essays
- Written and/or multimedia reflections on processes and outcomes
- A performance of a devised solo or ensemble drama work
- Examination

CAREER PROSPECTS:
Drama has the potential to lead students to work as actors, stage hands, lighting crew and other theatre or performance related careers.

ENQUIRIES: Ms Helena Stratakos
OVERVIEW:
In Economics, students will have the opportunity to understand how the Australian economy works, and use Economic concepts, principles and terminology to develop an understanding of the relationship between economic events and outcomes. Students will have the opportunity to study the implications of economic decisions for the welfare of individuals, regions and nations, and use economic concepts, models and methods of inquiry to make informed life choices.

OUTCOMES:

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

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

UNITS OF STUDY

Unit One:
1. Economic Choices and Consequences: The market system and economic issues and the Australian economy.

Unit Two:

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. A report on an economic investigation.
2. A folio of applied economic exercises.
3. Topic tests.
4. Semester examinations.

CAREER PROSPECTS:
Economics offers students the opportunity to acquire skills that may help in securing tertiary placement in areas of study, including finance, business, banking and commerce. It also offers students the chance to acquire skills that will lead to economic and financial literacy.

ENQUIRIES:
Mr Garry Mayberry
OVERVIEW:
In Economics, students will have the opportunity to understand how the Australian economy works, and use economic concepts, principles and terminology to develop an understanding of the relationship between economic events and outcomes. Students will have the opportunity to study the implications of economic decisions for the welfare of individuals, regions and nations, and use economic concepts, models and methods of inquiry to make informed life choices.

OUTCOMES:

Unit Three:
1. Explain how markets operate to allocate scarce resources, and discuss the extent to which markets operate freely in Australia.
2. Explain the nature and importance of key economic goals in Australia, describe the factors that may have influenced the achievement of these goals over the past four years, and analyse the impact each of these goals may have on living standards.

Unit Four:
1. Explain the nature and operation of government macroeconomic demand management policies, explain the relationship between budgetary and monetary policy, and analyse how the policies may be used to achieve key economic goals and improve living standards in Australia.
2. Explain the nature and operation of government aggregate supply policies, analyse how they may be used to achieve key economic goals and improve living standards in Australia, and analyse the current government policy mix.

AREAS OF STUDY:

Unit Three: Economic Activity
1. Introduction to microeconomics: The market system and resource allocation.
2. Introduction to macroeconomics: Output, employment and income

Unit Four: Economic Management
1. Macroeconomic demand management policies
2. Aggregate supply policies.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Extended responses on economic issues and policies.
2. A folio of applied economic exercises.
3. Topic tests.
4. Semester examinations.

CAREER PROSPECTS:
Economics offers students the opportunity to acquire skills that may help them in securing tertiary placement in areas of study, including finance, business, banking and commerce. It also offers students the chance to acquire skills that will lead to economic and financial literacy.

ENQUIRIES:
Mr Ian Weir
OVERVIEW:
The English language is central to the way in which students understand, critique and appreciate their world and to the ways in which they participate socially, economically and culturally in Australian society. The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of the key knowledge and skills encountered in English underpins effective functioning in society.

OUTCOMES:

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

Unit Two:
1. On completion of this unit, the student should be able to discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.
2. On completion of this unit, the student should be able to create and present texts taking account of audience, purpose and context.
3. On completion of this unit, the student should be able to identify and analyse how language is used in a persuasive text and present a reasoned point of view in an oral or a written form.

AREAS OF STUDY:

Unit One:
1. Reading and responding.
2. Creating and presenting.
3. Using language to persuade.

Unit Two:
1. Reading and responding.
2. Creating and presenting.
3. Using language to persuade.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Oral presentations.
2. Analytical essays.
3. Creative writing.
4. Persuasive writing.

CAREER PROSPECTS:
Proficiency in English is critical to a vast array of professions and occupations.

ENQUIRIES: Mr Geoffrey Gainey
Effective participation in Australian society depends on an ability to understand the various uses of the English language and to employ them effectively for a range of purposes. This study aims to enable all students to develop their critical understanding and control of the English language so that they can use it in a wide range of situations, ranging from the personal and informal to more public occasions, and to develop a level of competence adequate for the demands of post-school employment, further education, and participation in a democratic society.

To emphasise the importance of treating language development as an integrated process, the study promotes classroom activities that integrate the skills of reading, writing, speaking, listening and thinking. It supports a focus on learning situations in which students take increasing responsibility for their language development.

OUTCOMES:

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

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

AREAS OF STUDY:

Unit Three:
1. Reading and responding.
2. Creating and presenting.
3. Using language to persuade.

Unit Four:
1. Reading and responding.
2. Creating and presenting.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Oral presentations.
2. Australian media text analysis.
3. Communication in writing.
4. Text response/s.

CAREER PROSPECTS:
Proficiency in English is critical to a vast array of professions and occupations.

ENQUIRIES: Mr Geoffrey Gainey
OVERVIEW:

This study is different to VCE English in that it does not focus on the exclusive study of one text or theme. It uses extracts from a variety of sources to investigate language use, techniques and functions. It does not contain a separate ‘using language to persuade’ area of study.

Students with a love of words, grammar, logic, problem solving, puzzles, historical and cultural links to language, should consider this study.

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify, and the society we inhabit. English Language builds on students’ previous learning about the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change.

OUTCOMES:

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

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

AREAS OF STUDY:

Unit One:
1. The nature and functions of language.
2. Language acquisition.

Unit Two:
1. English across time.
2. Englishes in contact.

ASSESSMENT TASKS:

Students will complete a number of assessment tasks over the year. These will include:
1. Essays
2. Oral presentations
3. Analysis of spoken or written text
4. Test

CAREER PROSPECTS:

Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. The study supports language related fields such as psychology, the study of other languages, speech and reading therapy, journalism and philosophy.

ENQUIRIES: Mr Geoffrey Gainey
OVERVIEW:
VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. The study of English Language enables students to understand the structures, features and discourses of written and spoken texts. It promotes systematic and objective deconstruction of language in use. The study of English Language enables students to further develop and refine their own skills in reading, writing, listening to and speaking English. In this study students read widely in order to develop their analytical skills and understanding of linguistics. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use, as well as consider a range of historical and contemporary written and spoken texts.
Please note: acceptance into a class to study English Language is subject to the completion of Unit 1 & 2 or a selection process, which takes into account reports and results achieved in Units 1 & 2 English or Literature.

OUTCOMES:
Unit Three:
1. Identify and analyse distinctive features of informal language in written and spoken texts.
2. Identify and analyse distinctive features of formal language in written and spoken texts.
Unit Four:
1. Investigate and analyse varieties of Australian English and attitudes towards them
2. Analyse how people’s choice of language reflects and constructs their identities.

AREAS OF STUDY:
Unit Three:
1. Informal language
2. Formal language
Unit Four:
1. Language variation in Australian society
2. Individual and group identities

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Essays
2. Short-answer tests
3. Written analyses
4. Oral presentations

CAREER PROSPECTS:
Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. The study supports language related fields such as psychology, the study of other languages, speech and reading therapy, journalism and philosophy.

ENQUIRIES: Mr Geoffrey Gainey / Ms Sarah McCleary
OVERVIEW:
Environmental Science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on this planet and evaluate the impacts of human activities on them. Students examine strategies to maintain and protect the ecological health of the environment while meeting the needs and desires of human populations. Environmental Science investigates the interactions between natural and human systems. This study examines the application of environmental science to ecologically sustainable development and environmental management. Students should understand the values and attitudes that underpin environmental decisions and reflect on effective ways for modifying behaviour of individuals and groups for positive environmental outcomes. While undertaking this study, students will develop skills in practical scientific investigations, environmental fieldwork techniques, report writing, research and analysis.

OUTCOMES:
Unit One:
1. Identifying and describing the components and natural processes within the environment.
2. Analysis of one human-induced environmental change and options for remediation.
3. Explaining the flow of energy, nutrient exchange and environmental changes in ecosystems.

Unit Two:
1. Explaining the nature of environmental indicators for pollution and ecological health of ecosystems.
2. Investigating and reporting on a local example of environmental degradation or environmental issue, using an appropriate monitoring program.
3. Analysing the scientific basis and use of standards for environmental indicators for pollution control and ecological health of ecosystems.

AREAS OF STUDY:
Unit One:
1. Ecological components and interaction
2. Environmental change
3. Ecosystems

Unit Two:
1. Environmental indicators
2. Using environmental indicators

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Fieldwork and reports
2. Oral presentations
3. Practical activities
4. Practical reports
5. Reports in multimedia and / or poster format

CAREER PROSPECTS:
The study of Environmental Science engages and prepares students for undertaking careers which contribute positively to the sustainability of the environment and careers which monitor and seek to manage the environment. It enables students to seek a career in environmental management as part of government bodies as well as private industry.

ENQUIRIES: Mrs Diane Krosby
Environmental Science

Unit 3 & 4

OVERVIEW:
Environmental Science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on this planet and evaluate the impacts of human activities on them. Students examine strategies to maintain and protect the ecological health of the environment while meeting the needs and desires of human populations. Environmental Science investigates the interactions between natural and human systems and examines the application to ecologically sustainable development and management. Students should understand the values and attitudes that underpin environmental decisions and reflect on effective ways for modifying behaviour of individuals and groups for positive environmental outcomes. While undertaking this study, students will develop skills in practical scientific investigations, environmental fieldwork techniques, report writing, research and analysis.

OUTCOMES:

Unit Three:
1. Describing the principles of energy, and relating them to the contribution of one fossil and one non-fossil energy source to the enhanced greenhouse effect.
2. Describing the characteristics of biodiversity, and evaluating strategies to reduce the effects of threatening processes on one selected endangered animal.
3. Explaining how scientific data is applied to the assessment of environmental risk in ensuring biodiversity.

Unit Four:
1. Describing the characteristics of pollutants, and evaluating management options for reducing the risk of a pollutant affecting the health of the environment and humans.
2. Using the principles of ecologically sustainable development and environmental management to evaluate a selected environmental science project.

AREAS OF STUDY:

Unit Three:
1. Energy and Global warming
2. Diversity in the biosphere

Unit Four:
1. Pollution and Health
2. Applied Environmental Science

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Fieldwork and reports
2. Oral presentations
3. Practical activities
4. Practical reports
5. Reports in multimedia and / or poster format

CAREER PROSPECTS:
The study of Environmental Science engages and prepares students for undertaking careers which contribute positively to the sustainability of the environment and careers which monitor and seek to manage the environment. It enables students to seek a career in environmental management as part of government bodies as well as private industry.

ENQUIRIES: Ms Laura Slater
OverView:
VCE Food & Technology focuses on the importance of food in our daily lives. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation. The food sector is dynamic, diverse and creative. Innovative food products are continually being introduced into the marketplace in response to changing social and consumer demands. VCE Food and Technology develops the students’ knowledge of the physical, chemical, sensory and functional properties of food and are able to apply this knowledge when using food in a practical situation. Students also consider the importance of environmental issues and sustainability practices in food production, as well as the important role of technology in food product development and the way food is produced, processed, packaged and marketed.

Outcomes:
Unit One: Food safety and properties of food
1. Explain and apply safe and hygienic work practices when storing, preparing & processing food.
2. Understand the classification of foods and explore the physical, sensory and chemical properties of key foods, and select, prepare and process foods safely and hygienically to optimize these properties using the design process.

Unit Two: Planning and preparation of food
1. Use a range of tools and equipment to demonstrate skills and implement processing the predation, processing, cooking and presentation of key foods to maximize their properties.
2. Individually and as a member of a team, use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts.

Areas Of Study:
Unit One: Food safety and properties of food
1. Keeping food safe
2. Food properties and preparation

Unit Two: Planning and preparation of food
1. Tools, equipment, preparation and processing
2. Planning and preparing meals

Assessment Tasks:
Students will complete a number of assessment tasks over the year. These will include:
1. Practical production work.
2. Written reports (e.g. media analysis, industry visits/reports, product evaluations, analysis and food testing activity reports)
3. Unit Tests
4. Semester Examinations

Prerequisites:
While there are no pre-requisites for VCE Food & Technology, successful completion of Food & Consumer Technology at Year 9/10 and/or any other food subject at this level would be beneficial.

Career Prospects:
The study may provide a foundation for pathways to food science and technology, consumer science, home economics, child care and education, community services and aged care, the hospitality and food manufacturing industries, and nutrition and health studies. For students that are focused on a career in the food industry this subject will partner with VET (VCE) Hospitality to provide a wide coverage of areas in the food industry, both from retail and manufacturing prospective.

Enquiries:  Mrs Jacqueline Huxtable
OVERVIEW:
VCE Food & Technology Unit 3 & 4 continues the focus on the importance of food in our daily lives. The regulation of the Food industry in regard to Food Safety is investigated. The students apply their knowledge of key foods and processes to design, produce and evaluate a range of food items in line with a Design Brief. Students also consider the importance of environmental issues and sustainability practices in food production, as well as the important role of technology in food product development and the way food is produced, processed, packaged and marketed.

OUTCOMES:
Unit Three: Food Preparation, processing and food controls
1. Explain the roles and responsibilities of and the relationship between national, state and local authorities in ensuring and maintaining food safety within Australia.
2. Analyse preparation, processing and preservation techniques for key foods, and prepare foods safely and hygienically using these techniques.
3. Develop a design brief, evaluate criteria, design a plan for the development of a food product.

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

AREAS OF STUDY:
Unit Three: Food Preparation, processing and food controls
1. Maintaining food safety in Australia
2. Food preparation and processing
3. Developing a design plan

Unit Four: Food product development and emerging trends
1. Implementing a design plan
2. Food product development

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Practical production work.
2. Written reports
3. Written Tests
4. School Assessed Task - Design Folio

PREREQUISITES:
While there are no pre-requisites for VCE Food & Technology Units 3&4, successful completion Units 1&2 in Yr 11 would be beneficial.

CAREER PROSPECTS:
The study may provide a foundation for pathways to food science and technology, consumer science, home economics, child care and education, community services and aged care, the hospitality and food manufacturing industries, and nutrition and health studies. For students that are focused on a career in the food industry this subject will partner with VET (VCE) Hospitality to provide a wide coverage of areas in the food industry, both from retail and manufacturing prospective.

ENQUIRIES: Mrs Jacqueline Huxtable
OVERVIEW:
French studies develop students’ ability to understand and use another international language. Learning a second language contributes to students’ overall education, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge, as well as gaining appreciation of their own language.

OUTCOMES:

Unit One:
1. Establish and maintain a spoken or written exchange related to personal areas of experience.
2. Listen to, read and obtain information and ideas from spoken and written texts
3. Produce a personal response to a text, focusing on real or imaginary experience, in spoken or written form.

Unit Two:
1. Participate in a spoken or written exchange related to making arrangements and completing transactions.
2. Listen to, read, extract and use information and ideas from spoken and written texts.
3. Give expression to real or imaginary experience in spoken or written form.

AREAS OF STUDY:

Unit One:
1. The individual – personal world, daily routine.
2. The individual - going out.
3. The changing world - historical perspectives.
4. Text types and kinds of writing – evaluative review, personal account, informative interview, formal dialogue.

Unit Two:
1. The French Speaking Communities - French overseas.
2. The French Speaking Communities - entertainment and life-style.
3. Text Types and Kinds of Writing - persuasive dialogue, imaginative short story.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Two written assignments: an imaginative short story and an evaluative review.
2. Two listening/reading assignments based on outcomes.
3. Two speaking assignments: a formal interview and an informal conversation.
4. Semester examinations.

CAREER PROSPECTS:
Being proficient in a second language expands career prospects immensely and opens up many opportunities that may have not otherwise been considered. There are programs where it is possible to live and work in France so that one can truly experience the culture and life of French people. Areas of work can include: tourism, interpreting, business and commerce, law, education and diplomacy. There are also significant advantages of doing a LOTE in the ATAR calculation.

ENQUIRIES: Ms Margaret Buchanan
OVERVIEW:
Students are required to undertake a detailed study in VCE. This enables students to explore and compare aspects of the language and culture of French-speaking communities through a range of oral and written texts. This will in turn assist students in developing knowledge and understanding of various aspects of contemporary society, including its literary and artistic heritage.

OUTCOMES:

Unit Three:
1. Express ideas through the production of original texts.
2. Analyse and use information from spoken texts.
3. Exchange information, opinions and experiences.

Unit Four:
1. Analyse and use information from written texts.
2. Respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities.

AREAS OF STUDY:

Unit Three:
1. The Individual - Relationships and school environment.
3. The French Speaking Communities - Various topics for the detailed study.
4. Text Types and Kinds of Writing - Personal letter, persuasive dialogue, informative and evaluative articles.

Unit Four:
1. Complete a 'detailed study' on a chosen topic.
2. Sit for practice VCE-style examinations
3. Text Types and Kinds of Writing - evaluative report and dialogue, informative summary.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Written assignments such as a personal letter and an evaluative report.
2. Listening/reading assignments on various topics such as New Technologies.
3. Speaking assignments: a persuasive dialogue and an evaluative formal exchange.

CAREER PROSPECTS:
The ability to communicate in French, in conjunction with other skills, may provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education.

ENQUIRIES: Ms Margaret Buchanan / Ms Magali Bourkel
OVERVIEW:
Unit 1: Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.
Unit 2: The study of tourism at local, regional and global scales emphasizes the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

OUTCOMES:
Unit One: Hazards & Disasters
1. Analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.
2. Explore the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning.
Unit Two: Tourism
1. Examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations and the factors affecting different types of tourism.
2. Explore the environmental, economic and socio-cultural impacts of different types of tourism.

AREAS OF STUDY:
Unit One:
1. Local Hazards (drought or bushfires)
2. International Hazards (Climate change, disease outbreak or volcanoes)
Unit Two:
1. Local Tourism
2. International Tourism

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
- Practical mapping exercises.
- Fieldwork reports.
- Data processing, analysis and presentation tasks.
- Unit tests and examination

CAREER PROSPECTS:

ENQUIRIES: Miss Claire Martin / Miss Lear Donnelly
OVERVIEW:
Unit 3: This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate three major processes that are changing land cover in many regions of the world. Students investigate the distribution and causes of these three processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided.
Unit 4: Students explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions.

OUTCOMES:
Unit Three: Changing the Land
Students investigate three major processes that are changing land cover in many regions of the world. Students investigate the distribution and causes of these three processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided.
Unit Four: Human Populations – Trends & Issues
In this unit students explore the patterns of population change, movement and distribution, and how governments, organizations and individuals have responded to those changes in different parts of the world. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions.

AREAS OF STUDY:
Unit Three:
1. Students select a local area and use appropriate fieldwork techniques and secondary sources to investigate the processes and impacts of land use change.
2. Investigate three major processes that are changing land cover: deforestation or desertification. Analyse these processes, explain their impacts on land cover and discuss responses to these land cover changes at three different locations in the world.
Unit Four:
1. An overview of world population distribution and growth before investigating the dynamics of population change over time and space.
2. Investigations into two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include: Fieldwork reports, unit tests, research tasks and data analysis and presentation.

CAREER PROSPECTS:

ENQUIRIES: Mr Andrew Mackenzie
OVERVIEW:
The study of Health and Human Development provides an opportunity for students to investigate Health and Human Development issues across the lifespan. Students will develop the knowledge, attitudes, values and skills to become actively involved in shaping the influences that determine their own health and development and the health of their local and global communities.

OUTCOMES:

Unit One:
1. Describe the dimensions of, and the relationships within and between, youth health and individual human development. Analyse the health status of Australia’s youth using appropriate measurements.
2. Describe and explain the factors that have an impact on the health and individual human development of Australia’s youth, outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies and programs that have an impact on youth health and development.

Unit Two:
1. Describe and explain factors that affect the health and individual human development during the pre-natal stage.
2. Describe and explain factors that affect the health and individual human development of Australia’s children.
3. Describe and explain factors that affect the health and individual human development of Australia’s adults.

AREAS OF STUDY:

Unit One:
1. Understanding health and development of Australia’s youth.
2. Issues relating to Australia’s youth.

Unit Two:
1. Health and development during the pre-natal stage.
2. Health and development during childhood.
3. Health and development during adulthood.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Unit tests.
2. Written reports.
3. Case studies and/or media analysis.

CAREER PROSPECTS:
Health and Human Development is a dynamic unit that is influenced by a range of complex interrelationships. The study prepares students who wish to pursue further formal study at tertiary level or in vocational education and training settings. Fields such as health promotion, nursing, rehabilitation or occupational therapy, as well as providing valuable knowledge and skills for their own health and wellbeing.

ENQUIRIES: Mr Andrew Perks
OVERVIEW:
Unit 3 examines the health status of Australians. Despite Australia’s good health status, there is still potential for improvement. The National Health Priority Areas Initiative provides a national approach that aims to improve health status for Australians. Also included is a study of the different levels of health experienced by different groups within Australia and how the health care system is funded. Unit 4 takes a global perspective on achieving sustainable improvements in health and human development. It includes the Millennium Development Goals of the Australian Government’s overseas aid program.

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

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

AREAS OF STUDY:
Unit Three:
1. Understanding Australia’s health.
2. Promoting health in Australia.

Unit Four:
1. Introducing global health and human development.
2. Promoting global health and human development.

ASSESSMENT TASKS:
Students will be required to complete three SAC tasks in both Units 3 and 4. These may include a case study analysis, a written report or an analysis of data and/or structured questions. Both Unit 3 and Unit 4 contribute 25% each to the study score. The final examination contributes 50%.

CAREER PROSPECTS:
Students who enjoy Health and Human Development choose careers in teaching, nursing, psychology, health, welfare, dietetics, nutrition and the Human Sciences.

ENQUIRIES: Mr Emma Burton
History

Unit 1 & 2

OVERVIEW:
In Unit 1, students explore the nature of political, social and cultural change in the period between the world wars. In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

OUTCOMES:

Unit One:
1. An ability to explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.
2. An ability to explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years. To achieve this outcome, the student will focus on one or more of the following contexts: Italy, Germany, Japan, USSR and/or USA.

Unit Two:
1. An ability to explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.
2. An ability to explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

AREAS OF STUDY:

Unit One:
Twentieth century history 1918 –1939:
• Ideology and conflict
• Social and cultural change

Unit Two:
Twentieth century history 1945-2000:
• Competing ideologies
• Challenge and change

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. A historical inquiry
2. An analysis of primary sources
3. An analysis of historical interpretations
4. An essay
5. Semester Examinations

CAREER PROSPECTS:
The study of History provides students with skills such as essay writing, research, analysis, higher order thinking, an ability to challenge a point of view, the construction of an argument and an understanding of how individuals and groups react to events. These are skills valued by employers.

ENQUIRIES: Miss Claire Martin
History – Australian

Unit 3 & 4

OVERVIEW:
In VCE Australian History, students explore four periods of time which span some of the transformative events and processes that developed and changed the nature of Australian society and created modern Australia. The first slice of time begins in the 1830s with the expansion of European control over much of southern Australia as squatters appropriated country inhabited by Aboriginal peoples. The remaining three time periods consider transformations undergone by the new Australian nation in the twentieth century.

OUTCOMES:

Unit Three:
1. An ability to analyse the nature of change in the Port Phillip District/Victoria in the period 1834–1860.
2. An ability to analyse the visions and actions that shaped the new nation from 1890 to 1920, and the changes and continuities to these visions that resulted from participation in World War One.

Unit Four:
1. An ability to analyse the social, economic and political consequences of a crisis on the nation.
2. An ability to analyse and evaluate two key social, economic and political changes in late twentieth century Australia.

AREAS OF STUDY:

Unit Three:
1. The reshaping of Port Phillip District/Victoria, 1834–1860.

Unit Four:
1. Crises that tested the nation 1929–1945.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. A historical inquiry
2. An analysis of primary sources
3. An analysis of historical interpretations

CAREER PROSPECTS:
The study of History provides students with skills such as essay writing, research, analysis, higher order thinking, an ability to challenge a point of view, the construction of an argument and an understanding of how individuals and groups react to events. These are the sorts of skills that are valued by employers.

ENQUIRIES: Miss Claire Martin
OVERVIEW:
Revolutions 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. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror. We study The Russian Revolution of October 1917 and The Chinese Revolution of 1949.

OUTCOMES:
Unit Three:
1. Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
2. Analyse the consequences of revolution and evaluate the extent of change brought to society.

Unit Four:
The same outcomes are applied to the study of a different revolution.

AREAS OF STUDY:
Unit 3:
1. Causes of revolution
2. Consequences of revolution

Unit 4:
The same areas of study are applied to the study of a different revolution.

ASSESSMENT TASKS:
Students will complete four assessment tasks over the year. These will include:
1. An historical inquiry
2. An analysis of primary sources
3. An evaluation of historical interpretations

CAREER PROSPECTS:
The study of history provides students with skills such as essay writing, research, analysis, higher order thinking skills, an ability to challenge a point of view, the construction of an argument and an understanding of how individuals and groups react to events. These are the sorts of skills that are valued by employers.

ENQUIRIES: Ms Celia Patterson / Miss Claire Martin
Hospitality (VCE/VET)

Unit 1 & 2
Certificate II VET Hospitality Food & Beverage.

OVERVIEW:
During the year, students work towards completing the key competencies in theory and practical. This subject has a stronger focus towards front of house service, although some cookery modules are covered. Students are enrolled as William Angliss TAFE students and complete 2 one week school holiday programs at the TAFE where cookery and front of house competencies are completed. All other work is completed on campus at BMG. Students must complete a minimum 40 hours work in industry however some can be completed at school events and functions.

Important Note:
Please be aware that there is a commitment to two full weeks at William Angliss. One week during the June/July holidays and the other during the September holidays.

OUTCOMES/COMPETENCIES:
Unit One:
Follow workplace hygiene procedures.
Provide service to customers
Working with colleagues and customers
Maintain the quality of perishables
Work effectively with others

Unit Two:
Show social & cultural sensitivity
Present food
RSA
Safety and security procedures and policies
Prepare simple dishes
Prepare Sandwiches

SCHOOL ASSESSED COURSEWORK:
Students will complete a variety of pieces of assessed Coursework over the year. These will include:
Practical assessment.
Theory based assessment (multiple assessments for each of the competencies).

CAREER PROSPECTS:
Students will have a TAFE qualification that gives them the opportunity to work or take up further study in multiple areas of hospitality. As the students complete both back and front of house training it gives them the opportunity to work in Tourism, Customer Service, Hospitality Management and multiple Hospitality Trades.

ENQUIRIES: Miss Belinda Lipscombe
Hospitality (VCE/VET)

Unit 3 & 4
Certificate II (Partial III) VET Hospitality Food & Beverage.

OVERVIEW:
During the year, students work towards completing the key competencies in theory and practical. Students are enrolled as William Angliss TAFE students and complete 2 one week school holiday programs at the TAFE where front of house competencies are completed. All other work is completed on campus at BMG. A study score is available with this subject.

Please be aware that there is a commitment to two full weeks at William Angliss one week during the June/July holidays and the other during the September holidays.

PRE-REQUISITE:
Unit 1 & 2 Hospitality (VCE/VET)

OUTCOMES/COMPETENCIES:
Unit Three:
1. Develop and update Food and beverage knowledge
2. Provide food and beverage service.

Unit Four:
3. Prepare and serve non-alcoholic beverages
4. Prepare and serve espresso coffee

SCHOOL ASSESSED COURSEWORK:
Students will complete two theory and two practical pieces of School Assessed Coursework over the year. These will include:
- Food and beverage knowledge research project
- Practical assessment for the Unit 4 outcomes

CAREER PROSPECTS:
Students will have a TAFE qualification that gives them the opportunity to work or take up further study in multiple areas of hospitality. As the students complete both back and front of house training it gives them the opportunity to work in Tourism, Customer Service, Hospitality Management and multiple Hospitality Trades.

ENQUIRIES: Miss Belinda Lipscombe
OVERVIEW:
In Unit One we focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. Unit Two focuses on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

OUTCOMES:
Unit One:
1. On completion of this unit the student should be able to acquire, secure and interpret data, and design and develop a solution that supports or refutes a hypothesis.
2. On completion of this unit the student should be able to design a network solution with wireless capability, explain its configuration and predict outcomes for intended users.
3. On completion of this unit the student should be able to contribute collaboratively to the development of a website that presents an analysis of a contemporary ICT issue and substantiates the team’s point of view.

Unit Two:
1. On completion of this unit the student should be able to design, and develop working modules using a programming or scripting language
2. On completion of this unit the student should be able to apply the problem-solving methodology and use appropriate software tools to create dynamic data visualisations that meet users’ needs.
3. On completion of this unit the student should be able to apply the problem-solving methodology to create a solution using flat file database management software and predict the impact of its implementation.

AREAS OF STUDY:
Unit One:
1. Data analysis
2. Networks
3. Collaboration and communication

Unit Two:
1. Programming
2. Data analysis and visualization
3. Data management.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Software development tasks including spreadsheets, database and web sites
2. Problem solving tasks involving computer programming
3. Semester examinations.

PREREQUISITES:
There are no pre-requisites for this course; however students should have an aptitude towards ICT and a willingness to learn new software.

CAREER PROSPECTS:
IT consultant, programmer, games producer, software consultant, self-employed.

ENQUIRIES: Mr Philip Pike
OVERVIEW:
Software Development Units 3 & 4 focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. The focus of Unit 3 is computational and design thinking and programming as strategies for creating solutions to meet specific needs or opportunities.

OUTCOMES:

Unit Three:
1. On completion of this unit the student should be able to interpret design specifications and apply a range of functions and techniques using a programming language to develop working modules.
2. On completion of this unit the student should be able to decompose a need or opportunity, in order to define the solution requirements, represent the preferred design specifications, and formulate a project plan using digital systems.

Unit Four:
1. On completion of this unit the student should be able to apply stages of the problem solving methodology to create a solution using a programming language that fulfils identified requirements and evaluate the effectiveness of the project plan in monitoring progress.
2. On completion of this unit the student should be able to discuss how the interactions between individuals and information systems result in both intended and unintended outcomes for individuals, organisations and society.

AREAS OF STUDY:

Unit Three:
1. Programming Practice
2. Software Architecture

Unit Four:
1. Software solutions
2. Interactions and impact

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Unit 3 Outcome one will be assessed as a programming task (SAC)
2. Unit 3 Outcome two and Unit 4 Outcome one will be part of one large project, which will be assessed in two parts (SAT)
3. Unit 4 Outcome two will be assessed as a written task (SAC).

PREREQUISITES:
There are no pre-requisites but students who have completed IT-Computing Units 1 & 2 will be in a much better position to do well. Students require a logical mind and an aptitude towards problem solving.

CAREER PROSPECTS:
This subject will give students a distinct advantage if they are aiming to enter the Information and Communication Technologies sector. IT is also useful in all careers, as technology is used in virtually all jobs including computer programming, game developing and system analysis.

ENQUIRIES: Mr Philip Pike
Japanese
Unit 1 & 2

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

Japanese is one of the most widely taught languages from the Asia-Pacific region in Australian schools. This recognizes the close economic and cultural ties between the two countries.

Units 1 & 2 Japanese are designed to let the students explore and develop students’ knowledge and understanding of the different aspects of Japanese culture and the Japanese-speaking community through a range of texts in Japanese.

OUTCOMES:

Unit One:
1. Establish and maintain a spoken exchange related to personal areas of experience.
2. Listen to, read and obtain information from spoken and written texts.
3. Produce a personal response to a text focusing on a real or imaginary experience.

Unit Two:
1. Participate in a written exchange related to making arrangements and completing transactions.
2. Listen to, read, extract and use information and ideas from spoken and written texts.
3. Give expression to real or imaginary experience in spoken form.

AREAS OF STUDY:
The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. They are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertake.

ASSESSMENT TASKS
Students will complete a number of daily tests, assessments tasks and Outcomes throughout the year. These include:
1. Written tasks and Outcomes
2. Listening and Reading tasks and Outcomes
3. Speaking tasks and Outcomes
4. Daily vocabulary, kanji and grammar tests
5. Semester examinations.

CAREER PROSPECTS
The ability to communicate in Japanese, in conjunction with other skills, may provide students with enhanced vocational opportunities in areas such as trade, interpreting, social services, ethnic affairs, the tourism and hospitality industries, banking, international relations, the arts, commerce, technology, science and education.

ENQUIRIES: Ms Keiko Kitamura
OVERVIEW:
The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.
Units 3 & 4 Japanese are designed to further extend students’ knowledge and skills in communicating and understanding in Japanese through exploration of a range of topics surrounding Japan and the Japanese-speaking communities. The student is required to undertake a detailed study, which will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community.

OUTCOMES:
Unit Three:
1. Express ideas through the production of original texts.
2. Analyse and use information from spoken texts.
3. Exchange information, opinions and experiences.
Unit Four:
1. Analyse and use information from written texts.
2. Respond critically to spoken and written texts that reflect aspects of the language and culture of Japanese-speaking communities.

AREAS OF STUDY:
The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. They are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertake.

ASSESSMENT TASKS:
School-assessed coursework and two end-of-year examinations. There are also daily tests.
Unit 3: school-assessed coursework:
1. A 500 ji personal or imaginative writing piece.
2. A response to specific questions, messages or instructions, extracting and using information.
3. A three- to four- minute role-play, focusing on the resolution of an issue.
Unit 4: school-assessed coursework:
1. A response to specific questions, messages or instructions, extracting and using information.
2. A 600 ji informative, persuasive or evaluative written response report, comparison or review.
3. A three- to four-minute interview on an issue related to texts studied.

CAREER PROSPECTS:
The ability to communicate in Japanese, in conjunction with other skills, may provide students with enhanced vocational opportunities in areas such as trade, interpreting, social services, ethnic affairs, the tourism and hospitality industries, banking, international relations, the arts, commerce, technology, science and education.

ENQUIRIES: Mrs Keiko Kitamura
OVERVIEW:
Legal Studies provides students with the opportunity to explore the concept of justice by studying both criminal and civil law - crimes, civil wrongs, defences, remedies, sanctions, enforcement and adjudication. Students will explore relevant and contemporary cases to allow them to come to informed conclusions about the justice system. Students will also look at the formal structure of the legal system and investigate and analyse the role of those who operate within the system.

OUTCOMES:

Unit One:
1. Explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on the individual and society.
2. Describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice.

Unit Two:
1. Explain one or more areas of civil law, and discuss the legal system’s capacity to respond to issues and disputes related to the selected area/s of law.
2. Explain and evaluate the processes for the resolution of civil disputes.
3. Explain one or more areas of civil law and discuss the legal system’s capacity to respond to issues and disputes related to the selected area/s of law.
4. Describe an Australian case illustrating rights issues and discuss the impact of the case on the legal system and the rights of individuals.

AREAS OF STUDY:

Unit One:
1. Law in society
2. Criminal law.
3. The criminal courtroom.

Unit Two:
1. Civil law.
2. The civil law in action.
3. The law in focus.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Structured assignment.
2. Essay.
3. Folio and report.
5. Test.
6. Report (written, visual, oral or multimedia).

CAREER PROSPECTS:
Legal Studies is a great subject choice for students considering a career in law, the criminal justice system, journalism, politics, for students who are interested in subjects that have real-life relevance.

ENQUIRIES: Mr Garry Mayberry
Legal Studies

Unit 3 & 4

OVERVIEW:
In this subject students will study the law-making bodies. Students will also look at democratic and human rights within Australia, establishing what rights exist and are protected and what further reform may be needed. Students will also spend time evaluating the effective operation of the Australian legal system and assessing how it achieves justice and keeps up to date with changes in our society. Students will examine relevant, current and or recent cases and apply legal principles to these illustrative cases.

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

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

AREAS OF STUDY:
Unit Three:
2. The constitution and the protection of rights.
3. Role of the courts in law making.

Unit Four:
1. Dispute resolution methods.
2. Court processes and procedures and engaging justice.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. A case study
2. Structured questions
3. A test
4. An essay
5. A report in written format
6. A report in multimedia format
7. A folio of exercises.

CAREER PROSPECTS:
Legal Studies is a great subject choice for students considering a career in law, the criminal justice system, journalism, politics, for students who are interested in subjects that have real-life relevance.

ENQUIRIES: Mrs Erin Thornton
OVERVIEW:
Literature is the study of texts, both print and film which explore the human experience. Students develop an understanding of classical, historical and contemporary literature and relate their reading and viewing to personal experience and context. Students study a range of genres.

Please Note: acceptance into a class to study Literature is subject to a selection process, which takes into account examination and overall grades for both semesters. As a guideline, students should be consistently achieving results of 75% plus throughout the year in English (Standard or Extension) to be confident of meeting the demands of this subject at the VCE level.

OUTCOMES:
Unit One:
1. Discuss how personal responses to literature are developed and justify an individual response to one or more texts.
2. Analyse and respond, both critically and creatively, to the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society.
3. Analyse the construction of a film, TV multimedia or radio text and comment on the ways it represents an interpretation of ideas and experiences.

Unit Two:
1. Analyse and respond both critically and creatively, to the ways in which a text from a past era reflects or comments on the ideas and concerns of individuals and groups of that time.
2. Produce a comparative piece of interpretative writing with a particular focus.

AREAS OF STUDY:
Unit One:
1. Readers and their responses.
2. Ideas and concerns in texts.
3. Interpreting non-print texts.

Unit Two:
1. The text, the reader and their contexts.
2. Comparing texts.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Reading journal.
2. Analytical essays.
4. Passage based analysis.
5. Comparative essays.

CAREER PROSPECTS:
The study of Literature supports a wide range of career possibilities, including academia, teaching, law, writing, acting, advertising, journalism and editing. Students who study Literature do so because they have a love of reading texts and viewing films, whilst discussing their opinions of them.

ENQUIRIES:
Mr Geoffrey Gainey
OVERVIEW:
The study of Literature is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and Literature that the reader brings to a text. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form. The study of Literature encourages independent and critical thinking in students’ analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

OUTCOMES:

Unit Three:
1. Analyse how meaning changes when the form of a text changes.
2. Analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.
3. Evaluate the views of a text and make comparisons with personal interpretation.

Unit Four:
1. Respond imaginatively to a text, and comment on the connections between the text and the response.
2. Critically analyse features of a text, relating them to an interpretation of the text as a whole.

AREAS OF STUDY:

Unit Three:
1. Adaptations and transformations.
2. Views, values and context.
3. Considering alternative viewpoints.

Unit Four:
1. Creative responses to texts.
2. Close analysis.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Reflective commentaries.
2. Analytical essays.
5. Comparative essays.

CAREER PROSPECTS:
The study of Literature supports a wide range of career possibilities, including academia, teaching, law, writing and advertising.

ENQUIRIES:
Mr Geoffrey Gainey
Further Mathematics

Unit 1 & 2

OVERVIEW:
Further Mathematics offers a Mathematics course for a diverse range of students with widely varying career paths. Further Mathematics Units 1 & 2 prepares students for Further Mathematics Units 3 & 4. Students will study bivariate and univariate data, number patterns and recursion, business-related mathematics, matrices and networks.

OUTCOMES:
Unit One:
1. Define and explain key concepts as specified in the content of the areas of study and apply a number of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts and analyse and discuss these applications of Mathematics.
3. Use technology to produce results and carry out analysis in situations requiring problem solving, modeling or investigative techniques or approaches.

Unit Two:
1. Define and explain key concepts as specified in the content of the areas of study and apply a number of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts and analyse and discuss these applications of Mathematics.
3. Use technology to produce results and carry out analysis in situations requiring problem solving, modeling or investigative techniques or approaches.

AREAS OF STUDY:
Unit One:
1. Univariate data
2. Bivariate data
3. Matrices

Unit Two:
1. Number Patterns and Recursion
2. Business related Mathematics
3. Networks

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Unit tests.
2. Analysis tasks.
3. Semester examinations.

CAREER PROSPECTS:
Many universities require VCE Mathematics as a pre-requisite for entry into courses including Commerce, Science and Information Technology.

ENQUIRIES: Dr Debra Penny
Further Mathematics

Unit 3 & 4

OVERVIEW:
Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4.
The Core comprises ‘Data Analysis’ and ‘Recursion and Financial Modelling’.
The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules. Students will study modules on Matrices and Networks and decision mathematics.

OUTCOMES:
Unit Three:
1. Apply mathematical algorithms, routines and techniques and use them to find solutions to standard problems.
2. Apply mathematical knowledge in unfamiliar and real-life situations, which require modeling, investigation and problem-solving.
3. Use technology to support the learning of Mathematics and its applications.
Unit Four:
1. Apply mathematical algorithms, routines and techniques and use them to find solutions to standard problems.
2. Apply mathematical knowledge in unfamiliar and real-life situations, which require modeling, investigation and problem-solving.
3. Use technology to support the learning of Mathematics and its applications.

AREAS OF STUDY:
Unit Three:
1. Data analysis.
2. Recursion and Financial Modelling
Unit Four:
1. Matrices
2. Networks

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. A one-week statistical application task.
2. Three Problem Solving or Modelling Tasks

CAREER PROSPECTS:
Many universities require VCE Mathematics as a pre-requisite for entry into courses including Commerce, Science, and Information Technology.

ENQUIRIES: Dr Debra Penny
Mathematical Methods

Unit 1 & 2

OVERVIEW:

Mathematical Methods is designed as a preparation for Mathematical Methods Units 3 & 4. It offers a challenging, yet glorious, Mathematics course where students are expected to apply techniques, routines and processes involving arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable for students who have a strong mathematical background and require Mathematics in their chosen career path.

OUTCOMES:

Unit One:
1. Define and explain key concepts as specified in the content of the areas of study and apply a number of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts and analyse and discuss these applications of Mathematics.
3. Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches.

Unit Two:
1. Define and explain key concepts as specified in the content of the areas of study and apply a number of related Mathematical routines and procedures.
2. Applying mathematical processes in non-routine contexts and analyse and discuss these applications of Mathematics.
3. Use technology to produce results and carry out analysis in situations requiring problem solving, modeling or investigative techniques or approaches.

AREAS OF STUDY:

Unit One:
1. Linear functions
2. Algebra – quadratics and cubics
3. Advanced Functions and Transformations
4. Rates of Change.

Unit Two:
1. Calculus.
2. Trigonometric functions and ratios
3. Logarithms
4. Combinatorics and Discrete Distributions
5. Integral Calculus.

ASSESSMENT TASKS:

Students will complete a number of assessment tasks over the year. These will include:
1. Unit tests
2. Semester examinations.

PREREQUISITES:

Students must have successfully completed Semesters One and Two of Year 10 Mathematical Methods.

CAREER PROSPECTS:

Many universities require VCE Mathematics as a pre-requisite for entry into courses including Commerce, Medicine, Science, Engineering and Information Technology.

ENQUIRIES: Dr Debra Penny
Mathematical Methods

Unit 3 & 4

OVERVIEW:
Mathematical Methods Units 3 and 4 consists of the following areas of study: ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability and statistics’, which must be covered in progression from Unit 3 to Unit 4. The selection of content from the areas of study is constructed so that there is a development in the complexity and sophistication and problems of the mathematical techniques used to solve them.

OUTCOMES:

Unit Three:
1. Apply mathematical algorithms, routines and techniques and use them to find solutions to standard problems.
2. Apply mathematical knowledge in unfamiliar and real-life situations, which require modeling, investigation and problem-solving.
3. Use technology to support the learning of Mathematics and its application.

Unit Four:
1. Apply mathematical algorithms, routines and techniques and use them to find solutions to standard problems.
2. Apply mathematical knowledge in unfamiliar and real-life situations, which require modeling, investigation and problem-solving.
3. Use technology to support the learning of Mathematics and its application.

AREAS OF STUDY:

Unit Three:
1. Functions and graphs
2. Transformations
3. Circular Functions
4. Logarithmic and Exponential Functions
5. Calculus.

Unit Four:
1. Applications of Differentiation
2. Integral Calculus
3. Discrete Probability Distributions
4. Continuous Probability Distributions
5. Statistical Inference.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. A one-week function and calculus-based application task
2. Two Modelling or problem solving tasks

CAREER PROSPECTS:
Many universities require VCE Mathematics as a pre-requisite for entry into courses including Commerce, Medicine, Science, Engineering and Information Technology.

ENQUIRIES: Dr Debra Penny
Specialist Mathematics

Unit 1 & 2

OVERVIEW:
Specialist Mathematics offers a beautiful and challenging Mathematics course for academically stronger students. Specialist Mathematics Units 1 & 2 prepares students for Specialist Mathematics Units 3 & 4.

OUTCOMES:

Unit One:
1. Define and explain key concepts as specified in the content of the areas of study, and apply a number of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts and analyse and discuss these applications of Mathematics.
3. Use technology to produce results and carry out analysis in situations requiring problem-solving, modeling or investigative techniques or approaches.

Unit Two:
1. Define and explain key concepts as specified in the content of the areas of study, and apply a number of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts and analyse and discuss these applications of Mathematics.
3. Use technology to produce results and carry out analysis in situations requiring problem-solving, modeling or investigative techniques or approaches.

AREAS OF STUDY:

Unit One:
1. Algebra and advanced algebra techniques
2. Geometry
3. Applications of trigonometry
4. Variation
5. Coordinate Geometry.

Unit Two:
1. Normal Distributions
2. Calculus
3. Vectors
4. Complex numbers
5. Kinematics
6. Dynamics.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Unit tests
2. Analysis tasks
3. Semester examinations.

PREREQUISITES:
Students must have successfully completed Semesters One and Two of Year 10 Mathematical Methods.

CAREER PROSPECTS:
Many universities require VCE Mathematics as a pre-requisite for entry into courses including Commerce, Medicine, Science, Engineering and Information Technology. In particular, any student wishing to study Engineering or Actuarial Studies is well advised to complete Specialist Mathematics.

ENQUIRIES: Dr Debra Penny
Specialist Mathematics

Unit 3 & 4

OVERVIEW:
Specialist Mathematics consists of the following areas of study: ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors’ and ‘Mechanics’ and ‘Probability and Statistics’. Students are expected to be able to apply techniques, routines and processes, involving rational, real and complex arithmetic, algebraic manipulation, diagrams and geometric constructions, solving equations, graph sketching, differentiation and integration.

OUTCOMES
1. Define and explain key concepts, as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures. Use technology, as applicable in the solution of problems, as well as apply procedures by hand.
2. Apply mathematical processes with an emphasis on general cases in non-routine contexts and analyse and discuss these applications of Mathematics.
3. Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modeling or investigative techniques or approaches.

AREAS OF STUDY:
Unit Three:
1. Circular Functions
2. Complex numbers
3. Vectors
4. Circular functions
5. Functions, relations and graphs
6. Calculus.

Unit Four:
1. Applications of integration
2. Differential equations
3. Kinematics
4. Vector calculus
5. Dynamics

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. A one-week application task
2. Two Modelling or problem solving tasks.

CAREER PROSPECTS:
Many universities require VCE Mathematics as a pre-requisite for entry into courses including Commerce, Medicine, Science, Engineering and Information Technology. In particular, any student wishing to study Engineering or Actuarial Studies is well advised to complete Specialist Mathematics.

ENQUIRIES: Dr Debra Penny
OVERVIEW:
VCE Media provides students with the opportunity to develop critical and creative knowledge and skills. Media texts, technologies and processes are considered from various perspectives including their structure and features, their industry production and distribution context, audience reception and the impact of media in society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

OUTCOMES:

Unit One:
1. Describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.
2. Produce and compare media representations in two or more media forms and compare the representations produced by the application of different media technologies.
3. Discuss the creative and cultural implications of new media technologies for the production and consumption of media products.

Unit Two:
1. Explain the media production process and demonstrate specialist production skills within collaborative media productions.
2. Discuss media industry issues and/or developments relating to the production stages of a media production and specialist roles within the media industry.
3. Describe characteristics of Australian media organisations and discuss the social and industrial framework within which such organisations operate.

AREAS OF STUDY:

Unit One:
1. Representation.
2. Technologies of representation.
3. New media.

Unit Two:
1. Media production.
2. Media industry production.
3. Australian media organisations.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Radio/ audio sequences.
3. Print layouts/ photographs.
4. Tests.
5. Posters.
6. Written responses.

CAREER PROSPECTS:
Media is useful for students interested in entering any occupation within the media field. Journalist, photographer, writer, social analyst or public relations, are just some of the career pathways for students of Media.

ENQUIRIES: Mrs Jane Todd
Media Studies

Unit 3 & 4

OVERVIEW:
Media influences the way people spend their time; helps to shape the way individuals perceive themselves and others; and play a crucial role in the creation of personal, social, cultural and national identity. The media entertains, educates, informs and provides channels of communication. This takes place within the broader context of industrial organisation, political and market structures, professional practices, creative processes, traditional and contemporary technologies, statutory regulation and the need to attract and maintain audiences.

OUTCOMES:

Unit Three:
1. Analyse the nature and function of production and story elements in fictional media texts, and discuss how combinations of these elements structure the narrative to engage an audience.
2. Use a range of technical equipment; applications and media processes to present ideas, achieve effects and explore aesthetic qualities in production design plan specification areas appropriate to a media form.
3. Prepare a media production design plan incorporating the specifications appropriate for the chosen media product.

Unit Four:
1. Produce a media product for an identified audience from the media production design plan prepared by the student in Unit 3.
2. Discuss the ways in which social values shape the content of media texts and analyse how social values are reflected in a text.
3. Discuss theories of media influence and analyse debates about the nature and extent of media influence.

AREAS OF STUDY:

Unit Three:
1. Narrative.
2. Media production skills.
3. Media production design.

Unit Four:
1. Media process.
2. Social values.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Short answer questions and extended response questions.
2. A production design plan.
3. Production exercises.
4. A production.

CAREER PROSPECTS:
Media is relevant to students who have a wide range of expectations, including those who wish to pursue further formal study at tertiary level or in vocational settings, as well as providing valuable knowledge and skills for participation in contemporary society. Media could lead to careers in such areas as journalism, marketing, public relations, advertising, and TV and film.

ENQUIRIES: Ms Magali Bourkel
Music – Certificate III (VCE/VET)
Units 1 & 2
Certificate III in Music (Performance focus)

OVERVIEW:
Certificate III in Music Units 1 & 2 provides students with the foundation knowledge and skills required for entry into the music industry. Students refine effective practice and rehearsal techniques whilst preparing for ensemble performances. They develop fundamental skill in interpreting and applying traditional music notation, drawing deeper understandings of selected repertoire through research, analysis and critical listening. Students prepare and present a series of classroom and public performances, seek feedback and develop strategies to strengthen skills. Students also develop compositional skills and explore the Australian music industry, copyright considerations and OH&S practices. Successful completion of the course certifies competency in nine nationally recognised units and also provides VCE Units 1 & 2 credits for students who wish to complete the two-year sequence to attain a Certificate III in Music at the conclusion of Year 12. A VCE study score is available after sitting the VCE examination at the completion of Units 3 & 4.

OUTCOMES/COMPETENCIES:

Unit One:
1. Prepare for performances
2. Develop ensemble skills of playing or singing music
3. Play music from simple written notation
4. Develop ensemble skills for singing or playing music
5. Follow OHS processes
6. Implement copyright arrangements

Unit Two:
1. Compose simple songs or musical pieces
2. Notate music
3. Prepare for performances
4. Develop ensemble skills of playing or singing music
5. Play music from simple written notation
6. Work effectively in the music industry

SCHOOL ASSESSED COURSEWORK:
Students will complete a variety of assessed Coursework throughout the year. These will include:
Practical assessments; (multiple per competencies).
Theory-based assessments (multiple per competencies).

CAREER PROSPECTS:
Successful completion of all set units across Units 1-4 will allow students to receive a nationally recognised TAFE qualification in Music. Completion of the Certificate III in Music will assist students in pursuing a career in the music industry through vocational or higher education pathways in areas such as performance, critical listening, music management and music promotions. With additional training and experience, potential employment opportunities may include professional musician, songwriter, composer, arranger, copier, promoter, band manager, teacher or instrumentalist.

ENQUIRIES: Mr. Dean Thomas / Mr. Steven Bell
OVERVIEW:
Certificate III in Music Units 3 & 4 consolidates the foundation knowledge and skills required for entry into the music industry. Students refine effective practice and rehearsal techniques whilst preparing for performances as a soloist or as part of a group, nominating a stylistic focus and appropriate market for their end-of-year external assessment. They apply knowledge of genre when interpreting and making music, drawing deeper understandings of selected repertoire through research, analysis and critical listening. Students prepare and present a series of in-class performances, improvisations and programmes of technical work, and seek feedback to develop strategies to strengthen both performance and stagecraft skills.
Successful completion of the course certifies competency in five nationally recognised units, fulfilling the required thirteen units of competency across the two-year sequence to attain a Certificate III in Music at the conclusion of Year 12. Suitable students may complete just this 2nd year component and obtain a VCE study score and Units 3 & 4 credits. A VCE study score is available after sitting a VCE examination at the completion of Units 3 & 4.

OUTCOMES/COMPETENCIES:
Core units:
1. Apply knowledge of genre to music making
2. Develop improvisation skills
3. Develop technical skills in performance
4. Develop and maintain stagecraft skills
One unit from the following:
1. Perform music as part of a group
2. Perform music as a soloist

SCHOOL ASSESSED COURSEWORK:
Students will complete a variety of assessed Coursework throughout the year. These may include:
- Work Performances
- Work Projects
- Products
- Portfolios

CAREER PROSPECTS:
Successful completion of all set units across Units 1-4 will allow students to receive a nationally recognised TAFE qualification in Music. Each unit of competency features industry-endorsed employability skills, including: communication, teamwork, problem solving, initiative and enterprise, planning and organisation, self-management, learning, and, technology. Completion of the Certificate III in Music will assist students in pursuing a career in the music industry through vocational or higher education pathways in areas such as performance, critical listening, music management and music promotions. With additional training and experience, potential employment opportunities may include professional musician, songwriter, composer, arranger, copier, promoter, band manager, teacher or instrumentalist.

ENQUIRIES: Mr. Dean Thomas / Mr. Steven Bell
Music Investigation
Unit 3 & 4

OVERVIEW:
Music Investigation Units 3 and 4 involves both performance research in a Focus Area selected by the student and performance of works that are representative of that Focus Area. Students’ research of music characteristics and performance practices representative of the Focus Area underpins the Investigation, Composition/arrangement/improvisation and Performance areas of study. Aural and theoretical musicianship skills are developed across all areas of study.

Note:
- Students must have studied (or be studying) Music Performance Units 1 & 2 to be eligible for the course.
- Regular weekly lessons are a requirement of the course. It is expected that students be enrolled for individual lessons when taking VCE music performance subjects.
- Participation in Senior Choir is expected for improving aural skills.

OUTCOMES:
Unit Three:
1. Demonstrate understanding of performance practices, context/s and influences on music works.
2. Compose, improvise and/or arrange and discuss music characteristics and performance practices.
3. Present a performance of music works that communicates understanding of the Focus Area.

Unit Four:
1. Evaluate and present an interpretive approach to a program of music works.
2. Compose/improvise/arrange and perform a music work and discuss the use of music characteristics, instrumental techniques, performance techniques and conventions in the work.
3. Demonstrate artistic intent and understanding of the Focus Area in a cohesive and engaging performance of music works.

AREAS OF STUDY:
Unit Three:
1. Investigation – research into background contextual issues relevant to performance practice, critical listening to recordings of performances and examination of texts including musical scores.
2. Composition/Arrangement/Improvisation – involves applying these research findings to create a folio of exercises, sketches or recorded improvisations that demonstrate understanding of the characteristics of the Focus Area.
3. Performance – students plan, rehearse and perform a program of works that are representative of the Focus Area.

Unit Four:
In this unit, students continue the exploration within the Focus Area they began in Unit 3. In Unit 4 the Investigation involves the preparation of program notes to accompany their end-of-year performance program. The Composition/Improvisation/Arrangement involves creating and performing a composition, improvisation or arrangement that draws on musical characteristics of the Focus Area. This Composition / Improvisation / Arrangement builds on and extends exercises completed in Unit 3. Students rehearse and perform works for inclusion in a performance program of works that relates to the Focus Area.

CAREER PROSPECTS:
Professional musician, teaching, music therapy, band management and entertainment.

ENQUIRIES: Mr Dean Thomas
Outdoor & Environmental Studies
Unit 1 & 2

* Available to Year 10 Students Only
Outdoor & Environmental Studies

Unit 3 & 4

OVERVIEW:
This unit is only offered in accelerated mode in Year 10 (Units 1&2) and Year 11 (Units 3&4).

Outdoor and Environmental Studies is a study of the ways in which humans interact with and relate to natural environments. In this study, both passive and active outdoor activities provide the means for students to develop experiential knowledge of natural environments. These activities include snorkeling, surfing, skiing, mountain biking, canoeing, bushwalking, conservation and restoration activities, marine exploration, and participation in community projects.

OUTCOMES:
Unit Three:
1. Explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.
2. Analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments, with reference to specific outdoor experiences.

Unit Four:
1. Evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.
2. Analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

AREAS OF STUDY:
Unit Three:
1. Historical relationships with outdoor environments
2. Contemporary relationships with outdoor environments

Unit Four:
1. Healthy outdoor environments
2. Sustainable outdoor environments

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These may include:
1. Case Studies
2. Multimedia presentations
3. Written analysis and evaluations
4. Data Analysis
5. Tests

CAREER PROSPECTS:
Employment in the outdoor education field and recreation industry, such as: school-based programs, specialist outdoor or environmental education centers, outdoor education and recreation businesses, as freelance outdoor instructors and in recreation, environmental and youth agencies or just for fun!

ENQUIRIES: Mr Leigh Park
Physical Education
Unit 1 & 2

OVERVIEW:
Physical Education examines the biological, physiological, social and cultural influences on performance and participation in physical activity. A theoretical and practical approach towards physical activity is taken in this study. It provides the means by which theory and practice are integrated.

OUTCOMES:
Unit One:
1. Explaining the function of the musculoskeletal, cardio respiratory and energy systems during physical activity, including how the energy systems work together to enable activity to occur.
2. Explaining the application of biomechanical and skill learning principals in analysing how motor skills are learnt and improved.

Unit Two:
1. Identifying and evaluating a range of coaching practices that lead to enhanced sports performance.
2. Explaining the impact of participating in physical activity on the health of selected population(s) and analyse factors affecting participation in physical activity.

AREAS OF STUDY:
Unit One:
1. Body Systems and Human Movement
2. Biomechanical Movement Principles
3. Technological advancements from a biomechanical perspective
4. Injury prevention and rehabilitation

Unit Two:
1. Effective Coaching Practices
2. Physically Active Lifestyles
3. Decision Making in Sport
4. Promoting Active Living

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These may include:
1. Laboratory reports
2. Written reports
3. Tests
4. Case Study
5. Semester examinations

CAREER PROSPECTS:
This study is relevant to students with a wide range of expectations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as human movement, nursing or physiotherapy.

ENQUIRIES: Mr Andrew Perks
Physical Education

Unit 3 & 4

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

OUTCOMES:

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

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

AREAS OF STUDY:

Unit Three:
1. Monitoring and promotion of physical activity
2. Physical responses to physical activity

Unit Four:
1. Planning, implementing and evaluating a training program
2. Performance enhancement and recovery practices

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These may include:
1. a practical laboratory report
2. a case study analysis
3. a data analysis
4. a written report
5. tests

CAREER PROSPECTS:
Physical Education is relevant to students with a wide range of expectations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as human movement, nursing or physiotherapy, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits.

ENQUIRIES: Mr Andrew Perks
Physics

Unit 1 & 2

OVERVIEW
Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe. Knowledge in physics is gained through complex processes; for example, theories developed from studying the ways that matter interacts with matter, and the ways that light and matter interact.

OUTCOMES:

Unit One:
1. Explain and model relevant physics ideas to describe the sources and uses of nuclear reactions and radioactivity and their effects on living things, the environment and in industry.
2. Investigate and apply a basic DC circuit model to simple battery operated devices, car and household (AC) electrical systems, and describe the safe and effective use of electricity.
3. Describe and explain applications of radioisotopes, optical fibers, waves and lasers to medical diagnosis and treatment, and describe the production and/or simple interpretation of images of the human body produced by the processes of CT, ultrasound or X-rays.

Unit Two:
1. Investigate, analyse and mathematically model motion of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories.
2. Describe and explain the wave model of light, compare it with the particle model of light and apply it to observed light phenomena in practical investigations.
3. Design, perform and report on an experimental investigation related to an aspect of flight, explain results and conclusions by including reference to Newton’s laws of motion and Bernoulli’s principle.

AREAS OF STUDY:

Unit One:
1. Nuclear physics and radioactivity
2. Electricity
3. Detailed Study – Medical physics

Unit Two:
1. Motion
2. Wave – like properties of light
3. Detailed Study – Flight

ASSESSMENT TASKS:
1. A summary report of selected practical investigations.
2. A response to a media article.
3. Unit tests and Semester examinations.
4. Extended practical investigations.

CAREER PROSPECTS:
The knowledge gained can be used, for example, in industrial, medical, engineering and technical applications. VCE Physics is a prerequisite or a recommended study for courses involving engineering, aerospace and radiology (Check VICTER Guide).

ENQUIRIES: Mrs Diane Krosby
OVERVIEW:
Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe. Knowledge in physics is gained through complex processes; for example, theories developed from studying the ways that matter interacts with matter, and the ways that light and matter interact.

OUTCOMES:
Unit Three:
1. Investigate motion and related energy transformations experimentally, and use the Newtonian model in one and two dimensions to analyse motion in the context of transport and related aspects of safety, and motion in space.
2. Investigate, describe, compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems
3. Use Einstein’s theory of relativity to describe and explain relativistic motion and effects, and make comparisons with classical descriptions of motion.

Unit Four:
1. Investigate and explain the operation of electric motors, generators and alternators, and the generation, transmission, distribution and use of electric power.
2. Use wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms.
3. Describe the basic design and operation of The Australian Synchrotron and the production, characteristics and interactions with targets of synchrotron radiation.

AREAS OF STUDY:
Unit Three:
1. Motion in one and two dimensions
2. Electronics and Photonics
3. Einstein’s Relativity

Unit Four:
1. Electric Power
2. Interactions of light and matter
3. The synchrotron.

ASSESSMENT TASKS:
Students will complete six or more pieces of School assessed Coursework over the year, including:
A student-designed extended practical investigation; a multimedia presentation; an annotated folio of practical activities; a summary report of selected practical activities; a data analysis report (written, oral or visual); a test; or a media article response.

CAREER PROSPECTS:
The knowledge gained through physics will enhance students’ ability to be innovative and contribute to the intelligent and careful use of resources. This knowledge can be used, for example, in industrial, medical, engineering and technical applications. VCE Physics is a prerequisite or a recommended study for courses involving engineering, aerospace and radiology (Check VICTER Guide).

ENQUIRIES: Mrs Diane Krosby
OVERVIEW:

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

OUTCOMES:

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

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

AREAS OF STUDY:

**Unit One:**
1. How does the brain function?
2. What influences psychological development?
3. Student-directed research investigation

**Unit Two:**
1. What influences a person’s perception of the world?
2. How are people influenced to behave in particular ways?
3. Student-directed practical investigation

ASSESSMENT TASKS:

Students will complete a number of assessment tasks over the year. These will include:

1. Tests
2. Report of a practical activity
3. Research investigation
4. Logbook of practical activities
5. Semester examinations

CAREER PROSPECTS:

The study of Psychology leads to opportunities in a range of careers that involve working with children, adults, families and communities in a variety of settings. These include academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organizational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology.

ENQUIRIES: Mr Leigh Park
OVERVIEW:
Psychology is the study of the nature and development of mind and behaviour in both humans and animals, including the biological structures and processes that underpin and sustain both. Students can develop an understanding of themselves and their relationship with others and their society through the study of Psychology.

OUTCOMES:
Unit Three:
1. Explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of selected studies and brain research methods to the investigation of brain function.
2. Compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory.

Unit Four:
1. Explain the neural basis of learning, and compare and contrast different theories of learning and their applications.
2. Differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress, simple phobia and a selected mental disorder.

AREAS OF STUDY:
Unit Three:
1. Mind, brain and body
2. Memory
Unit Four:
1. Learning
2. Mental health

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Tests
2. Empirical research activities
3. Multi-media presentations
4. Annotated folio of practical activities
5. Visual presentations

CAREER PROSPECTS:
The study of Psychology leads to opportunities in a range of careers that involve working with children, adults, families and communities in a variety of settings. These include academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organizational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology.

ENQUIRIES: Mr Leigh Park
Certificate III (Partial) in Sport and Recreation

The Unit 1 & 2 course is not offered, as the content and skills of the course are covered in the three Year 10 PE subjects: Exercise Physiology (pre-requisite) and at least one (preferably both) of Injury Prevention & Control and Advanced Fitness.

This Subject is available to all VCE students, but it is specifically designed for Year 11 students who have studied the three subjects mentioned above, as an accelerated subject.

Unit 3 & 4 offers scored VCE assessment and includes Core units such as conduct basic warm-up and cool-down programs, plan and conduct sport and recreation sessions and undertake a risk analysis of activities.

**VCE credit:** students will be eligible for two units towards VCE and a Unit 3 & 4 sequence. A study score is available on sitting a final examination, which contributes directly to the ATAR.

**VCAL credit:** students will be eligible for up to three credits towards VCAL.

**VET credit:** students will only partially complete Certificate III outcomes.

**AREAS OF STUDY:**

*Compulsory Units:*
1. Plan and conduct sport and recreation sessions.
2. Facilitate groups
3. Manage conflict
4. Conduct basic warm-up and cool down programs
5. Provide public education on the use of resources
6. Undertake risk analysis of activities

*Elective Units*
1. Provide fitness orientation and health screening
2. Instruct and monitor fitness programs

**ASSESSMENT TASKS:**

Students will complete a number of assessment tasks over the year. These will include:
1. Observations
2. Tests and examinations.

**CAREER PROSPECTS:**

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

**ENQUIRIES:** Ms Emma Burton
Overview:

Studio Art Units 1 and 2 focuses on developing an ability to find artistic inspiration for practical tasks from a variety of sources. Students follow set tasks, which develop skills in using a design process whilst exploring a wide range of traditional and contemporary materials and techniques. There is a theoretical component to the subject whereby students gain an understanding of the art industry, artists’ ideas and the creation of aesthetic qualities and identifiable styles.

Outcomes:

Unit One:
1. Source ideas and inspiration and use a variety of methods to translate these into visual form.
2. Explore and use a variety of materials and techniques to record and develop ideas and sources of inspiration for the production of artworks.
3. Discuss how artists from different times and locations have interpreted sources of inspiration and used materials and techniques in the production of artworks.

Unit Two:
1. Develop a design process, including visual research and inquiry, in order to produce a variety of design explorations and a number of artworks.
2. Analyse and discuss the ways in which artists from different times and locations have created aesthetic qualities in artworks, communicated ideas and developed styles.

Areas of Study:

Unit One:
1. Developing art ideas.
2. Exploring materials & techniques.
3. Interpretation of art ideas and use of materials and techniques.

Unit Two:
1. Design exploration.
2. Ideas and styles in artworks.

Assessment Tasks:

Students will complete a number of assessment tasks over the year. These will include:
1. School-assessed Unit 1 folio.
2. School-assessed Unit 2 folio.
3. Unit 1 and 2 research tasks.
4. Unit 1 and 2 examinations.

Career Prospects:

Studio Arts leads into a number of creative careers - artist, photography; designing - interior, landscape; advertising; film making; digital imaging; special effects as well as into careers in the media or the education sector.

Enquiries: Mrs Jane Todd
OVERVIEW:
In Studio Arts students study the art industry, the use of traditional and contemporary materials and various techniques. There is both a practical and a theoretical component to the subject. In the practical component, the student elects which themes and techniques are to be explored for the whole year.

OUTCOMES:
Unit Three:
1. Prepare a work brief that outlines the design process and plan how this will be undertaken.
2. Present a design process that produces a range of potential solutions to the aims and ideas documented in the work brief.
3. Discuss Art practices in relation to particular artform/s and analyse ways in which artists develop distinctive styles in their artwork.

Unit Four:
1. Present a focus statement that documents how potential solutions will be used to produce a cohesive folio of finished artworks, how materials and techniques are applied, and how aims, ideas and aesthetic qualities are resolved in finished artworks.
2. Present a cohesive folio of finished artworks based on potential solutions, which skillfully apply materials and techniques, resolve the aims, ideas and aesthetic qualities, and communicate the student’s ideas. Use technology to investigate Art industry practices and issues.
3. Analyse and discuss roles and methods involved in the presentation of artworks and analyse and discuss current Art industry issues.

AREAS OF STUDY:
Unit Three:
1. Work brief.
2. Design process.
3. Studio production and professional practices.

Unit Four:
1. Focus statement.
2. Folio.
3. Art industry contexts.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. School-assessed Unit 3 folio.
2. School-assessed Unit 4 folio.
3. End of year examination.
4. Unit research essays.

CAREER PROSPECTS:
Studio Arts leads into a number of creative careers - artist, photography; designing - interior, landscape; advertising; film making; digital imaging; special effects as well as into careers in the media or the education sector.

ENQUIRIES: Mrs Jane Todd
* Available to Year 10 Students Only

See the Year 10 Handbook 2016 for details
OVERVIEW:
In Systems Engineering, students investigate the design, construction, assembly, operation, maintenance, repair and evaluation of technological systems that are applicable to a diverse range of fields such as engineering, manufacturing, mechatronics, automation, and energy management. The study includes both theoretical and practical components and design folio development. It promotes innovative thinking and problem solving skills through a project based learning approach. Students need a breadth of knowledge spanning electronics, mechanics, physics, IT and mathematics. They must be willing to work with soldering irons, circuit boards and fabricators such as a 3D printer, CNC router laser cutter and other rapid prototyping technologies.

OUTCOMES:
Unit Three:
1. 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.
2. Discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

Unit Four:
1. 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.
2. Describe and evaluate a range of new or emerging technologies, and analyse the likely impacts of a selected innovation.

AREAS OF STUDY:
Unit Three:
1. Controlled and integrated systems engineering design
2. Clean energy technologies

Unit Four:
1. Producing, testing and evaluating integrated technological systems
2. New and emerging technologies

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. School-assessed task 50%
2. School-assessed course work 20%
3. External examination 30%

CAREER PROSPECTS:
Systems engineering can provide a base for students seeking entry into tertiary technology courses, such as engineering and applied sciences.

ENQUIRIES: Mr Rohan Bryan
OVERVIEW:
In Product Design and Technology students assume the role of a designer-maker and develop knowledge and skills to produce effective and creative responses to design problems. Students acquire and apply knowledge of a range of product design factors to develop solutions to meet specific requirements. They draw upon knowledge and methods associated with determining human needs and wants, product purpose and function, visual and aesthetic factors, properties and characteristics of materials, production processes and technologies, sustainability, and innovation through design and technology.

Product Design and Technology focuses on developing an understanding of the social, economic and environmental consequences of design choices and decision-making. Students develop skills to critically analyse the purpose, processes and products associated with design and technological innovation and activity. They develop the ability to understand, communicate and develop creative solutions.

OUTCOMES:
Unit One:
1. Product re-design for improvement.
2. Producing and evaluating a re-designed product.

Unit Two:
1. Designing within a team.
2. Producing and evaluating a collaboratively designed product.

AREAS OF STUDY:
Unit One:
1. On completion of this unit the student should be able to describe the methods used by a designer to design a product, and apply similar processes to document the re-designing of an existing product. Students identify design factors which reflect specific improvements in the product, one of which must be sustainability.
2. The student should be able to use and evaluate materials, tools, equipment and processes to make the product re-designed in outcome 1, and compare the finished product with the original design.

Unit Two:
1. On completion of this unit the student should be able to individually and as a team member, identify a need and collaboratively develop design options and production planning in response to a design brief for a range based on a common theme.
2. The student should be able to justify, manage and use appropriate production processes to make a product and evaluate, individually and as a team member the processes and materials used, and the suitability of the product.

ASSESSMENT TASKS:
Assessment Tasks - will include production work and records of production and modifications, design folios, short written reports, evaluation reports and examinations.

CAREER PROSPECTS:
The study of Product Design and Technology can provide a pathway to a range of related fields such as industrial, product and interior design, engineering, styling, fashion, furniture, jewellery, textile and ceramic design. An understanding of design and its application can provide opportunities for students interested in undertaking further study in related fields in vocational education and training.

ENQUIRIES: Mrs Jane Todd
OVERVIEW:
In Product Design and Technology students assume the role of a designer-maker and develop knowledge and skills to produce effective and creative responses to design problems. Students acquire and apply knowledge of a range of design factors to develop solutions to meet specific requirements. They draw upon knowledge and methods associated with determining human needs and wants, product purpose and function, visual and aesthetic factors, properties and characteristics of materials, production processes and technologies, sustainability, and innovation through design and technology.
Product Design and Technology focuses on developing an understanding of the social, economic and environmental consequences of design choices and decision-making. Students develop skills to critically analyse the purpose, processes and products associated with design and technological innovation. They develop the ability to understand, communicate and develop creative solutions.

OUTCOMES:
Unit Three:
1. The designer, client and/or end-user in product development.
2. Product development in industry.
3. Designing for others.
Unit Four:
1. Product analysis and comparison.
2. Product evaluation.

AREAS OF STUDY:
Unit Three:
1. Explain and demonstrate the role of a designer by writing a design brief, developing evaluation criteria, and identifying and explaining areas for research and methods that would be used to develop design ideas.
2. Explain the factors that influence the design, development and manufacture of products within industrial/commercial settings. Present a folio that documents the procedure and decision-making processes used while working as a designer to meet the needs of a client or end-user, and commence production of the designed product.
Unit Four:
1. Analyse similar product types through a comparison of the product design factors, such as innovation and creativity, function, aesthetic and visual appeal, and any economic, social and environmental benefits and costs.
2. Competently and safely apply a range of production skills and processes to implement the production plan, make the product designed in unit 3, outcome 3, and manage time and resources efficiently. Evaluate the outcomes of the design and production activities.

ASSESSMENT TASKS:
Assessment Tasks - 50%- School assessed task, 20%-School assessed course work, 30%- External examination.

CAREER PROSPECTS:
The study of Product Design and Technology can provide a pathway to a range of related fields such as industrial, product and interior design, engineering, styling, fashion, furniture, jewellery, textile and ceramic design. An understanding of design and its application can provide opportunities for students interested in undertaking further study in related fields in vocational education and training.

ENQUIRIES: Mrs Phillippa Loton
OVERVIEW:
Students develop and refine practical skills in the application, generation and refinement of drawing methods, design elements and principles and ICT. The unit introduces students to the diversity of visual communication, the role of the design process in visual communication production and how information and ideas are communicated.

OUTCOMES:
Unit One: Introduction to visual communication design
1. Apply knowledge and skills to use freehand drawing in the development of rendered three-dimensional images and instrumental drawings to develop images that represent and communicate form. Develop skills in freehand drawing from direct observation, including one point and two point perspective and rendering using a range of media.
2. Explore and apply design elements and principles to satisfy a stated purpose.
3. Describe the nature of the design process in the production of visual communications.

Unit Two: Applications of visual communication design
1. Instrumental drawing to show objects and their relationship to each other in space – two dimensionally and three dimensionally.
2. Apply knowledge and skills to manipulate type and imagery to create visual communications taking into account copyright.
3. Apply the design process to develop visual communication appropriate to a given brief.

AREAS OF STUDY:
Unit One:
1. Drawing as a means of communication.
2. Design elements and design principles.
3. Visual communication design in context.

Unit Two:
1. Technical drawing in context.
2. Type and imagery.
3. Applying the design process.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. Folio assessment
2. Problem solving tasks.
3. Semester examinations.

CAREER PROSPECTS:
Many universities encourage VCE Visual Communication Design to help students develop a folio for entry into courses. The following are areas with design:
Environmental Design – presents visual information to communicate information about built/constructed environments. This includes Architectural Design, Interior Design, Landscape Design, Set Design and Exhibition/Display Design.
Industrial Design – presents visual information to communicate information about objects and products. This includes Engineering Design, Product Design, Furniture and Fashion Design.

ENQUIRIES: Mrs Jane Todd
OVERVIEW:
Visual Communication enables students to develop an understanding of Visual Communication production through the application of the design process. Students consider existing design and analyse and evaluate examples. Students also investigate the production of visual communications in a professional setting and examine the nature of professional practice in the design of visual communications. Students prepare two separate folios, and apply practical skills in the development and production of the brief and distinct final presentations.

OUTCOMES:
**Unit Three: Design thinking and practice**
1. Describe and analyse contemporary and historical examples and explain how they communicate ideas, present information and reflect influences.
2. Discuss the roles and relationships involved in the design and production of visual communications in the context of professional practice.
3. Prepare a brief that describes a client’s needs, specifies resolutions and proposes two distinct final Visual Communication presentations suitable for a stated audience/s.

**Unit Four: Design development and presentation**
1. Prepare developmental work that explores design concepts relevant to the requirements of the brief.
2. Produce two distinct Visual Communication presentations to satisfy a specific communication need.
3. Prepare a pitch to present and explain their visual communications.

AREAS OF STUDY:
**Unit Three:**
1. Analysis and practice in context.
2. Design industry practice.
3. Developing a brief and generating ideas.

**Unit Four:**
1. Development of design concepts.
2. Final presentations.
3. Evaluation and explanation.

ASSESSMENT TASKS:
Students will complete a number of assessment tasks over the year. These will include:
1. An analysis of the effectiveness of a range of visual communications.
2. Discussion piece on the roles and relationships involved in the design process.
3. Folio of work that satisfies a specified communication need.
4. Folio of work including the brief, developmental work and two distinct final presentations.

CAREER PROSPECTS:
Many universities encourage VCE Visual Communication Design to help students develop a folio for entry into courses. The following are areas with design:
- Industrial Design – presents visual information to communicate information about objects and products. This includes Engineering Design, Product Design, Furniture and Fashion Design.

ENQUIRIES: Mrs Jane Todd
Glossary of Terms

- **ATAR:** Australian Tertiary Admission Rank is calculated from a student’s GA/SAT results from all of their studies. It is the primary means of deciding which tertiary courses a student will be offered. Unlike the study score, the ATAR is a means of comparing students across studies, rather than within them. The ATAR used to be called the ENTER.

- **AUTHENTICATION:** This is the procedure observed by both teachers and students in order to attest that work undertaken is genuinely that of the student. The VCAA has produced detailed guidelines outlining how this is to be achieved and includes the teacher sighting drafts of the students’ work at various stages and students attending all classes.

- **CONSIDERATION OF DISADVANTAGE:** Where illness or other factors affect performance, students may seek special consideration. The Victorian Curriculum and Assessment Authority publish guidelines in relation to Consideration of Disadvantage. Consult with the VCE Manager or your Sub-school leader if you feel your situation warrants consideration of disadvantage.

- **CREDIT TRANSFER ARRANGEMENTS:** The gaining of credit from some studies in the VCE/VCAL towards TAFE courses. Credit will be granted to those students who have undertaken an appropriate program that incorporates studies and work requirements directly related to a particular TAFE or university course.

- **GAT:** The General Achievement Test is a test undertaken by any student enrolled in a Units 3 and 4 Study. The test, usually conducted in the June exam period, is made up of a writing task and a set of multiple choice questions on general knowledge. While the GAT doesn’t form part of the graduation requirements of the VCE, it is a mechanism employed by the VCAA to ensure that schools are marking School Assessed Tasks to the same standard. If a student’s GA/SAT results disagree with GAT results by a large margin, then the VCAA will review the school’s assessment of tasks in that study and the student’s grades may be altered.

- **OUTCOMES:** Teachers will set tasks that will measure whether a student has satisfied a particular outcome in a subject. All students must meet each outcome in every subject if they are to gain a pass in that study.

- **PATHWAYS:** Different vocational directions and options, which VCE/VCAL students may take as they move through the broad area of education and training.

- **PRE-REQUISITES:** requirements and units that must be passed and included in a student’s ATAR for entry into certain TAFE and Tertiary courses.

- **SCHOOL ASSESSED TASKS - (SAT):** Assessment tasks undertaken by students at school and which are set and graded by teachers. The marks obtained count towards a student’s overall study score.

- **SEA (VCAA):** Special Exam Arrangements.

- **SEAS (VTAC):** Special Entry Access Schemes.
• **SEMESTER:** Equivalent to half a school year or two terms.

• **SEQUENCE OF UNITS:** Most studies are designed as a sequence of four units to be taken each semester over the two years. Units 1 and 2 are normally attempted in Year 11 and can be undertaken as single units. Units 3 and 4 of a particular study are normally attempted in Year 12 and must be taken as a sequence.

• **STUDY:** A sequence of half year units in a particular curriculum area, for example, English, Mathematics, Economics, etc.

• **STUDY DESIGN:** The ‘Study Design’ describes the units available within the study and prescribes the objectives, topics, work requirements and assessment tasks.

• **STUDY SCORE:** The study score is the numeric score out of fifty that a student receives for each of their Unit 3 and 4 studies (subjects) in the VCE. The GA/SAT grades received for each study, as well as exam results, determine the study score.

• **TAFE:** Technical and Further Education.

• **TERTIARY INSTITUTIONS:** Generally Universities and TAFE Colleges.

• **UNIT:** A semester length component of a study (subject) representing approximately one hundred hours of work, (approximately fifty to sixty of which are in class time).

• **UNITS 1 & 2:** Units within a VCE study designed to approximate the Year 11 level of difficulty.

• **UNITS 3 4:** Units within a VCE study designed to approximate the Year 12 level of difficulty.

• **V.A.S.S.:** Victorian Administrative Software System – responsible for maintaining records concerning the VCE relating to student enrolments, studies offered and enrolments, teachers and schools offering the VCE.

• **V.C.A.A.:** The Victorian Curriculum and Assessment Authority– responsible for curriculum, assessment certification and administration of the VCE and VCAL at Years 11 and 12 in Victoria.

• **V.C.A.L.:** Victorian Certificate of Applied Learning.

• **V.C.E.:** Victorian Certificate of Education.

• **V.R.Q.A.:** The Victorian Registration and Qualifications Authority.