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, organisational, 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 children 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 child, 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 ‘Describing 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 Practitioners, 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 child 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: Mr Justin Cooper
VCE Coordinator - Head of Year 11: 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 (SEAS) Applications

VET & VCAL Coordinator: Mr Michael Love

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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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 emphasises 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 recommended to students to aid in the development of an appropriate course of study:

Year 10 (2016) Resources
• VTAC Prerequisites for 2019 http://www.vtac.edu.au/careers/publications.html#year10and11

VCE Resources
• VTACmag (available at Newsagents for $7.95 or via the App Stores (iOS and Android) at a reduced rate (approximately $1.49).
• ABC of Applying (will be distributed to all Year 12 students in Term 3)

Resources for All Students
• Regular BMG Careers Newsletter (available on the MyBMG Webpage under ‘Careers’)
• Careers Education through the BMG Pastoral Care Program
• Attendance at the BMG Career Expo and Lunchtime 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. To ascertain the correct year, students need to consult the guide that is relevant to the year after they graduate from Year 12 e.g. A current Year 10 student from this year (2016) will need to consult the VICTER 2019.

Students are strongly encouraged to speak to a Careers Practitioner 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 VIC TER Guides. Students are to carefully consult the appropriate VIC TER 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.

**Restrictions to ATAR Calculations.**
Certain subject combinations may restrict ATAR calculation. These mainly apply to studying a range of similar-group VCE subjects eg. Three types of English. In this respect, the top two study scores of English can be used in the calculation of the ‘Primary 4’ of a student’s ATAR and the third English can only contribute 10% towards their ATAR calculations.

It is advisable to review restrictions for ATAR calculations for relevant years on the VTAC website: www.vtac.edu.au.

### Agriculture, Horticulture and Rural Studies

<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</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, Landscaper, Garden and Nursery Attendants, Arborist, Botanist.</td>
<td>Any English, Agricultural &amp; Horticultural Studies, Environmental Science, Any Mathematics. Other: 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>
</tr>
</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 Other: Geography, Environmental Studies, Outdoor Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Park Ranger, Horticultural Tradesperson, Landscape Architect, Farm Manager, Veterinarian Nurse/Assistant, Animal Attendant.</td>
<td>Any, English, Any Mathematics, Biology, Environmental Studies, Outdoor Education. Other: Any other studies of interest.</td>
</tr>
</tbody>
</table>

### Business Management (Microeconomics)

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

<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountant, Auditor, Economist, Commercial Lawyer, Actuary, Statistician</td>
<td>Any English, At least Mathematical Methods, Specialist Mathematics, Economics.</td>
<td>LOTE, Any Sciences, Any Humanities including Legal Studies and National Politics.</td>
</tr>
</tbody>
</table>

## Engineering and Built Environment

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

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

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

## Events, Hospitality and Tourism

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

## Exercise Science and Sport

<table>
<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), 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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</tbody>
</table>

## Humanities

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

<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
<th>Other</th>
</tr>
</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.</td>
<td>LOTE, Health and Human Development, Any Sciences, Any Humanities including Australian History, Geography, Legal Studies, National Politics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childcare Worker, Youth Worker, Disability Officer.</td>
<td>Any English.</td>
<td>VET Community Services, Legal Studies, Health and Human Development, Psychology and Any other studies of interest.</td>
</tr>
</tbody>
</table>

### Information and Communications Services

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

### Media and Communications

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

### Medicine, Health Sciences and Allied Health

<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor, Surgeon, Dentist, Medical Research Scientist, Physiotherapist, Pharmacist, Podiatrist, Dietician.</td>
<td>Any English, Mathematical Methods and/or Specialist Mathematics, Chemistry, Physics, Biology.</td>
<td>LOTE, Physical Education, Psychology, Health and Human Development, Any Humanities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
<th>Other</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.</td>
<td>Psychology, Health and Human Development, Any Humanities, LOTE.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
<th>Other</th>
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</thead>
</table>
Music and Performing Arts

<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</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>
</tr>
<tr>
<td><strong>Other:</strong> Literature, Media, Physical Education, Any other studies of interest.</td>
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</tr>
</tbody>
</table>

Physical Education, Sporting and Outdoor Recreation

<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</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>
</tr>
<tr>
<td><strong>Other:</strong> LOTE, Any Humanities, Psychology, Health and Human Development, Biology.</td>
<td>--------------------------------------------------------</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>
</tr>
<tr>
<td><strong>Other:</strong> Any Mathematics, Any Humanities including Accounting, Business Management, Physical Education, Outdoor Education, Media Studies, Studio Art, LOTE, Sport and Recreation.</td>
<td>--------------------------------------------------------</td>
</tr>
</tbody>
</table>

Visual Arts and Design

<table>
<thead>
<tr>
<th>Related Occupations</th>
<th>Suggested Studies</th>
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<tbody>
<tr>
<td><strong>Other:</strong> 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 VIC TER2018/2019 guide and requirements may vary from year to year.
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 2017, Bacchus Marsh Grammar will be offering the VCE Studies listed on pages 4 & 5, dependent on numbers, staffing and timetabling at either Unit 1/2 and/or Unit 3/4 levels.

Students also have access to certain, prescribed, 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 2017** (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 2016.

HOW THE VCE WORKS:

Please see also: **The VCE and VCAL Administrative Handbook 2017** (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 16 units. These 16 units must include:
  - three units from the English group (which includes English, English Language or Literature), with at least one unit at Unit 3 & 4 level
  - at least three sequences of Units 3 and 4 studies other than the English study for which the English requirement is met.
- There are no restrictions on students repeating units, but students may only obtain credit once for each unit. Students who repeat a unit are required to complete the full unit, including all assessments for the outcomes specified for that unit, in the current Study Design for the year of repetition.
- 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 2017, P.77)

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>
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<tr>
<td>C</td>
<td>64–60</td>
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<tr>
<td>D+</td>
<td>59–50</td>
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<tr>
<td>D</td>
<td>49–40</td>
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<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 2017). 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 2017, P. 66)

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 2017, P.66)

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 2017 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 SATw
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.

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 2017 are given below:
Units 1 and 3: Monday 20th February 2017.
Unit 2: Monday 24th July 2017.

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 and ADVANCED STANDING:
Universities offer 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.

There is a very wide, and increasing, selection of such courses being made available through the Universities, and these opportunities are increasingly being taken up by VCE students, with potential benefits to their ATAR as well as their transition to and success in tertiary study.
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.

**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 Policy on Plagiarism, Cheating and Authentication to be found later in 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.
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, 2017 P.119). 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 or VETiS, 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:

- Beauty (VU);
- Carpentry (VU);
- Electrical (VU);
- Plumbing (VU);

Note: the results of these VET subjects MAY NOT NECESSARILY be included in an ATAR calculation, unless they have included a final VCAA 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 absentee 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 informs 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:

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<td>Australian Capital Territory</td>
<td>University Admissions Centre (UAC) <a href="http://www.uac.edu.au/">http://www.uac.edu.au/</a> also direct applications to Australian National University</td>
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<tr>
<td>New South Wales</td>
<td>University Admissions Centre (UAC) <a href="http://www.uac.edu.au/">http://www.uac.edu.au/</a></td>
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<td>Queensland</td>
<td>Queensland Tertiary Admissions Centre (QTAC) <a href="http://www.qtac.edu.au/">http://www.qtac.edu.au/</a></td>
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<tr>
<td>Northern Territory</td>
<td>Direct application to Charles Darwin University (CDU) <a href="http://www.cdu.edu.au/">http://www.cdu.edu.au/</a></td>
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<tr>
<td>South Australia</td>
<td>South Australian Tertiary Admissions Centre (SATAC) <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) <a href="http://www.tisc.edu.au/static/home.tisc">http://www.tisc.edu.au/static/home.tisc</a></td>
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<tr>
<td>Tasmania</td>
<td>Direct applications to University of Tasmania (UTAS) <a href="http://www.utas.edu.au/">http://www.utas.edu.au/</a></td>
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6. Schools Recommendation Schemes (SRS)
The Schools Recommendation Schemes (SRS) enable schools to recommend current Year 12 students (who are also UAC applicants) for some 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.
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 (or with BMG Academy students), 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 Systems Engineering 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 decision 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.

2017
“Extension of time for an individual student to complete a task should only be granted in special circumstances.” (VCE and VCAL Administrative Handbook 2017, 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 – 2017”.

**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
2017
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.

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 2017 p67 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 2017.**

### 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 enrols 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 2017
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-tabling 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. Computing
8. Dance
9. Drama
10. Economics
11. English – English
12. English – English Language
13. English – Literature
14. Environmental Science
15. Food Studies (*formerly* Food & Technology)
16. French
17. Geography
18. Health and Human Development
19. History
20. Hospitality (VCE/VET)
21. Japanese
22. Legal Studies
23. Mathematics – Further Mathematics
24. Mathematics – Mathematical Methods
25. Mathematics – 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
**Year 12 Studies**

**Unit 3 & 4**

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.

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<td>English – Literature</td>
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<td>15.</td>
<td>Food Studies (<em>formerly</em> Food &amp; Technology)</td>
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<td>16.</td>
<td>French</td>
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<td>Geography</td>
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<td>Health and Human Development</td>
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<td>History-Australian History</td>
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<td>History-Revolutions</td>
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<td>21.</td>
<td>Hospitality (VCE/VET)</td>
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<td>Japanese</td>
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<td>Legal Studies</td>
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<td>Mathematics – Further Mathematics</td>
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<td>Mathematics – Mathematical Methods</td>
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<td>26.</td>
<td>Mathematics – Specialist Mathematics</td>
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<td>27.</td>
<td>Media Studies</td>
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<td>Physics</td>
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<td>Psychology</td>
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<td>Sport &amp; Recreation (VCE/VET)</td>
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<td>32.</td>
<td>Studio Arts</td>
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<td>33.</td>
<td>Systems Engineering</td>
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<td>34.</td>
<td>Textiles (Product Design and Technology)</td>
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<td>VCAL</td>
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<td>36.</td>
<td>Visual Communication Design</td>
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Accounting

Unit 1 & 2

OVERVIEW:

Accounting is the process of recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external users of this information. It plays an integral role in the successful operation and management of businesses. VCE Accounting focuses on small business. Unit 1 begins with a small service business, allowing students to develop knowledge and skills in accounting without the complexities of accounting for trading businesses or large organisations. Units 2, 3 and 4 then focus on a single activity trading business where students build on and extend their accounting skills. Many students who study VCE Accounting will go on to further studies and careers in business and finance.

OUTCOMES:

Unit One:
1. On completion of this unit, the student should be able to describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.
2. On completion of this unit the student should be able to identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.

Unit Two:
1. On completion of this unit the student should be able to record financial data and report accounting information for a sole trader.
2. On completion of this unit the student should be able to record financial data and report accounting information for a single activity sole trader using a commercial accounting software package, and discuss the use of ICT in the accounting process.
3. On completion of this unit the student should be able to select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.

COURSE DESCRIPTION:

Unit One focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Unit Two extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business. Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.
ASSESSMENT TASKS:

Unit One:
- Test – Recording financial information {20%}
- Test – Journals and Reporting Information. {20%}
- Test – Budgets and Income Statements {20%}
- Semester Examination {40%}

Unit Two:
- Test – Stock Management {15%}
- Test – Credit Journals and Balance Day Adjustments {20%}
- Test – Cash Flow Statements and Financial Indicators {15%}

End-of-Year Examination {50%}

CAREER PROSPECTS:
- Visit the school’s website.

ENQUIRIES: Mr Michael McIntyre
OVERVIEW:
Accounting is the process of recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external users of this information. It plays an integral role in the successful operation and management of businesses. VCE Accounting focuses on small business. Unit 1 begins with a small service business, allowing students to develop knowledge and skills in accounting without the complexities of accounting for trading businesses or large organisations. Units 2, 3 and 4 then focus on a single activity trading business where students build on and extend their accounting skills. Many students who study VCE Accounting will go on to further studies and careers in business and finance.

OUTCOMES:

Unit Three:
1. On completion of this unit the student should be able to record financial data for a single activity sole trader using a double entry system, and discuss the function of various aspects of this accounting system.
2. On completion of this unit the student should be able to record balance day adjustments and prepare and interpret accounting reports.

Unit Four:
1. On completion of this unit the student should be able to record financial data using double entry accounting and report accounting information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system.
2. On completion of this unit the student should be able to prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.

COURSE DESCRIPTION:

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

Unit Four provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.
ASSESSMENT TASKS:

Moderated SAC Total {50%}

Unit Three:
SAC 1 Test – The Accounting Equation, Ledgers and Special Journals
SAC 2 Test – Control Accounts and Stock Cards
SAC 3 Test – Balance Day Adjustments (Revenue) and Profit and Loss Summary Account

Unit Four:
SAC 1 Test – Returns of Stock, Stock Valuation and Balance Day Adjustments (Expenses)
SAC 2 Test – Budgeting, Cash Flow Statements and Financial Indicators.

Examination {50%}

CAREER PROSPECTS:
Visit the school’s website.
Access VTAC’s CourseLink at http://www.vtac.edu.au/

ENQUIRIES: Mr Michael McIntyre
ART
UNIT 1 & 2

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. Students are able to investigate and explore areas of the Arts including, but not limited to, printmaking, painting, drawing, sculpture, photography and ceramics.

OUTCOMES:

Unit One:
1. On completion of this unit the student should be able to analyse and interpret a variety of artworks.
2. On completion of this unit the student should be able to present visual creative responses that demonstrate their personal interests and ideas through trialing techniques, materials and processes.

Unit Two:
1. On completion of this unit the student should be able to analyse and interpret a variety of artworks using the Structural Framework and the Personal Framework.
2. On completion of this unit the student should be able to use the art process to create visual responses that demonstrate their personal interests and ideas.

COURSE DESCRIPTION:

Unit One:
1. Artworks and meaning
   In this area of study students are introduced to the Structural and the Personal Framework to support the interpretation of the meanings and messages of artworks, both as intended by the artist and as interpreted by the viewer. They gain an understanding that art may reflect the artist’s interests, experiences and thinking through applying the Personal Framework to read possible meanings of artworks. They also develop an understanding that the interpretation of the meanings and messages of art may be a personal response by the artist and/or the viewer, and that viewpoints can be substantiated using a range of sources. Students study at least three artists and at least one artwork from each artist to examine both historical and contemporary artworks. The artists may be selected from a range of societies and cultures.

2. Art making and meaning
   In this area of study students are encouraged to develop and apply skills while exploring areas of individual interest to create artworks. Students undertake a range of experiences that offer different ways of working and develop an understanding about how to use the art process. They build confidence through the exploration of techniques, materials and processes. Students create and develop a range of visual responses using imagination and observation in a selection of tasks. They investigate the artistic practices of selected artists or styles as inspiration for the development of their own visual responses. Students engage in creative and technical processes with a range of materials and art forms and use a visual diary to document their reflections, exploration of ideas, and experimentation with materials and techniques. They reflect on their own art making and examine how they have developed their visual language. They use the Structural Framework and the Personal Framework to analyse and evaluate their visual responses.
Unit Two:

1. **Contemporary artworks and culture**
   In this area of study students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies for and in which it was created. Particular emphasis is placed on the influence of contemporary materials, techniques, ideas and approaches to making and presenting artworks. Students explore and investigate the ways in which the world has changed and continues to change over time, the factors that influence these changes and their impact on artistic practice. Students focus their research on selected theme/s to compare artworks, artists and their artistic practice. From the range of artists studied, two of the artworks must be based on a common theme.

   Students must:
   - apply the Cultural Framework and the Contemporary Framework in their analysis and interpretation of artworks of at least four artists
   - study at least two artworks produced from 1990 onwards.

2. **Art making and Contemporary Culture**
   In this area of study students explore areas of personal interest related to culture and contemporary practices. They use the art process and experiment with visual language to develop, present and document their ideas. Observations, imagination, ideas and concepts inspired by cultural or contemporary sources, such as the artists and artworks being studied in Area of Study 1, may be starting points to experiment with techniques, materials, processes and art forms. Students use all the Analytical Frameworks as appropriate to analyse visual qualities, concepts and meaning in their artworks and to document their artistic practice in a visual diary. They reflect on their own art making, and identify and discuss how they have used the art process and developed their visual language. Students examine and discuss their artistic practice and reflect on how cultural and contemporary aspects are evidenced in their artworks.

ASSESSMENT TASKS:

- Unit 1 folio {25%}
- Unit 1 Research assessment task {10%}
- Semester Examination {15%}
- Unit 2 folio {25%}
- Unit 2 Research assessment task {10%}
- End-of-Year Examination {15%}

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. Students are required to be able to discuss other artworks and create their own artworks in any of the following areas but not only Printmaking, Painting, sculpture, photography, ceramics and drawing.

OUTCOMES:

Unit Three:
1. On completion of this unit the student should be able to use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks.
2. On completion of this unit the student should be able to use the art process to produce at least one artwork, and use the Analytical Frameworks to document and evaluate the progressive development and refinement of their artistic practice.

Unit Four:
1. On completion of this unit the student should be able to examine and analyse an art idea and its related issues to inform their viewpoint.
2. On completion of this unit the student should be able to apply the art process to progressively communicate ideas, directions and personal concepts in a body of work that includes at least one finished artwork and use selected aspects of the Analytical Frameworks to underpin reflections on their art making.

COURSE DESCRIPTION:

Unit Three:
1. **Interpreting art**
   In this area of study students respond to and critically interpret the meanings and messages of artworks. They develop, examine and analyse their own and others’ opinions and use evidence to support different points of view. Students undertake research to support their analysis and critique. Using appropriate terminology, they compare artworks produced before 1990 with artworks produced since 1990. When selecting artworks for study, it is recognised that the Analytical Frameworks can be applied to all artworks in varying degrees. Students demonstrate depth of analysis by drawing on specific aspects of the frameworks to support their interpretations of artworks. Students must undertake: • the study of at least one artist, their artistic practice and artworks produced before 1990, and at least one artist, their artistic practice and artworks produced since 1990 • a comparison of the artists with detailed analysis of at least two artworks by each artist • the application of relevant aspects of the Analytical Frameworks across each of the selected artworks to interpret the meanings and messages.
2. **Investigation and interpretation through art making**

Students use the art process to develop their own art responses inspired by ideas, concepts and observations. They apply imagination and creativity as they explore and develop visual language through the investigation and experimentation of materials, techniques, processes and art forms. They document and analyse their thinking and working practices throughout the art process, using the language and context of selected and identified Analytical Frameworks to guide their reflection. They use appropriate technical skill to produce a body of work with at least one finished artwork at the end of Unit 3. Students employ appropriate health, safety and sustainable practices in the development of their practical work.

**Unit Four:**

1. **Discussing art**

Students discuss art ideas and issues and the varying interpretations about the role of art in society. Students select a statement about an art idea and related issues that they research, analyse and interpret. They refer to a range of resources and viewpoints to examine opinions and arguments, and refer to artists and artworks to support and develop their own ideas. The range of commentaries and viewpoints may both support and challenge the Students use relevant aspects of the Analytical Frameworks to provide structure for their analysis and discussion. In this area of study students must investigate:

- one art idea and related issues
- at least one artist not studied in Unit 3 and a minimum of one artwork by that artist
- a range of viewpoints as presented in attributed commentaries relating to the selected art idea and related issues and artwork/s.

2. **Realisation and resolution.**

Students continue to develop the body of work begun in Unit 3 by using the art process and work toward resolved ideas and concepts leading to at least one finished artwork, in addition to the work that was completed for Unit 3. Students continue to use the Analytical Frameworks to document their artistic practice, reflecting on exploration, experimentation, further development, refinement and resolution of a body of work.

**ASSESSMENT TASKS:**

- Moderated SAC Total {20%}
  - SAC Research assessment task Unit 3
  - SAC Research assessment task Unit 4

- Moderated SAT Total {50%}
  - SAT Unit 3&4 folios are assessed together

- Examination {30%}

**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
OVERVIEW:

VCE Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities.

Australian Politics increases awareness of the nature of power and its influence. It allows students to become informed observers of, and active participants in, their political system. As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice.

Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and contemporary global issues. In doing so, students are provided with the means to meet the opportunities and challenges posed by contemporary international life and the understanding, awareness and critical thinking skills which underpin active citizenship.

Australian and Global Politics provides knowledge and skills that prepare students for formal study at the tertiary level or in vocational education and training settings. It also leads to opportunities in a range of careers, including academia, management, and government. Students may also pursue occupations in corporate and private enterprises in fields such as journalism, law, research and politics.

OUTCOMES:

Unit One:

1. On completion of this unit the student should be able to describe and analyse the nature and purpose of politics and power in a broad sense and in the context of contemporary Australian democracy.

2. On completion of this unit the student should be able to explain why people seek political power, and the major political ideologies that influence political involvement and political movements.

Unit Two:

1. On completion of this unit the student should be able to identify the ways in which the lives of citizens in the twenty-first century are interconnected globally.

2. On completion of this unit the student should be able to describe and analyse the extent to which the international community is cohesive, and whether it can effectively manage cooperation, conflict and instability in relation to selected case studies.

COURSE DESCRIPTION:

In Unit One students are introduced to the study of politics as the exercise of power by individuals, groups and nation states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored. Students also examine the role and influence of social and political movements as methods of organising political ideas and action.
Unit Two focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.

ASSESSMENT TASKS:

Unit One:
- Short Answer Test and Extended Response {30%}
- Short Answer Test and Extended Response {30%}
- Examination {40%}

Unit Two
- Short Answer Test and Extended Response {30%}
- Short Answer Test and Extended Response {30%}
- Examination {40%}

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.

Visit the school’s website.
Access VTAC’s CourseLink at http://www.vtac.edu.au/

ENQUIRIES:
Mr Garry Mayberry
OVERVIEW:
VCE Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities.

Australian Politics increases awareness of the nature of power and its influence. It allows students to become informed observers of, and active participants in, their political system. As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice.

Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and contemporary global issues. In doing so, students are provided with the means to meet the opportunities and challenges posed by contemporary international life and the understanding, awareness and critical thinking skills which underpin active citizenship.

Australian and Global Politics provides knowledge and skills that prepare students for formal study at the tertiary level or in vocational education and training settings. It also leads to opportunities in a range of careers, including academia, management, and government. Students may also pursue occupations in corporate and private enterprises in fields such as journalism, law, research and politics.

OUTCOMES:
Unit Three:
1. On completion of this unit the student should be able to describe and analyse key aspects of democratic theory and practice, and evaluate the strengths and weaknesses of the Australian democratic system.
2. On completion of this unit the student should be able to critically compare the political system of Australia with one other democracy, and evaluate an aspect of the selected political system that Australia might adopt to strengthen its democracy.

Unit Four:
1. On completion of this unit the student should be able to 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. On completion of this unit the student should be able to describe, analyse and discuss the nature, objectives and instruments of contemporary Australian foreign policy, and the challenges facing Australian foreign policy.

COURSE DESCRIPTION:
Unit Three provides an overview of the operation of Australian democracy. Area of Study 1 focuses on democratic theory and practice. It compares the practice of Australian politics and government with democratic ideals. The major elements of representative and liberal democracy are introduced and significant aspects of the Australian system are evaluated in terms of their democratic strengths and weaknesses.
Having evaluated the democratic merits of the Australian political system, in Area of Study 2 students compare the Australian political system with one other contemporary democratic nation. Students analyse key aspects of the selected political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms. They then consider an aspect of the selected political system that Australia might adopt to strengthen its democracy.

*Unit Three* focuses on Australian federal public policy formulation and implementation. During the formulation stage of many public policies, the government is subject to pressures from competing stakeholders and interests. As the government responds to these influences and pressures, policy proposals are often subject to change and compromise. Students investigate the complexities the government faces in putting public policy into operation.

**ASSESSMENT TASKS:**

Moderated SAC Total {50%}

*Unit Three:*

SAC 1: Short Answer Test and Extended Response
SAC 2: Short Answer Test and Extended Response

*Unit Four:*

SAC 3: Short Answer Test and Extended Response
SAC 4: Short Answer Test and Extended Response

Examination {50%}

**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.

Visit the school’s website.

**ENQUIRIES:** Ms Melinda Facey
OVERVIEW:
Biology is the study of living things, from familiar, complex multicellular organisms to microorganisms that live in inhospitable conditions. It is a study of the dynamic relationships between living things, their interdependence and their interactions with their environment and the processes that maintain life and ensure its continuity. Modern Biology draws on increasingly specialised fields of bioscience such as biochemistry, neuroscience, genetics, evolutionary biology, behavioural science and cell and molecular biology, exploring past and present life and the possibility of life forms beyond our planet.

OUTCOMES:
Unit One:
1. On completion of this unit the student should be able to investigate and explain how cellular structures and systems function to sustain life.
2. On completion of this unit the student should be able explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.
3. On completion of this unit the student should be able to design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

Unit Two:
1. Students should be able to compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.
2. Students should be able to apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
3. Students should be able to investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

COURSE DESCRIPTION:
Unit One:
1. **How do organisms function?** Students examine the structure and functioning of cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Whether they live, all individual organisms are faced with the challenge of obtaining nutrients and water, exchanging gases, sourcing energy and having a means of removal of waste products.

2. **How do living systems sustain life?** In this area of study students examine the structural, physiological and behavioural adaptations of a range of organisms that enable them to survive in a particular habitat and to maintain a viable population size over time. Students consider the distinction between the external and internal environment of an organism and examine how homeostatic mechanisms maintain the internal environment within a narrow range of values for factors including temperature, blood glucose and water balance. They explore the importance of organising and maintaining biodiversity and examine the nature of an ecosystem in terms of the network of relationships within a diverse community.
3. **Practical Investigation** Students design and conduct a practical investigation into the survival of an individual or a species. The investigation requires the student to develop a question, plan a course of action to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question. The investigation is conducted through laboratory work, fieldwork and/or observational studies.

**Unit Two:**

1. **How does reproduction maintain the continuity of life?** How does reproduction maintain the continuity of life? In this area of study students consider the need for the cells of multicellular organisms to multiply for growth, repair and replacement. They examine the main events of the cell cycle in prokaryotic and eukaryotic cells. Students become familiar with the key events in the phases of the cell cycle, and focus on the importance of the processes involved in a cell’s preparation for cell division.

2. **How is inheritance explained?** In this area of study students build on their understanding of the nature of genes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses. They gain an understanding that a characteristic or trait can be due solely to one gene and its alleles, or due to many genes acting together, or is the outcome of genes interacting with external environmental or epigenetic factors. Students to consider the social and ethical implications of genetic applications in society including genetic screening and decision making regarding the inheritance of autosomal and sex-linked conditions.

3. **Investigation of an issue** The increasing uses and applications of genetics knowledge and reproductive science in society both provide benefits for individuals and populations and raise social, economic, legal and ethical questions. Human cloning, genetic modification of organisms, the use of forensic DNA databanks, assisted reproductive technologies and prenatal and predictive genetic testing challenge social and ethical norms. Students apply their knowledge and skills to investigate an issue involving reproduction and/or inheritance.

**ASSESSMENT TASKS:**

**Unit One:**
- Practical Summary Report {5%}
- Investigations & Reports {15%}
- VCAA Poster {10%}
- Tests {40%}
- Semester Examination – {30%}

**Unit Two:**
- Logbook of practical activities {10%}
- Reports {10%}
- VCAA Poster {10%}
- Tests {20%}
- End-of-Year Examination {50%}

**CAREER and COURSE PROSPECTS:**
Biology prepares students for continuing studies in many branches of bioscience including environmental studies, medical & research bioscience and associated biotechnologies.

Visit the school website → ‘MyBMG’ (bottom right of screen) → ‘Students’. →,’Careers’
Access VTAC [www.vtac.edu.au](http://www.vtac.edu.au/), and look in “Search for Courses” (to search for pre-requisites)

**ENQUIRIES:** Ms Diane Krosby
OVERVIEW:
Biology is the study of living things, from familiar, complex multicellular organisms to microorganisms that live in inhospitable conditions. It is a study of the dynamic relationships between living things, their interdependence and their interactions with their environment and the processes that maintain life and ensure its continuity. Modern Biology draws on increasingly specialised fields of bioscience such as biochemistry, neuroscience, genetics, evolutionary biology, behavioural science and cell and molecular biology, exploring past and present life and the possibility of life forms beyond our planet.

OUTCOMES:
Unit Three:
1. On completion of this unit, the student should be able to explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.
2. On completion of this unit, the student should be able to apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

Unit Four:
1. On completion of this unit, the student should be able to analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
2. On completion of this unit, the student should be able to describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.
3. On completion of this unit, the student should be able to design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

COURSE DESCRIPTION:
Unit Three:
1. **How do cellular processes work?**
   In this area of study students focus on the cell as a complex chemical system. They examine the chemical nature of the plasma membrane to compare how hydrophilic and hydrophobic substances move across it. They model the formation of DNA and proteins from their respective subunits. The expression of the information encoded in a sequence of DNA to form a protein is explored and the nature of the genetic code outlined. Students use the lac operon to explain prokaryotic gene regulation in terms of the ‘switching on’ and ‘switching off’ of genes.
2. **How do cells communicate?**
   In this area of study students focus on how cells receive specific signals that elicit a particular response. Students apply the stimulus-response model to the cell in terms of the types of signals, the position of receptors, and the transduction of the information across the cell to an effector that then initiates a response. Students examine unique molecules called antigens and how they elicit an immune response, the nature of immunity and the role of vaccinations in providing immunity. They explain how malfunctions in signaling pathways cause various disorders in the human population and how new technologies assist in managing such disorders.

*Unit Four:*

1. **How are species related?**
   In this area of study students focus on changes to genetic material over time and the evidence for biological evolution. They investigate how changes to genetic material lead to new species through the process of natural selection as a mechanism for evolution. Students examine how evolutionary biology and the relatedness of species is based upon the accumulation of evidence. They learn how interpretations of evidence can change in the light of new evidence as a result of technological advances, particularly in molecular biology. The human fossil record is explored to identify the major biological and cognitive trends that have led to a complex interrelationship between biology and culture.

2. **How do humans impact on biological processes?**
   In this area of study students examine the impact of human culture and technological applications on biological processes. They apply their knowledge of the structure and function of the DNA molecule to examine how molecular tools and techniques can be used to manipulate the molecule for a particular purpose. Students describe gene technologies used to address human issues and consider their social and ethical implications. Scientific knowledge can both challenge and be challenged by society. Students examine biological challenges that illustrate how the reception of scientific knowledge is influenced by social, economic and cultural factors.

**ASSESSMENT TASKS:**
- Moderated SAC Total {40%}
  - Report on practical activities {8%}
  - Cells assessment {8%}
  - Report using primary or secondary data {8%}
  - Response to an Issue, or report of a laboratory investigation {8%}
  - Investigation Poster {8%}

- External Examination {60%}

**CAREER and COURSE PROSPECTS:**
- Visit the school website → ‘MyBMG’ (bottom right of screen) → ‘Students’. → ’Careers’
- Access VTAC [www.vtac.edu.au/ and look in “Search for Courses”](to search for pre-requisites)

**ENQUIRIES:** Ms Diane Krosby
OVERVIEW:
In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

OUTCOMES:
Unit One:
1. On completion of this unit the student should be able to describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
2. On completion of this unit the student should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
3. On completion of this unit the student should be able to describe the internal business environment and analyse how factors from within it may affect business planning.

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

COURSE DESCRIPTION:
In Unit One students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. In Area of Study 1, students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. In Area of Study 2, students consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business. In Area of Study 3, students explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business.
*Unit Two* focuses on the establishment phase of a business’s life. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

**ASSESSMENT TASKS:**

*Unit One:*
- Structured Questions Test - Initial business concept development {10%}
- Media Analysis - The external {operating and macro} environments of business {20%}
- Case Study – The internal environment of business {20%}
- Semester Examination {50%}

*Unit Two:*
- Structured Questions Test - Business legal requirements and financial considerations {10%}
- Research Report - Marketing a business {20%}
- Case Study – Staffing a business {20%}
- End-of-Year Examination {50%}

**CAREER PROSPECTS:**

Managing a small business, accounting, and teaching.

Visit the school’s website.

**ENQUIRIES:**

Mr Garry Mayberry
OVERVIEW:
In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

OUTCOMES:

Unit Three:
1. On completion of this unit the student should be able to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.
2. On completion of this unit the student should be able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
3. On completion of this unit the student should be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit Four:
1. On completion of this unit the student should be able to explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
2. On completion of this unit the student should be able to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

AREAS OF STUDY:
In Unit Three students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.
In Unit Four students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

ASSESSMENT TASKS:
Moderated SAC Total {50%}

Unit Three:
  SAC 1 Structured Questions Test – Business structures, stakeholders, management styles and skills
  SAC 2 Case Study – Human Resource management including employee relations processes
  SAC 3 Case Study – The Operations management function

Unit Four:
  SAC 1 Structured Questions Test – The need for business change
  SAC 2 Case Study – Key performance indicators. Force Field Analysis theory
  SAC 3 Media Analysis – Change management implementation strategies
  SAC 4 Structured Questions Test – Evaluation of the effectiveness of business change

Examination {50%}

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

Visit the school’s website.

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. 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. On completion of this unit the student should be able to relate the position of elements in the Periodic Table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.
2. On completion of this unit the student should be able to investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.
3. On completion of this unit the student should be able to investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

Unit Two:
1. On completion of this unit, the student should be able to relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.
2. On completion of this unit, the student should be able to measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.
3. On completion of this unit, the student should be able to design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.

COURSE DESCRIPTION:
Unit One:
1. **How can knowledge of elements explain properties of matter?**
   In this area of study students focus on the nature of chemical elements, their atomic structure and their place in the periodic table. They review how the model of the atom has changed over time and consider how spectral evidence led to the Bohr model and subsequently to the Schrödinger model. Students examine the periodic table as a unifying framework into which elements are placed based upon similarities in their electronic configurations. In this context students explore patterns and trends of, and relationships between, elements with reference to properties of the elements including their chemical reactivity.
2. How can the versatility of non-metals be explained?
In this area of study students explore a wide range of substances and materials made from non-metals including molecular substances, covalent lattices, carbon nanomaterials, organic compounds and polymers.

3. Research Investigation
In this area of study students apply and extend their knowledge and skills developed in Area of Study 1 and/or Area of Study 2 to investigate a selected question related to materials. They apply critical and creative thinking skills, science inquiry skills and communication skills to conduct and present the findings of an independent investigation into one aspect of the discoveries and research that have underpinned the development, use and modification of useful materials or chemicals.

Unit Two:
1. How do substances interact with water?
In this area of study students focus on the properties of water and the reactions that take place in water including acid-base and redox reactions. Students relate the properties of water to the water molecule’s structure, polarity and bonding.

2. How are substances in water measured and analysed?
In this area of study students focus on the use of analytical techniques, both in the laboratory and in the field, to measure the solubility and concentrations of solutes in water, and to analyse water samples for various solutes including chemical contaminants.

3. Practical Investigation
Substances that are dissolved in water supplies may be beneficial or harmful, and sometimes toxic, to humans and other living organisms. They may also form coatings on, or corrode, water pipes. In this area of study students design and conduct a practical investigation into an aspect of water quality. The investigation relates to knowledge and skills developed in Area of Study 1 and/or Area of Study 2 and is conducted by the student through laboratory work and/or fieldwork.

ASSESSMENT TASKS:
Unit One:
- Practical Reports {5%}
- Data Analysis {5%}
- Research Investigation {15%}
- Tests {45%}
- Semester Examination {30%}

Unit Two:
- Practical Reports {5%}
- Tests {20%}
- Problem-Solving {10%}
- Research Investigation {15%}
- End-of-Year Examination {50%}

CAREER and COURSE PROSPECTS:
Visit the school website → ‘MyBMG’ (bottom right of screen) → ‘Students’. →.’Careers’
Access VTAC www.vtac.edu.au/ and look in “Search for Courses” (to search for pre-requisites)

ENQUIRIES: Ms 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. 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 compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.
2. On completion of this unit, the student should be able to apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

Unit Four:
1. On completion of this unit, the student should be able to compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.
2. On completion of this unit, the student should be able to distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.
3. On completion of this unit, the student should be able to design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

COURSE DESCRIPTION:
Unit Three:
1. **What are the options for energy production?**
In this area of study students focus on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. Students use the specific heat capacity of water and thermochemical equations to determine the enthalpy changes and quantities of reactants and products involved in the combustion reactions of a range of renewable and non-renewable fuels.
2. **How can the yield of a chemical product be optimized?**
   In this area of study students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs. Students investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products.

*Unit Four:*

1. **How can the diversity of carbon compounds be explained and categorised?**
   In this area of study students explore why such a vast range of carbon compounds is possible. They examine the structural features of members of several homologous series of compounds, including some of the simpler structural isomers, and learn how they are represented and named.

2. **What is the chemistry of food?**
   Food contains various organic compounds that are the source of both the energy and the raw materials that the human body needs for growth and repair. In this area of study students explore the importance of food from a chemical perspective. Students study the major components of food with reference to their structures, properties and functions. They examine the hydrolysis reactions in which foods are broken down, the condensation reactions in which new biomolecules are formed and the role of enzymes, assisted by coenzymes, in the metabolism of food.

3. **Practical Investigation**
   A student-designed or adapted practical investigation related to energy and/or food is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Unit 3 and/or Unit 4. The investigation requires the student to identify an aim, develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical requirements. The student then undertakes an experiment that involves the collection of primary qualitative and/or quantitative data, analyses and evaluates the data, identifies limitations of data and methods, links experimental results to science ideas, reaches a conclusion in response to the question and suggests further investigations which may be undertaken. Findings are communicated in a scientific poster format.

**ASSESSMENT TASKS:**

Moderated SAC Total {40%}
- Comparison of fuels assessment
- Equilibrium report
- Organic Chemistry assessment
- Chemistry of Food Assessment
- Practical Investigation Poster

Examination {60%}

**CAREER and COURSE PROSPECTS:**
Visit the school website → ‘MyBMG’ (bottom right of screen) → ‘Students’. → ‘Careers’
Access VTAC [www.vtac.edu.au/](http://www.vtac.edu.au/) and look in “Search for Courses” (to search for pre-requisites)

**ENQUIRIES:** Ms Diane Krosby
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 graphical solution that communicates the findings of an investigation.
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 develop a website collaboratively with others that presents an analysis of a contemporary issue and the team’s point of view on the issue.

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 extract relevant data and create a data visualisation that meets a specified user’s needs.
3. On completion of this unit the student should be able to create a solution using database management software and explain the personal benefits and risks of interacting with a database.

COURSE DESCRIPTION
Unit One:
Students will analyse online data and produce an infographic.
Students will design a network solution in response to a design brief.
Students work collaboratively to research a contemporary issue and produce a website in response.

Unit Two:
Students produce a folio of programming solutions in response to a set of design briefs.
Students analyse set of given data and produce a range of data visualisations.
Students produce a database solution to manage a set of data collected by the student.
ASSESSMENT TASKS:

Unit One:
1. Infographic task {25%}
2. Network design {25}
3. Issues website {25%}
4. Midyear exam {25%}

Unit Two
1. Programming folio {25%}
2. Data Visualisation task {25%}
3. Database task {25%}
4. End of year exam {25%}

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

Visit the school website → ‘MyBMG’ (bottom right of screen) → ‘Students’. →.’Careers’
Access VTAC www.vtac.edu.au/ and look in “Search for Courses” (to search for pre-requisites)

ENQUIRIES: Mr Philip Pike
Computing-Software Development

Unit 3 & 4

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. In Unit 4 students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment.

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 identify a need or opportunity, in order to define the solution requirements, represent the preferred design and formulate a project plan.

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.

COURSE DESCRIPTION:

Unit Three:
1. Programming practice: Students interpret given designs and create working modules using a programming language, undertaking the problem-solving activities of coding, testing and documenting.
2. Analysis and Design: Students construct the framework for the creation of a software solution that meets a need or opportunity determined by individual students.

Unit Four:
1. Software Solutions: Students further develop their computational thinking skills by using the programming language studied in Unit 3 to transform the design they prepared in Unit 3, Outcome 2 into a software solution that meets specific needs or opportunities.
2. Interactions and Impact: In this area of study students focus on the interactions between information systems that share data and how the performance of one of these systems is dependent on the integrity of the data.
ASSESSMENT TASKS:
Moderated SAC Total {20%}
 Programming folio
 Interactions written task

Moderated SAT Total {30%}
 Analysis and Design: SAT part 1
 Software Solution: SAT part 2

Examination {50%}

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 other careers.

Visit the school website → ‘MyBMG’ (bottom right of screen) → ‘Students’. → ’Careers’
Access VTAC www.vtac.edu.au/ and look in “Search for Courses” (to search for pre-requisites)

ENQUIRIES: Mr Philip Pike
OVERVIEW:
The study of Dance is designed to develop a broad understanding and appreciation of dance through the participation in practical and theoretical studies. Students develop the skills to describe, document and analyse their own and other choreographer’s works. They use processes to create, choreograph and perform solo dance works as well as learn and perform learnt works created by other choreographers. 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.
There are no pre-requisites but due to the physical nature of the course, physical ability is an important consideration. Previous dance, choreography and performance experience is vital.

OUTCOMES:

Unit One:
1. On completion of this unit the student should be able to describe and document the expressive and technical features of their own and other choreographers’ dance works, and discuss influences on their own dance-making.
2. On completion of this unit the student should be able to choreograph and perform a solo or group dance work and complete structured improvisations.
3. On completion of this unit the student should be able to safely and expressively perform a learnt solo or group dance work.
4. On completion of this unit the student should be able to describe aspects of the physiology, and demonstrate the safe use and maintenance, of the dancer’s body.

Unit Two:
1. On completion of this unit the student should be able to analyse use of the elements of movement – time, space and energy – in selected dance traditions, styles and dance works.
2. On completion of this unit the student should be able to choreograph and perform a solo or group dance work, complete structured improvisations, and describe the dance-making processes and performance practices used in their own works.
3. On completion of this unit the student should be able to expressively perform a learnt solo or group dance work and analyse the processes used.

COURSE DESCRIPTION:

Unit One:
1. **Dance perspectives**
   This area of study focuses on analysis of choreographers’ expressive intentions, expressive body action resulting from movement creation processes, and the physical skills required to safely execute these expressive body actions.
2. **Choreography and performance**
   In this area of study, students develop an expressive intention and explore and safely use body actions to communicate this expressive intention when creating dance works. They also study ways of structuring and developing a unified composition and develop solo and/or group improvisation skills.
3. **Dance technique and performance**
   In this area of study students develop their capacity to expressively execute a range of body actions through the safe use of physical skills. Students learn, rehearse and perform a solo
or group dance work which communicates an expressive intention. Student dance technique is developed through regular and systematic training, focusing on personal and learnt movement vocabulary.

4. **Awareness and maintenance of the dancer’s body**
   This area of study focuses on developing in students an understanding of the safe use, maintenance and physiology of the dancer’s body.

Unit Two:

1. **Dance perspectives**
   This area of study focuses on ways the elements of movement – time, space and energy – are manipulated to communicate an expressive intention, and explores the influences on selected dance traditions, styles and works. Students are introduced to the types of group structures choreographers can use to communicate an expressive intention.

2. **Choreography, performance and dance-making analysis**
   This area of study focuses on the choreographic exploration of the elements of movement and the development of expressive movement vocabulary to communicate the intention of students in the creation and performance of their own works.

3. **Dance technique, performance and dance analysis**
   In this area of study students learn, rehearse and perform a learnt solo or group dance work vocabulary through regular and systematic training. Students analyse processes involved in learning, rehearsing and performing a dance work.

ASSESSMENT TASKS:

**Unit One**
- Dance Analysis of Solo Prescribed work {15%}
- Written Response Safe Dance Practise {15%}
- Choreographed solo (Composition) {15%}
- Learnt Group Work {15%}
- Semester Examination {40%}

**Unit Two**
- Dance Analysis of Prescribed Group Work (Part 1) {15%}
- Dance Analysis of Prescribed Group Work (Part 2) {15%}
- Learnt Group Work {15%}
- Choreographed Solo (Technique) {15%}
- End-of-Year Examination {40%}

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.

Visit the school’s website.

ENQUIRIES: Miss 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. Students develop the skills to describe, document and analyse their own and other choreographer’s works. They use processes to create, choreograph and perform solo dance works as well as learn and perform learnt works created by other choreographers. 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.

OUTCOMES:

Unit Three:
1. On completion of this unit the student should be able to analyse selected solo dance works.
2. On completion of this unit the student should be able to choreograph, rehearse and perform a solo dance work and analyse the processes and practices used.
3. On completion of this unit the student should be able to learn, rehearse and perform a group dance work created by another choreographer and analyse the processes and practices used.

Unit Four:
1. On completion of this unit the student should be able to analyse a selected group dance work.
2. On completion of this unit the student should be able to choreograph, rehearse and perform a solo dance work and analyse the processes and practices used.

COURSE DESCRIPTION:

Unit Three:
1. Dance perspectives
   In this area of study students develop an understanding of the ways choreographers of prescribed twentieth and/or twenty-first century solo dance works arrange selected movement vocabulary into phrases and movement sections to create formal structures to communicate their expressive intention.

2. Choreography, performance and dance-making analysis
   In this area of study, students choreograph and perform a solo dance work. They study ways of creating a personal movement vocabulary which is then arranged into phrases and sections to create expressive formal structures to communicate an expressive intention.

3. Dance technique, performance and analysis
   This area of study focuses on expanding the student’s physical skills and expressive execution of movement vocabulary to include the safe and accurate execution of group movement sequences, phrases and movement sections of technical complexity in a learnt group dance work.

Unit Four:
1. Dance perspectives
   In this area of study student’s focus on developing an understanding of the ways choreographers of twentieth and/or twenty-first century group dance works choreographically manipulate different types of group structures and the elements of spatial organisation to communicate their expressive intention. Influences on choices made by choreographers of the selected works are analysed.
2. **Choreography, performance and dance-making analysis**
   This area of study focuses on choreography and performance of a solo dance work. Students explore ways of manipulating the elements of spatial organisation including direction, level, eye/body focus and dimension, and create a unified composition to communicate their chosen expressive intention.

**ASSESSMENT TASKS:**
- Moderated SAC Totals {25%}
  - **Unit Three**
    - Dance Analysis of Solo Prescribed work
    - Learnt Group Work
    - Technique Solo Written Response
  - **Unit Four**
    - Dance Analysis of Prescribed Group Work
    - Composition Solo Written Response

  Performance Examination {50%}

  Written Examination {25%}

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

Visit the school’s website.

**ENQUIRIES:** Miss Sally Durham
OVERVIEW:
The study of Drama focuses on the creation and performance of characters and stories in naturalistic and non-naturalistic ways. Students draw on a range of stimulus material and techniques to develop and present devised work. Students also explore a range of historically and culturally significant performance styles, as well as dramatic elements and stagecraft. They use performance and expressive skills to explore and develop role and character. Drama encourages students to work cooperatively and creativity both individually and as part of an ensemble. It broadens their understanding and ability to communicate important personal, social and political ideas. It teaches them to think critically about their own processes and outcomes and develop an appreciation for the dramatic arts.

OUTCOMES:

Unit One:
1. On completion of this unit, the student should be able to devise and document solo and/or ensemble drama work/s based on experiences and/or stories.
2. On completion of this unit the student should be able to perform a devised drama work/s to an audience.
3. On completion of this unit the student should be able to analyse the development and performance to an audience of their non-naturalistic devised work.
4. On completion of this unit the student should be able to analyse the portrayal of stories and characters in a drama performance by professional or other drama practitioners.

Unit Two:
1. On completion of this unit the student should be able to devise and document the processes used to create a solo or ensemble non-naturalistic performance work.
2. On completion of this unit the student should be able to present a performance of a devised non-naturalistic work to an audience.
3. On completion of this unit the student should be able to analyse the creation, development and performance to an audience of their non-naturalistic devised work.

COURSE DESCRIPTION:

Unit One:
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student’s own performance work and of a performance by professional drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.

Unit Two:
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.
ASSESSMENT TASKS:

_Unit 1:_
- Journal {10%}
- Performance {35%}
- Written analysis of own performance {15%}
- Written analysis of another drama practitioner {15%}
- Semester Examination {25%}

_Unit 2:_
- Journal {20%}
- Performance {35%}
- Written analysis of own performance {20%}
- End-of-Year Examination {25%}

CAREER PROSPECTS:
- Visit the school’s website.

ENQUIRIES: Ms Helena Stratakos
Drama
Unit 3 & 4

OVERVIEW:
The study of Drama focuses on the creation and performance of characters and stories in naturalistic and non-naturalistic ways. Students draw on a range of stimulus material and techniques to develop and present devised work. Students also explore a range of historically and culturally significant performance styles, as well as dramatic elements and stagecraft. They use performance and expressive skills to explore and develop role and character. Drama encourages students to work cooperatively and creatively both individually and as part of an ensemble. It broadens their understanding and ability to communicate important personal, social and political ideas. It teaches them to think critically about their own processes and outcomes and develop an appreciation for the dramatic arts.

OUTCOMES:
Unit Three:
1. On completion of this unit, the student should be able to develop and present character/s within a devised non-naturalistic ensemble performance.
2. On completion of this unit, the student should be able to analyse the use of processes, techniques and skills to create and present a devised ensemble performance.
3. On completion of this unit, the student should be able to analyse and evaluate a non-naturalistic performance.

Unit Four:
1. On completion of this unit, the student should be able to devise a solo performance in response to given stimulus material and describe the non-naturalistic qualities of the performance.
2. On completion of this unit, the student should be able to create, develop and perform a non-naturalistic drama solo in response to a prescribed structure.
3. On completion of this unit, the student should be able to analyse and evaluate the creation, development and presentation of a devised non-naturalistic solo performance.

COURSE DESCRIPTION:
Unit Three:
This unit focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students analyse a professional performance that incorporates non-naturalistic performance styles and production elements selected from the prescribed VCE Drama Unit 3 Playlist published annually on the Victorian Curriculum and Assessment Authority website.
**Unit Four:**
This unit focuses on the development and presentation of non-naturalistic devised solo performances. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure. Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance.

**ASSESSMENT TASKS:**
Moderated SAC Total {40%}

*Unit Three:*
- Ensemble performance
- Analysis of ensemble performance
- Performance analysis from playlist

*Unit Four:*
- Short solo performance and written statement
- Analysis of solo performance

Solo performance examination {35%}

Written examination {25%}

**CAREER PROSPECTS:**
Visit the school’s website.

**ENQUIRIES:** Ms Helena Stratakos
Economics

Unit 1 & 2

OVERVIEW:
Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the affect that these decisions may have on material and non-material living standards. Developing students’ understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences.

Through studying economics students develop a range of skills including the ability to gather, organise, analyse and synthesise a wide selection of economic information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop viable solutions to contemporary economic issues. They utilise the economic models and tools of economists effectively to analyse and evaluate the decisions made by key economic agents and, in the process, appreciate the different viewpoints about the issues that may affect a modern economy. Further study in the field of Economics can lead to a broad range of career opportunities such as stockbroking, insurance, business analysis, banking and finance, journalism and public policy.

OUTCOMES:

Unit One:
1. On completion of this unit the student should be able to describe the basic economic problem, discuss the role of consumers and businesses in the economy and analyse the factors that influence decision making.
2. On completion of this unit the student should be able to explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy.

Unit Two:
1. On completion of this unit the student should be able to explain the factors and policies that may influence economic growth and environmental sustainability, and analyse the potential trade-off.
2. On completion of this unit the student should be able to explain the factors and policies that may influence equity in the distribution of income and efficiency of resource allocation, and analyse the potential trade-off.
3. On completion of this unit the student should be able to explain the factors that may influence a global economic issue/s and evaluate potential consequences associated with actions to address the issue/s.

COURSE DESCRIPTION:
In Unit One, students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action. Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour.
In Unit Two, students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals.

ASSESSMENT TASKS:

Unit One:
Thinking like an economist Task {30%}
Decision making in markets Task {30%}
Semester Examination {40%}

Unit Two:
Economic growth, long-term economic prosperity and environmental sustainability Task {20%}
Economic efficiency and equity Task {20%}
Global economic issues Task {20%}
End-of-Year Examination {40%}

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.

Visit the school’s website.

ENQUIRIES: Mr Michael McIntyre
Economics

Unit 3 & 4

OVERVIEW:
Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the affect that these decisions may have on material and non-material living standards. Developing students’ understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences.

Through studying economics students develop a range of skills including the ability to gather, organise, analyse and synthesise a wide selection of economic information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop viable solutions to contemporary economic issues. They utilise the economic models and tools of economists effectively to analyse and evaluate the decisions made by key economic agents and, in the process, appreciate the different viewpoints about the issues that may affect a modern economy. Further study in the field of Economics can lead to a broad range of career opportunities such as stockbroking, insurance, business analysis, banking and finance, journalism and public policy.

OUTCOMES:
Unit Three:
1. On completion of this unit the student should be able to explain how markets operate to allocate resources, and discuss the effect of government intervention on market outcomes.
2. On completion of this unit the student should be able to analyse key contemporary factors that may have influenced the Australian Government’s domestic macroeconomic goals over the past two years and discuss how achievement of these goals may affect living standards.
3. On completion of this unit the student should be able to explain the factors that may influence Australia’s international transactions and evaluate how international transactions and trade liberalisation may influence the current account balance, the Australian Government’s domestic macroeconomic goals and living standards in Australia.

Unit Four:
1. On completion of this unit the student should be able to discuss the nature and operation of aggregate demand policies and analyse how the policies may influence the Australian Government’s domestic macroeconomic goals and living standards.
2. On completion of this unit the student should be able to discuss the nature and operation of aggregate supply policies and analyse how the policies may influence the Australian Government’s domestic macroeconomic goals and living standards.

COURSE DESCRIPTION:
In Unit Three, students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government’s domestic macroeconomic goals and affect living standards. Australia’s economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships in terms of their influence on Australia’s living standards.
In Unit Four, students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals. Area of Study 1 focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the Australian Government’s domestic macroeconomic goals. In Area of Study 2 students consider how the Australian Government utilises aggregate supply policies to manage the Australian economy.

ASSESSMENT TASKS:
Moderated CAS Total {50%}

Unit Three:
- SAC 1 Test - Microeconomics
- SAC 2 Test - Macroeconomics

Unit Four:
- SAC 1 Test- Budgetary and Monetary Policy and Aggregate Demand
- SAC 2 Test – Policies for Managing Aggregate Supply
Examination {50%}

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.

Visit the school’s website.

ENQUIRIES: Mr Michael McIntyre
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 produce analytical and creative responses to texts.
2. On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Unit Two:
1. On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.
2. On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

COURSE DESCRIPTIONS:

Unit One:
1. **Reading and creating texts**
   In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read.

2. **Analysing and presenting argument**
   In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.
Unit Two:

1. **Reading and comparing texts**
   In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader’s understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.

2. **Analysing and presenting argument**
   In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience.

**ASSESSMENT TASKS:**

*Unit One:*
- Text response {20%}
- Analysing argument task {15%}
- Text response {20%}
- Oral presentation {15%}
- Semester Examination {30%}

*Unit Two:*
- Comparing texts {30%}
- Analysing argument {15%}
- Point of view task {15%}
- End-of-Year Examination {40%}

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

Visit the school’s website.

**ENQUIRIES:** Mr Geoffrey Gainey
OVERVIEW:
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 produce an analytical interpretation of a selected text, and a creative response to a different selected text.
2. On completion of this unit the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Unit Four:
1. On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
2. On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

COURSE DESCRIPTIONS:

Unit Three:
1. Reading and creating texts

In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.

2. Analysing argument

In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1 September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.
Unit Four:

1. **Reading and comparing texts**
   In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

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

**ASSESSMENT TASKS:**
- Moderated SAC Total {50%}
  - **Unit 3:**
    - Text response – an analytical interpretation
    - Text response – creative
    - Analysis and comparison of arguments
  - **Unit 4:**
    - Detailed comparison of two texts
    - Point of view oral presentation
    - A statement of intention

Examination {50%}

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

Visit the school’s website.

**ENQUIRIES:** Mr Geoffrey Gainey
OVERVIEW:
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.

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.

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.

COURSE DESCRIPTIONS:
Unit One:
1. The nature and functions of language
Students explore the nature of language and the various functions language performs in a range of contexts. They consider the properties that distinguish human communication as unique, the differences between modes of spoken and written language, and the relationship between meaning and the rules that govern language use. Students are introduced to the theory that language is a system of signs and conventions and that while the relationship between words and meanings may be arbitrary, our use of language is rule-governed and informed by accepted systems, such as word order and affixation.

2. Language acquisition
This area of study focuses on the developmental stages of child language acquisition. Students explore how in addition to words and their meanings, children learn to use the phonological and grammatical conventions of the language, as well as the appropriate use of these conventions in different social situations. As children acquire language, they can be seen to change their language system gradually in response to the language use of others. At different stages, children’s language develops across a range of subsystems allowing for increasingly complex communication and a greater range of functions.
Unit Two:

1. **English across time**
   This area of study examines the changes that have occurred in English over time. Students investigate the factors that bring about language change, including those that come from within the language itself, from social transformation, and from contact with other languages. They explore language change across all subsystems as represented in texts that traverse the history of English.

2. **Englishes in contact**
   In this area of study students consider the effects of the global spread of English by learning about both the development and decline of languages as a result of English contact, the elevation of English as a global *lingua franca* and the cultural consequences of language contact. Students explore the ways English is used as an expression of culture in a range of literary, transactional and popular-culture texts.

**ASSESSMENT TASKS:**

**Unit One:**
- Language diary {5%}
- Nature and function of language test {25%}
- Short answer question and essay {15%}
- Oral presentation {15%}
- Semester Examination {40%}

**Unit Two:**
- Research task {15%}
- Analytical essay {15%}
- Short answer questions {15%}
- Investigative report {15%}
- End-of-Year Examination {40%}

**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.

Visit the school’s website.

**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. On completion of this unit the student should be able to identify and analyse distinctive features of informal language in written and spoken texts.
2. On completion of this unit the student should be able to identify and analyse distinctive features of formal language in written and spoken texts.

Unit Four:
1. On completion of this unit the student should be able to investigate and analyse varieties of Australian English and attitudes towards them.
2. On completion of this unit the student should be able to analyse how people’s choice of language reflects and constructs their identities.

COURSE DESCRIPTIONS:
Unit Three:
1. Informal language
   In this area of study students consider the way speakers and writers choose from a repertoire of language to vary the style of their language to suit a particular social purpose. They consider the features and functions of informal language in written, spoken and electronic interactions, understanding that the situational and cultural context of an exchange determines the language used.
2. Formal language
   In this area of study students consider the way speakers and writers choose from a repertoire of language to achieve a particular purpose. As with informal language, the situational and cultural context determines whether people use formal language and in which mode they choose to communicate.
Unit Four:

1. **Language variation in Australian society**
   This area of study enables students to examine the range of language varieties that exist in contemporary Australian society and the contributions these varieties make to a construction of shared national identity. Australian English has much in common with Englishes from other continents, but the language has also developed features across all subsystems of language that distinguish it from other Englishes.

2. **Individual and group identities**
   In this area of study students focus on the role of language in reflecting and constructing individual and group identities. They examine how language users are able to play different roles within speech communities and to construct their identities through subconscious and conscious language variation, according to age, gender, occupation, interests, aspiration and education. While individual identity can be derived from the character traits that make us unique, our social identities are drawn from membership of particular groups.

**ASSESSMENT TASKS:**

Moderated SAC Total {50%}

*Unit 3:*
- Short-Answer Questions
- Written Analysis

*Unit 4:*
- Research and expository essay
- Expository essay

Examination {50%}

**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.

Visit the school’s website.

**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. On completion of this unit, the student should be able to compare the processes and timeframes for obtaining the key inputs required for life on Earth, describe strategies for the minimisation of waste product outputs, and explain how Earth’s four systems interact to sustain life.
2. On completion of this unit, the student should be able to describe the flow of matter and energy, nutrient exchange and environmental changes in ecosystems across Earth’s four systems over different time scales.
3. On completion of this unit, the student should be able to design and undertake an investigation related to ecosystem monitoring and/or change, and draw a conclusion based on evidence from collected data.

Unit Two:
1. On completion of this unit, the student should be able to compare a selected pollutant that results in bioaccumulation with an air- or water-borne pollutant, with reference to their sources, characteristics and dispersal, explain how they can be measured and monitored, and describe treatment options.
2. On completion of this unit, the student should be able to compare the sources, nature, transport mechanism, effects and treatment of three selected pollutants, with reference to their actions in the atmosphere, biosphere, hydrosphere and lithosphere.
3. On completion, the student should be able to investigate and communicate a substantiated response to an issue involving the management of a selected pollutant of local interest.

COURSE DESCRIPTION:
Unit One:
1. How is life sustained on Earth? Students examine the processes and interactions occurring within and between Earth’s four systems – the atmosphere, biosphere, hydrosphere and lithosphere – that affect the availability, accessibility and usability of these inputs for life. They examine the outputs of processes and interactions occurring within and between the four systems, and distinguish between outputs that can be reused as inputs and those that require treatment as wastes.
2. **How is Earth a dynamic system?** Students explore changes in systems that can occur over different time scales (short, medium or long term), have cyclic or unpredictable patterns, and can be caused by natural- or human-induced factors. They examine the flow of matter and energy in selected environmental events and phenomena with reference to natural and unpredictable or abrupt environmental changes in Earth’s four systems.

3. **Practical Investigation.** Students design and conduct a practical investigation into the monitoring of ecosystems or their components and/ or change in ecosystems. The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question.

**Unit Two:**

1. **When does pollution become a hazard?** Students examine biotic and abiotic indicators of pollution in various environments. Using selected examples, they distinguish between pollutants that result in bioaccumulation, and air- or water-borne pollutants. Students explore the chemical and physical characteristics, sources and transport mechanisms of pollutants and consider how levels of safety standards are set.

2. **What makes pollution management so complex?** Students investigate three pollutants of national or global concern. They explain how pollutants move through, and affect, the atmosphere, biosphere, hydrosphere and lithosphere, and compare treatment and management options for each pollutant. Students also explore the limitations of the categorization of pollution as air, water and soil pollution. Students investigate a question for each of the three categories of pollution: air, water and soil.

3. **Case Study.** Students apply and extend their knowledge and skills developed in Areas of Study 1 and 2 to investigate a case study involving the management of a selected pollutant of local interest. Students prepare a communication that explains the relevant scientific concepts, identifies different management options including social, economic, legal and ethical implications, and presents a justified position on a preferred solution.

**ASSESSMENT TASKS:**

**Unit One:**
- Practical Reports {20%}
- Tests {30%}
- Multimedia Presentations {20%}
- Semester Examination {30%}

**Unit Two:**
- Practical Investigation {10%}
- Pollution Case Study {5%}
- Energy Summary Report {5%}
- Tests {30%}
- End-of-Year Examination {50%}

**CAREER and COURSE PROSPECTS:**
Visit the school website → ‘MyBMG’ (bottom right of screen) → ‘Students’. → ‘Careers’
Access VTAC [www.vtac.edu.au](http://www.vtac.edu.au) and look in “Search for Courses” (to search for pre-requisites)

**ENQUIRIES:** Ms 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. 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 Three:
1. On completion of this unit, the student should be able to explain the importance of Earth’s biodiversity, analyse the threats to biodiversity, and evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species.
2. On completion of this unit, the student should be able to explain the principles of sustainability and environmental management and analyse and evaluate a selected environmental science case study.

Unit Four:
1. On completion of this unit, the student should be able to compare the advantages and disadvantages of a range of energy sources, evaluate the sustainability of their use, and explain the impacts of their use on society and the environment.
2. On completion of this unit the student should be able to explain the causes and effects of changes to Earth’s climate, compare methods of measuring and monitoring atmospheric changes, and explain the impacts of atmospheric changes on living things and the environment.

COURSE DESCRIPTION:

Unit Three:
1. **Is maintaining biodiversity worth a sustained effort?**
   In this area of study students examine biodiversity as a means of investigating the management of a single Earth system – the biosphere. They examine the categories of biodiversity, the role of biodiversity in sustaining ecosystems, the provision of ecosystem services for human well-being and the strategies employed to counteract threats, both natural and human induced, so as to maintain biodiversity in the short, medium and long term. Students investigate through field and practical activities how biodiversity is measured. They examine the effectiveness of management strategies in the context of a selected threatened endemic species, based on scientific evidence, to ensure sustainability of biodiversity.
2. **Is development sustainable?**

   In this area of study students examine the application of environmental science to sustainability and environmental management. They explore definitions of sustainability and consider how these may be interpreted and applied in addressing environmental issues. Students select one environmental science case study to be studied in depth. The selected case study should have a completed management strategy, including risk assessment. Students assess the environmental impacts and risks associated with the environmental science case study, examine the elements of environmental management and its relationship to sustainability principles, and evaluate the effectiveness of the environmental management plan implemented by the organisation. They determine the stakeholders involved, including community, business, industry and government agency where relevant, and evaluate scientific data related to the monitoring of the case study.

**Unit Four:**

1. **What is a sustainable mix of energy sources?**

   In this area of study students examine the concepts associated with the use of different forms of energy by human societies. Focus moves from understanding the relationship between the uses of local sources of energy to examining the global impacts of these uses, including consideration of the consequences over short (seconds to years), medium (multiple years to hundreds of years) and long (thousands to millions of years) time scales. Students investigate through field and practical activities the extent, availability, consequences, and alternative forms of energy available while considering the environmental, social and ethical challenges involved.

2. **Is climate predictable?**

   In this area of study students investigate the astronomical, solar, and Earth systems and human-based factors that have altered important relationships between the energy, water and nutrient cycles, resulting in the enhanced greenhouse effect and climate change. They compare natural and enhanced greenhouse effects and their significance for sustaining ecological integrity.

**ASSESSMENT TASKS:**

Moderated SAC Total {50%}
- Biodiversity report/presentation
- Sustainability & Environmental Management Evaluation
- Energy Source Evaluation
- Climate Analysis
- Practical Investigation Poster

Examination {50%}

**CAREER and COURSE PROSPECTS:**

Visit the school website → ‘MyBMG’ (bottom right of screen) → ‘Students’. →’Careers’

Access VTAC [www.vtac.edu.au](http://www.vtac.edu.au) and look in “Search for Courses” (to search for pre-requisites)

**ENQUIRIES:** Ms Diane Krosby
OVERVIEW:
VCE Food Studies takes an interdisciplinary approach to the exploration of food. Students explore food from a wide range of perspectives. Unit One focuses on the origins and roles of food through time and across the world. Unit Two investigates food systems in contemporary Australia. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

OUTCOMES:

Unit One: Food Origins
1. On completion of this unit the student should be able to identify and explain major factors in the development of a globalized food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities.
2. On completion of this unit the student should be able to describe patterns of change in Australia’s food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products.

Unit Two: Food Makers
1. On completion of this unit the student should be able to describe Australia’s major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.
2. On completion of this unit the student should be able to compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.

COURSE DESCRIPTION:

Unit One: Food Origins
1. **Food around the world:** In this area of study students explore the origins and cultural roles of food, from early civilisations through to today’s industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures with a focus on one selected region other than Australia. The practical component explores the use of ingredients available today that were used in earlier cultures. It also provides opportunities for students to extend and share their research into the world’s earliest food-producing regions, and to demonstrate adaptations of selected food from earlier cuisines.

2. **Food in Australia:** In this area of study students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. Students consider the development of food production, processing and manufacturing industries and conduct a critical inquiry into how Australian food producers and consumers today have been influenced by immigration and other cultural factors. Students conduct research into foods and food preparation techniques introduced by immigrants over time.
and consider the resurgence in interest in indigenous food practices, while reflecting on whether Australia has developed a distinctive cuisine of its own. The practical component complements the study of ingredients indigenous to Australia and provides students with opportunities to extend and share their research into a selected cuisine brought by migrants.

**Unit Two: Food Makers**

1. **Food Industries**: In this area of study students focus on commercial food production in Australia, encompassing primary production and food processing and manufacturing, and the retail and food service sectors. Students apply an inquiry approach, with emphasis on the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia’s economy. Students investigate the characteristics of the various food industries and identify current and future challenges and opportunities. They consider the influences on food industries, and in turn how they influence people. Students investigate new food product development and innovation, and the processes in place to ensure a safe food supply. Students undertake a practical component, creating new food products using design briefs, and apply commercial principles such as design, product testing, production, evaluation and marketing.

2. **Food in the home**: In this area of study students further explore food production, focusing on domestic and small-scale food production. Students compare similar products prepared in different settings and evaluate them using a range of measures. They consider the influences on the effective provision and preparation of food in the home. Their practical skills are extended through designing and adapting recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families. Students propose and test ideas for applying their food skills to entrepreneurial projects that potentially may move their products from a domestic or small-scale setting to a commercial context.

**ASSESSMENT TASKS:**

**Unit One**

- Practical Production records with reflection {40%}
- Written report: Food around the world {10%}
- Oral Presentation and Practical demonstration: Food in Australia {10%}
- Semester Examination {40%}

**Unit Two**

- Design & Develop a practical food solution 1: Food industry or school community {20%}
- Design and Develop a practical food solution 2: Domestic or small-scale setting {20%}
- Practical Production records with reflection {20%}
- Semester Examination {40%}

**CAREER PROSPECTS:**

The study may provide a foundation for pathways to food science and technology, consumer science, home economics, the hospitality and food manufacturing industries, and nutrition and health studies. For students that are focused on a career in the food industry it is recommended that this subject is partnered with VET (VCE) Hospitality to provide a wide coverage of areas in the food industry, both from retail and manufacturing.

**ENQUIRIES:**

Mrs Jacqueline Huxtable
OVERVIEW:
VCE Food Studies takes an interdisciplinary approach to the exploration of food. Students explore food from a wide range of perspectives. Unit Three investigates the science of food and the many physical and social functions and roles of food. In Unit Four students examine debates about global and Australian food systems. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

OUTCOMES:
Unit Three: Food in daily life
1. On completion of this unit the student should be able to explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse food selection models, and apply principles of nutrition and food science in the creation of food products.
2. On completion of this unit the student should be able to explain and analyse factors affecting food access and choice, analyse the influences that shape an individual’s food values, beliefs and behaviors, and apply practical skills to create a range of healthy meals suitable for children and families.

Unit Four: Food issues, challenges and futures
1. On completion of this unit the students should be able to explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.
2. On completion of this unit the student should be able to explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

COURSE DESCRIPTION:
Unit Three: Food in daily life
1. The science of food: In this area of study students focus on the science of food. They investigate the physiology of eating and microbiology of digesting, and the absorption and utilisation of macronutrients. They investigate food allergies, food intolerances and the microbiology of food contamination. By identifying evidence-based principles, students develop their capacity to analyses advice on food choices. Students learn and apply food science terminology relating to chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects. They apply knowledge in the safe production of nutritious meals.

2. Food choice, health and wellbeing: In this area of study students focus on patterns of eating in Australia and the influences on the food we eat. Students look at relationships between social factors and food access and choice, as well as the social and emotional roles of food in shaping and expressing identity, and how food may line to psychological factors.
They inquire into the role of media, technology and advertising as influences on the formation of food habits and beliefs, and investigate the principles of encouraging healthy food patterns in children. In this area of study students undertake a practical component developing a repertoire of healthy meals suitable for children and families.

Unit Four: Food issues, challenges and futures

1. Environment and ethics: In this area of study student address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety, and the use of agricultural resources. Students conduct a critical inquiry into a range of debates through identifying issues involved, forming and understanding of current situations and considering possible futures. They research one selected debate in depth, seeking clarity on disparate points of view, considering proposed solutions and analysing work undertaken to solve problems and support sustainable futures. Students will consider environmental and ethical issues relating to the selected debate and apply their responses in practical ways.

2. Navigating food information: In this area of study students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. They investigate a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration the evidenced-based recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students practice and improve their food selection skills by interpreting food labels and interrogating the marketing terms on food packaging. The practical component of this area of study provides opportunities for students to extend their food production repertoire by creating recipes that reflect the Australian Dietary Guidelines.

ASSESSMENT TASKS:
Moderated SAC Total {30%}
   Annotated Visual Report
   Short written report
   Written report
   Media Analysis

Moderated SAT Total {40%}
   Practical Production records with reflection

Examination {30}

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.

ENQUIRIES: Mrs Jacqueline Huxtable
French
Unit 1 & 2

OVERVIEW:
French is the study of both language and culture. Students develop the ability to respond orally and in written form to situations and learn to express information about themselves and others. Along with gaining an understanding of vocabulary, grammar, and language, students also gain knowledge of French culture and lifestyle. Research carried out at York University in Toronto by psychologist, Ellen Bialystok, shows that students who study foreign languages tend to score better on standardized tests than their monolingual peers, particularly in the categories of mathematics, reading, and vocabulary. Additionally, a study conducted around a similar time by Researchers from University College London has shown that learning other languages altered grey matter – the area of the brain which processes information – in the same way exercise builds muscles.

OUTCOMES:

Unit One:
1. On completion of this unit, students should be able to establish and maintain a spoken or written exchange related to personal areas of experience.
2. On completion of this unit, students should be able to listen to, read and obtain information from spoken and written texts.
3. On completion of this unit, the student should be able to produce a personal response to a text focusing on real or imaginary experience.

Unit Two:
1. On completion of this unit, students should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.
2. On completion of this unit, students should be able to listen to, read and extract and use information and ideas from spoken and written texts.
3. On completion of this unit, students should be able to give expression to real or imaginary experience in spoken or written form.

COURSE DESCRIPTION:
The areas of study for French comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of study, and 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 a vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.
ASSESSMENT TASKS:

*Unit One:*
- Speaking {30%}
- Listening & Reading {25%}
- Writing {25%}
- Examination {20%}

*Unit Two:*
- Speaking {30%}
- Listening & Reading {25%}
- Writing {25%}
- Examination {20%}

CAREER and COURSE PROSPECTS:
Learning French would be of value in the following careers:
- Teaching (Language Teachers are particularly in demand in primary/secondary schools at present).
- Hospitality and Tourism.
- Commerce, Business, Industry, Trade and Banking (foreign firms in Australia, and Australian firms overseas).
- Entertainment, Journalism, Media, Film and Television production.
- Law, Community services, charity, building, urban development and construction.
- Medicine, Psychology, Environment and Scientific research.
- There are also significant advantages for successful completion of a LOTE in the ATAR calculation.

Visit the school website → ‘MyBMG’ (bottom right of screen) → ‘Students’. →.’Careers’
Access VTAC [www.vtac.edu.au/](http://www.vtac.edu.au/) and look in “Search for Courses” (to search for pre-requisites)

ENQUIRIES: Ms Margaret Buchanan; Ms Magali Bourkel
French

Unit 3 & 4

OVERVIEW:
French is the study of both language and culture. Students develop the ability to respond orally and in written form to situations and learn to express information about themselves and others. Along with gaining an understanding of vocabulary, grammar, and language, students also gain knowledge of French culture and lifestyle. 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.

Research carried out at York University in Toronto by psychologist, Ellen Bialystok, shows that students who study foreign languages tend to score better on standardized tests than their monolingual peers, particularly in the categories of mathematics, reading, and vocabulary. Additionally, a study conducted around a similar time by Researchers from University College London has shown that learning other languages altered grey matter – the area of the brain which processes information – in the same way exercise builds muscles.

OUTCOMES:

Unit Three:
1. On completion of this unit, students should be able to express ideas through the production of original texts.
2. On completion of this unit, students should be able to analyse and use information from spoken texts.
3. On completion of this unit, the student should be able to exchange information, opinions and experiences.

Unit Four:
1. On completion of this unit, students should be able to analyse and use information from written texts.
2. On completion of this unit, students should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities.

COURSE DESCRIPTION:
The areas of study for French comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of study, and 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 a vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.
ASSESSMENT TASKS:
Moderated SAC Total {50%}

Unit Three:
Writing
Listening & Writing
Speaking

Unit Four:
Read & Respond
Writing
Speaking

Oral Examination {12.5%}

Written Examination {37.5%}

CAREER and COURSE PROSPECTS:
Learning French would be of value in the following careers:
- Teaching (Language Teachers are particularly in demand in primary/secondary schools at present).
- Hospitality and Tourism.
- Commerce, Business, Industry, Trade and Banking (foreign firms in Australia, and Australian firms overseas).
- Entertainment, Journalism, Media, Film and Television production.
- Law, Community services, charity, building, urban development and construction.
- Medicine, Psychology, Environment and Scientific research.
- There are also significant advantages for successful completion of a LOTE in the ATAR calculation.

Visit the school website → ‘MyBMG’ (bottom right of screen) → ‘Students’. → ‘Careers’
Access VTAC www.vtac.edu.au/ and look in “Search for Courses” (to search for pre-requisites)

ENQUIRIES: Ms Margaret Buchanan; Ms Magali Bourkel
Geography

Unit 1 & 2

OVERVIEW:

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth’s surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

In VCE Geography students develop a range of skills, many of which employ spatial and digital technologies. Investigative skills develop students’ ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys, fieldwork, and the collection of data and information from relevant secondary sources. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images.

These skills encourage students to critically evaluate information for its validity and reliability. Presentation and communication skills enable students to communicate their knowledge and understanding in a coherent, creative and effective manner, with the use of appropriate geographic terminology.

OUTCOMES:

Unit One:

1. On completion of this unit, the student should be able to analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.
2. On completion of this unit, the student should be able to explore the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning.

Unit Two:

1. On completion of this unit, the student should be able to 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. On completion of this unit, the student should be able to explore the environmental, economic and socio-cultural impacts of different types of tourism.
COURSE DESCRIPTION:

Unit 1: Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards include a wide range of situations including those within local areas, to regional and global hazards such as drought, bushfires, climate change and infectious disease. Students examine, causes and impacts and human responses. Through fieldwork students investigate nature and appropriate management of technological hazards in the western suburbs of Melbourne and the 2015 Scotsburn bushfire.

Unit 2: Students investigate the characteristics of tourism, with particular emphasis on where it has developed, how it has changed and continues to change, and its impacts on people, places and environments. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism. Through fieldwork students investigate the management of environmentally and economically sustainable tourism at the Point Lonsdale lighthouse precinct.

ASSESSMENT TASKS:

Unit One:
- Hazards Fieldwork Report {25%}
- Hazards Research Report {25%}
- Examination {50%}

Unit Two:
- Tourism Fieldwork Report. {25%}
- Tourism Research Report {25%}
- Examination {50%}

CAREER PROSPECTS:
Visit the school’s website.

ENQUIRIES: Miss Claire Martin / Mrs Leonie Brown
OVERVIEW:

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth’s surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

In VCE Geography students develop a range of skills, many of which employ spatial and digital technologies. Investigative skills develop students’ ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys, fieldwork, and the collection of data and information from relevant secondary sources. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images.

These skills encourage students to critically evaluate information for its validity and reliability. Presentation and communication skills enable students to communicate their knowledge and understanding in a coherent, creative and effective manner, with the use of appropriate geographic terminology.

OUTCOMES:

Unit Three:

1. On completion of this unit, the student should be able to analyse, describe and explain land use change and assess its impacts.
2. On completion of this unit the student should be able to analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.

Unit Four:

1. On completion of this unit the student should be able to analyse, describe and explain population dynamics on a global scale.
2. On completion of this unit the student should be able to analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.
COURSE DESCRIPTION:

Unit 3: Changing the land: 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: deforestation, desertification and glaciation. 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. The case study selected is the development of the Woodlea Estate at Rockbank. Students investigate the scale of change, the reasons for change and the impacts of change including change in land cover in the area over an extended period of time. Students undertake fieldwork and produce a fieldwork report using the structure provided.

Unit 4: Human population – trends and issues: In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. 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.

ASSESSMENT TASKS:

Unmoderated SCA Total {50%}

Unit Three:
SAC 1a Data Analysis
SAC 1b Data Analysis
SAC 2 Fieldwork Report

Unit Four
SAC 3 Data Analysis
SAC 4 Short Answers

Examination {50%}

CAREER PROSPECTS:

Visit the school’s website.

ENQUIRIES: Miss Claire Martin; Mr Andrew Mackenzie
OVERVIEW:
VCE Health and Human Development provides students with the skills and knowledge to make informed decisions about their own health and to recognise the importance of health in society. In undertaking this study, they will be able to actively participate in making appropriate choices that allow for good health and be able to seek appropriate advice. VCE Health and Human Development enable students to understand the current ideologies of health and human development in contemporary society. Students critically evaluate the health and development of the individual across the lifespan in the context of both Australia’s and global health and human development.

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. Describe and explain factors that affect the health and individual human development of Australia’s adults.

COURSE DESCRIPTION:
In Unit One, students identify issues that have an impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.
   1. Understanding health and development of Australia’s youth.
   2. Issues relating to Australia’s youth.

In Unit two, students identify issues affecting the health and individual human development of Australia’s mothers and babies, children and adults. Students investigate health issues in detail and analyse personal, community and government strategies and programs that affect the health and individual human development of mothers and babies, children and adults.
   1. Health and development during the pre-natal stage.
   2. Health and development during childhood.
   3. Health and development during adulthood.
ASSESSMENT TASKS:

Unit One:
- Test {15%}
- Case Study {15%}
- Test {30%}
- Semester Examination {40%}

Unit Two
- Test {15%}
- Case Study {15%}
- Data Analysis {30%}
- End-of-Year Examination {40%}

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.

Visit the school’s website.

ENQUIRIES: Mr. Andrew Perks
OVERVIEW:
VCE Health and Human Development provides students with the skills and knowledge to make informed decisions about their own health and to recognise the importance of health in society. In undertaking this study, they will be able to actively participate in making appropriate choices that allow for good health and be able to seek appropriate advice. VCE Health and Human Development enable students to understand the current ideologies of health and human development in contemporary society. Students critically evaluate the health and development of the individual across the lifespan in the context of both Australia’s and global health and human development.

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.

COURSE DESCRIPTION:

Unit Three 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.

1. Understanding Australia’s health.
2. Promoting health in Australia.

Unit Four 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.

1. Introducing global health and human development.
2. Promoting global health and human development.
ASSESSMENT TASKS:
Moderated SAC Total {50%}
  Test
  Data Analysis
  Case Study
  Test
  Data Analysis
  Data Analysis
Examination {50%}

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

Visit the school’s website.

ENQUIRIES: Mr. Andrew Perks
OVERVIEW:
The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of sources that are used as evidence. Furthermore, judgments of historical significance made by historians are central to the discipline. Historians do not always agree about the meaning that is taken from the past: historical interpretations are often subject to academic and public debate. The study of history equips students to take an informed position on such matters, helping them develop as individuals and citizens.

OUTCOMES:
Unit One:
1. On completion of this unit, the student should be able 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. On completion of this unit, the student should be able 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. On completion of this unit, the student should be able 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. On completion of this unit, the student should be able 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.
COURSE DESCRIPTION:

Unit One: Twentieth Century history 1918 –1939 (Ideology and conflict; Social and Cultural Change)
In this unit, students explore the nature of political, social and cultural change in the period between the world wars.

Unit Two: Twentieth Century history 1945-2000 (Competing ideologies; Challenge and Change)
In this unit, 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.

ASSESSMENT TASKS:

Unit One:
- Extended Response {15%}
- Document Analysis {15%}
- Visual/Written Analysis {15%}
- Extended Response {15%}
- Examination {40%}

Unit Two:
- Document Analysis {10%}
- Essay {20%}
- Essay {20%}
- Examination {50%}

CAREER PROSPECTS:
Visit the school’s website.

ENQUIRIES: Miss Claire Martin; Mr Jude Mete
OVERVIEW:
The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of sources that are used as evidence. Furthermore, judgments of historical significance made by historians are central to the discipline. Historians do not always agree about the meaning that is taken from the past: historical interpretations are often subject to academic and public debate. The study of history equips students to take an informed position on such matters, helping them develop as individuals and citizens.

OUTCOMES:

Unit Three:
1. On completion of this unit, the student should be able to analyse the nature of change in the Port Phillip District/Victoria in the period 1834–1860.
2. On completion of this unit, the student should be able 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. On completion of this unit, the student should be able to analyse the social, economic and political consequences of a crisis on the nation.
2. On completion of this unit, the student should be able to analyse and evaluate two key social, economic and political changes in late twentieth century Australia.
COURSE DESCRIPTION:
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.

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

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

ASSESSMENT TASKS:
Unmoderated SAC Total {50%}

Unit Three:
- SAC 1 Analysis of primary sources
- SAC 2 Essay

Unit Four:
- SAC 3 Analysis of historical interpretations
- SAC 4 Historical inquiry

Examination {50%}

CAREER PROSPECTS:
Visit the school’s website.

ENQUIRIES: Miss Claire Martin
History – Revolutions

Unit 3 & 4

OVERVIEW:
The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of sources that are used as evidence. Furthermore, judgments of historical significance made by historians are central to the discipline. Historians do not always agree about the meaning that is taken from the past: historical interpretations are often subject to academic and public debate. The study of history equips students to take an informed position on such matters, helping them develop as individuals and citizens.

OUTCOMES:

Unit Three:
1. On completion of this unit, the student should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
2. On completion of this unit, the student should be able to analyse the consequences of revolution and evaluate the extent of change brought to society.

Unit Four:
1. On completion of this unit, the student should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
2. On completion of this unit, the student should be able to analyse the consequences of revolution and evaluate the extent of change brought to society.
COURSE DESCRIPTION:

In Units Three & Four Revolutions, students investigate the significant historical causes and consequences of political revolution.

In these units, students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

*Unit 3:* The Russian Revolution of 1917

*Unit 4:* The Chinese Revolution of 1949

ASSESSMENT TASKS:

Moderated SAC Total {50%}

*Unit Three:*
- SAC 1 Analysis of primary sources
- SAC 2 Historical inquiry

*Unit Four:*
- SAC 3 Essay
- SAC 4 Analysis of historical interpretations

Examination {50%}

CAREER PROSPECTS:

Visit the school’s website.

ENQUIRIES: Miss Claire Martin; Ms Celia Patterson
OVERVIEW:
During the year, students work towards completing the key competencies in theory and practical work. 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 a one-week school holiday programs at the TAFE where cookery competencies are completed. All other work is completed on campus at BMG. Students must complete a minimum 40 hours work in industry: however, some of this requirement can be completed at school events and functions.

Important Note:
Please be aware that there is a holiday commitment of one full week at William Angliss TAFE. This will occur during the middle week of the June/July 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.
- RSA.
- Safety and security procedures and policies.
- Prepare simple dishes.
- Prepare sandwiches.
- Develop and update hospitality knowledge.

SCHOOL ASSESSED COURSEWORK:
Students will complete a variety of pieces of assessed Coursework over the year, these will include:
- Practical assessment – High Teas/Café service.
- Theory based assessment (Multiple per 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 VET Hospitality Food & Beverage: SIT20213

OVERVIEW:
During the year, students work towards completing the key competencies in theory and practical work. 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 and assessed. All other work is completed on campus at BMG. A study score is available with this subject.

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

OUTCOMES/COMPETENCIES:
Students must have completed Unit 1&2 VET Hospitality

Unit Three:
Advice on food
Prepare and serve non-alcoholic beverages
Prepare and serve espresso coffee

Unit Four:
Provide food and beverage service.
Process financial transactions

SCHOOL ASSESSED COURSEWORK:
SAT One: Advice on Food: Portfolio {17%}
SAT Two: Work performance: 2 practical & 2 written tests {16%}
         Prepare and serve non-alcoholic beverages
         Prepare and serve espresso coffee
SAT Three: Work performance: 1 written test & TAFE practical {33%}
          Provide food and beverage service
Examination {34%}

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
Japanese

Unit 1 & 2

OVERVIEW:
Japanese is the study of both language and culture. Students develop the ability to respond orally and in written form to situations and learn to express information about themselves and others. Along with gaining an understanding of vocabulary, grammar, and language, students also gain knowledge of Japanese culture and lifestyle. Research carried out at York University in Toronto by psychologist, Ellen Bialystok, shows that students who study foreign languages tend to score better on standardized tests than their monolingual peers, particularly in the categories of mathematics, reading, and vocabulary. Additionally, a study conducted around a similar time by Researchers from University College London has shown that learning other languages altered grey matter – the area of the brain which processes information – in the same way exercise builds muscles. 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.

OUTCOMES:

Unit One:
1. On completion of this unit, students should be able to establish and maintain a spoken or written exchange related to personal areas of experience.
2. On completion of this unit, students should be able to listen to, read and obtain information from spoken and written texts.
3. On completion of this unit, the student should be able to produce a personal response to a text focusing on real or imaginary experience.

Unit Two:
1. On completion of this unit, students should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.
2. On completion of this unit, students should be able to listen to, read and extract and use information and ideas from spoken and written texts.
3. On completion of this unit, students should be able to give expression to real or imaginary experience in spoken or written form.

COURSE DESCRIPTION:
The areas of study for Japanese comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of study, and 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 a vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.
The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.
The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.
ASSESSMENT TASKS:

Unit One:
- Speaking {30%}
- Listening {15%}
- Reading {17.5%}
- Writing {17.5%}
- Examination {20%}

Unit Two:
- Reading & Writing {20%}
- Listening & Writing {20%}
- Writing {20%}
- Speaking {20%}
- Examination {20%}

CAREER and COURSE PROSPECTS:
Learning Japanese would be of value in the following careers:
- Teaching (Language Teachers are particularly in demand in primary/secondary schools at present).
- Hospitality and Tourism.
- Commerce, Business, Industry, Trade and Banking (foreign firms in Australia, and Australian firms overseas).
- Entertainment, Journalism, Media, Film and Television production.
- Law, Community services, charity, building, urban development and construction.
- Medicine, Psychology, Environment and Scientific research.
- There are also significant advantages for successful completion of a LOTE in the ATAR calculation.

Visit the school website → ‘MyBMG’ (bottom right of screen) → ‘Students’. → ’Careers’
Access VTAC www.vtac.edu.au/ and look in “Search for Courses” (to search for pre-requisites)

ENQUIRIES: Ms Aine Murphy; Ms Margaret Buchanan.
OVERVIEW:

Japanese is the study of both language and culture. Students develop the ability to respond orally and in written form to situations and learn to express information about themselves and others. Along with gaining an understanding of vocabulary, grammar, and language, students also gain knowledge of Japanese culture and lifestyle. Students are required to undertake a detailed study in VCE. This enables students to explore and compare aspects of the language and culture of Japanese-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.

Research carried out at York University in Toronto by psychologist, Ellen Bialystok, shows that students who study foreign languages tend to score better on standardized tests than their monolingual peers, particularly in the categories of mathematics, reading, and vocabulary. Additionally, a study conducted around a similar time by Researchers from University College London has shown that learning other languages altered grey matter – the area of the brain which processes information – in the same way exercise builds muscles.

OUTCOMES:

Unit Three:

1. On completion of this unit, students should be able to express ideas through the production of original texts.
2. On completion of this unit, students should be able to analyse and use information from spoken texts.
3. On completion of this unit, the student should be able to exchange information, opinions and experiences.

Unit Four:

1. On completion of this unit, students should be able to analyse and use information from written texts.
2. On completion of this unit, students should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese-speaking communities.

COURSE DESCRIPTION:

The areas of study for Japanese comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of study, and 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 a vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.
ASSESSMENT TASKS:
Moderated SAC Total {50%}
  Unit Three:
  Writing
  Listening & Writing
  Speaking
  Read & Respond
  Unit Three: school-assessed coursework:
  Writing
  Speaking
Oral Examination {12.5%}
Written Examination {37.5%}

CAREER and COURSE PROSPECTS:
Learning Japanese would be of value in the following careers:
- Teaching (Language Teachers are particularly in demand in primary/secondary schools at present).
- Hospitality and Tourism.
- Commerce, Business, Industry, Trade and Banking (foreign firms in Australia, and Australian firms overseas).
- Entertainment, Journalism, Media, Film and Television production.
- Law, Community services, charity, building, urban development and construction.
- Medicine, Psychology, Environment and Scientific research.
- There are also significant advantages for successful completion of a LOTE in the ATAR calculation.

Visit the school website → ‘MyBMG’ (bottom right of screen) → ‘Students’. → ’Careers’
Access VTAC [www.vtac.edu.au](http://www.vtac.edu.au/) and look in “Search for Courses” (to search for pre-requisites).

ENQUIRIES: Ms Aine Murphy; Ms Margaret Buchanan.
OVERVIEW:
VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society.

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

Students develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. They investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures. Students are encouraged to question these systems and develop informed judgments about their effectiveness, as well as consider reforms to the law and the legal system.

OUTCOMES:

Unit One:
1. On completion of this unit the student should be able to explain the need for effective laws and describe the main sources and types of law in society.
2. On completion of this unit the student should be able to 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.
3. On completion of this unit the student should be able to describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice.

Unit Two:
1. On completion of this unit the student should be able to explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases.
2. On completion of this unit the student should be able to explain and evaluate the processes for the resolution of civil disputes
3. On completion of this unit the student should be able to explain one or more area/s of civil law, and discuss the legal system’s capacity to respond to issues and disputes related to the selected area/s of law
4. On completion of this unit the student should be able to describe an Australian case illustrating rights issues, and discuss the impact of the case on the legal system and the rights of individuals.

COURSE DESCRIPTION:
In Unit One, students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria. Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases.
In Unit Two, students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals. The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness. Students focus on cases that have had a broader impact on the legal system and on the rights of individuals. Students develop an appreciation of the role played by such cases and undertake an analysis of relevant legal issues.

ASSESSMENT TASKS:

Unit One:
- Criminal Law Test {20%}
- Case Study {20%}
- Extended Response {20%}
- Semester Examination {40%}

Unit Two:
- Civil Law Test {20%}
- Contract Law Test {20%}
- Structured Report – Rights {20%}
- End-of-Year Examination {40%}

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.

Visit the school’s website.
Access VTAC’s Courselink at http://www.vtac.edu.au

ENQUIRIES: Mrs Liisa Beazley / Mrs Erin Thornton
OVERVIEW:

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society.

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

Students develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. They investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures. Students are encouraged to question these systems and develop informed judgments about their effectiveness, as well as consider reforms to the law and the legal system.

OUTCOMES:

Unit Three:
1. On completion of this unit the student should be able to explain the structure and role of parliament, including its processes and effectiveness as a law-making body, describe why legal change is needed, and the means by which such change can be influenced.
2. On completion of this unit the student should be able to explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights.
3. On completion of this unit the student should be able to describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.

Unit Four:
1. On completion of this unit the student should be able to describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.
2. On completion of this unit the student should be able to 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.
COURSE DESCRIPTION:
In Unit Three, students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society.

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

ASSESSMENT TASKS:
Moderated SAC Total {50%}

Unit Three:
SAC 1 – Short Answer Test
SAC 2 – Extended Responses
SAC 3 – Case Studies Test

Unit Four:
SAC 1 – Short Answer and Extended Response Test
SAC 2 – Short Answer and Extended Response Test

Examination {50%}

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.

Visit the school’s website.
Access VTAC’s Courselink at http://www.vtac.edu.au

ENQUIRIES: Mrs Liisa Beazley / Mrs Erin Thornton
Literature

Unit 1 & 2

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. On completion of this unit the student should be able to respond to a range of texts and reflect on influences shaping these responses.
2. On completion of this unit the student should be able to analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

Unit Two:
1. On completion of this unit the student should be able to analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.
2. On completion of this unit the student should be able to compare texts considering the dialogic nature of texts and how they influence each other.

COURSE DESCRIPTION:

Unit One:
1. Reading practices
   In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape responses to text. They engage with other views about texts and develop an awareness of how these views may influence and enhance their own reading of a text. They develop an awareness of initial readings of texts against more considered and complex response to texts.
2. Ideas and concerns in texts
   In this area of study students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society. Students learn to select and discuss aspects of the texts that facilitate their interpretation and understanding of the point of view being presented. They consider those facets of human experience that are seen as important within the texts and those that are ignored or disputed. They examine the ways texts explore different aspects of the human condition.
Unit Two:

1. The text, the reader and their contexts

In this area of study students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the period or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. They examine and reflect on how the reader’s interpretation is influenced by what they bring to the text. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

2. Exploring connections between texts

In this area of study students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts. Students consider how the reading of a text can change according to the form of the text and its context. They investigate and analyse how different interpretations of texts are influenced by language features and structures.

ASSESSMENT TASKS:

Unit One:
- Poetry Response {15%}
- Film Presentation {15%}
- Creative Response {15%}
- Perspectives Response {15%}
- Semester Examination {40%}

Unit Two:
- Creative Response {15%}
- Three Passage Response {15%}
- Comparative Response {30%}
- End-of-Year Examination {40%}

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.

Visit the school website → ‘MyBMG’ (bottom right of screen) → ‘Students’. → ‘Careers’
Access VTAC www.vtac.edu.au/ and look in “Search for Courses” (to search for pre-requisites)

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. On completion of this unit the student should be able to analyse the extent to which meaning changes when a text is adapted to a different form.
2. On completion of this unit the student should be able to respond creatively to a text and comment on the connections between the text and the response.

Unit Four:
1. On completion of this unit students should be able to produce an interpretation of a text using different literary perspectives to inform their view.
2. On completion of this unit the student should be able to analyse features of texts and develop and justify interpretations of texts.

COURSE DESCRIPTION:
Unit Three:
1. Adaptations and transformations
In this area of study students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used, such as the use of imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel.

2. Creative responses to texts
In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts. They learn how writers develop images of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text and speculate about the writer’s purpose. In their adaptation of the tone and the style of the original text, students develop an understanding of the concerns and attitudes explored.
Unit Four:
1. Literary perspectives
   In this area of study students focus on how different readings of texts may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding. They compare and analyse two pieces of literary criticism reflecting different perspectives, assumptions and ideas about the views and values of the text studied. Students identify the issues, ideas and contexts writers choose to explore, the way these are represented in the text/s and the cultural, social, historical and ideological contexts in which they were created. Students enquire into the ways readers may arrive at differing interpretations about a text and the grounds on which they are developed. Through close attention to two pieces of literary criticism reflecting different perspectives, students develop their own response to a text.

2. Close analysis
   In this area of study students focus on detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific features and/or passages in a text contributes to their overall interpretations. Students consider features of texts including structure, context, ideas, images, characters and situations, and the language in which these are expressed. They develop their interpretations using detailed reference to the text, logical sequencing of ideas and persuasive language.

ASSESSMENT TASKS:
Moderated SAC Total {50%}
Unit Three:
Analysis: adaptation of a text
Creative response to a text
Reflective commentary

Unit Four:
Text interpretation – literary perspectives
Text analysis and interpretation Task 1
Text analysis and interpretation Task 2

Examination {50%}

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

Visit the school website → ‘MyBMG’ (bottom right of screen) → ‘Students’. → ’Careers’
Access VTAC www.vtac.edu.au/ and look in “Search for Courses” (to search for pre-requisites)

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

COURSE DESCRIPTION:
Unit One:
1. Statistics. In this area of study students cover representing, analyzing and comparing data distributions and investigating relationships between two numerical variables, including an introduction to correlation.
2. Discrete mathematics (Matrices). In this area of study students cover matrices and their use to model practical situations and solve a range of related problems.

Unit Two:
1. Discrete mathematics (Number patterns and recursion). In this area of study students cover number patterns and recursion, and their use to model practical situations and solve a range of related problems.
2. Arithmetic and number. In this area of study students cover mental, by-hand and technology assisted computation with rational numbers, practical arithmetic and financial arithmetic, including estimation, order of magnitude and accuracy.
3. Graphs of linear relations. In this area of study students cover continuous models involving linear relations and their graphs.
4. Discrete mathematics (Networks). In this area of study students cover networks and their use to model practical situations and solve a range of related problems.
ASSESSMENT TASKS:

**Semester one:**
- Univariate Data Test 1&2 {20%}
- Matrices Test 1&2 {20%}
- Bivariate Data Test 1&2 {20%}
- Semester Examination 1&2 {40%}

**Semester two:**
- Arithmetic Test 1 {10%}
- Recursion/Business Mathematics Test 1&2 {20%}
- Linear Graphs Test 1&2 {20%}
- Networks Test 1&2 {20%}
- Semester Examination 1&2 {30%}

CAREER PROSPECTS:
Visit the school’s website.

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

COURSE DESCRIPTION:
Core
1. Data analysis.
   Investigating data distributions and associations between two variables and investigating and modelling linear associations and time series data.
2. Recursion and financial modelling.
   This topic covers the use of first-order linear recurrence relations and technology to model and analyse a range of financial situations, and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

Modules
1. Matrices
   This module covers definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order matrix recurrence relations to model a range of situations and solve related problems.
2. Networks and decision mathematics
   This module covers definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocations and scheduling.
ASSESSMENT TASKS:
   Moderated SAC Total {34%}
   SAC 1 Application Task
   SAC 2 Problem Solving Task 1
   SAC 3 Problem Solving Task 2
   SAC 4 Problem Solving Task 3

   Examination 1 {33%}

   Examination 2 {33%}

CAREER PROSPECTS:
   Visit the school’s website.

ENQUIRIES: Dr Debra Penny
MATHEMATICAL METHODS

Unit 1 & 2

OVERVIEW:
Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

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

COURSE DESCRIPTION:
Unit One:
1. Functions and graphs.
   In this area of study students cover the graphical representation of polynomial and power functions and the key features of functions and their graphs such as axis intercepts, domain (including the concept of maximal, natural or implied domain), co-domain, stationary points, asymptotic behavior and symmetry. The behavior of functions and their graphs is explored in a variety of modelling contexts and theoretical investigations.
2. Algebra.
   This area of study supports students’ work across each of the areas of study.
3. Calculus
   In this area of study students cover constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change.
4. Probability and statistics
   In this area of study students cover the concepts of event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams, Karnaugh maps, tables and tree diagrams. This includes consideration of impossible, certain, complementary, mutually exclusive, conditional and independent events involving one, two or three events (as applicable), including rules for computations of probabilities for compound events.
Unit Two:
1. **Functions and graphs.**
   In this area of study students cover graphical representation of exponential, logarithmic and circular functions and the key features of graphs of these functions such as axis intercepts, domain (including maximal, natural or implied domain), co-domain and range, asymptotic behavior, periodicity and symmetry.
2. **Calculus.**
   In this area of study students cover first principles approach to differentiation, differentiation and anti-differentiation of polynomial functions and power functions by rule, and related applications including the analysis of graphs.
3. **Probability and statistics.**
   In this area of study students cover introductory counting principles and techniques and their application to probability, discrete random variables and their representation using tables and probability functions and the calculation and interpretation of central measures.
4. **Discrete mathematics (Networks).**
   In this area of study students cover matrices, graphs and networks, and number patterns and recursion, and their use to model practical situations and solve a range of related problems.

**ASSESSMENT TASKS:**

**Unit One:**
- Linear Functions Test 1 {5%}
- Quadratic Functions Test 1&2 {9%}
- Functions and Transformations Test 1&2 {9%}
- Rates of Change Test 1&2 {9%}
- Probability Test 1&2 {9%}
- Cubic functions Test 1&2 {9%}
- Semester Examination 1 {20%}
- Semester Examination 2 {30%}

**Unit Two:**
- Calculus Test 1 {4%}
- Applications of Calculus Test 2 {8%}
- Circular Functions Test 1&2 {12%}
- Further Calculus and Integration Test 1 {4%}
- Counting Methods and Discrete Distributions Test 1&2 {12%}
- Exponentials and Logarithms Test 1&2 {12%}
- End-of-Year Examination 1 {18%}
- End-of-Year Examination 2 {30%}

**CAREER PROSPECTS:**
Visit the school’s website.

**ENQUIRIES:** Dr Debra Penny
MATHEMATICAL METHODS

Unit 3 & 4

OVERVIEW:
Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable.

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

COURSE DESCRIPTION:
1. Functions and graphs.
   In this area of study students cover the transformations of the plane and the behavior of some elementary functions of a single variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain (including maximal, natural or implied domain), co-domain and range, asymptotic behavior and symmetry. The behavior of these functions and their graphs is linked to applications in practical situations.
2. Algebra.
   In this area of study students cover the algebra of functions, including composition of functions, simple functional relations, inverse functions and the solution of equations. This content is incorporated to other areas of study.
3. Calculus
   In this area of study students cover graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions. This material is linked to applications in practical situations.
4. Probability and statistics
   In this area of study students cover the concepts discrete and continuous random variables, their representation using tables and probability functions and the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.
ASSESSMENT TASKS:
Moderated SAC Totals {34%}
   SAC 1 Application Task
   SAC 2 Problem Solving Task 1
   SAC 3 Problem Solving Task 2
Examination 1 {22%}
Examination 2 {44%}

CAREER PROSPECTS:
Visit the school’s website.

ENQUIRIES:  Dr Debra Penny
OVERVIEW:
Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. The learning of Mathematical processes and theories must be accompanied by an increase in Thinking Mathematically, not just the mere application of rules.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, must be taken in conjunction, providing a comprehensive preparation for Specialist Mathematics Units 3 and 4.

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

COURSE DESCRIPTION:
Transformations, trigonometry and matrices
- Linear transformations of the plane
- Identities
  - proof and application of the Pythagorean identities; the angle sum, difference and double angle identities and the identities for products of sines and cosines expressed as sums and differences
  - proof and application of other trigonometric identities.

Arithmetic and number
- Principles of counting
  - combinations and the relationship between permutations and combinations
  - derivation and use of simple identities associated with Pascal’s triangle.
- Number systems and recursion
  - definition and properties of the natural numbers \( N \), arithmetic, order, primes, divisibility and related proofs, including the infinitude of primes
  - definition and properties of the real numbers including the absolute value
  - definition and properties of the complex numbers \( C \), arithmetic, modulus of a complex number, the representation of complex numbers as points on an argand
diagram, general solution of quadratic equations, with real coefficients, of a single variable over $\mathbb{C}$ and conjugate roots.

**Geometry, measurement and trigonometry**

*Geometry in the plane and proof*
- standard geometric conventions and notation for points, lines and angles, and the definitions of parallel lines, transversals and related angles
- the properties of common polygons, circle and related geometric constructs
- notions of congruence and similarity and conditions for congruence and similarity, and the sine and cosine rules and conditions for their application
- geometric theorems involving lines, polygons and circles

*Vectors in the plane*
- representation of plane vectors as directed lines segments, examples involving position, displacement and velocity
- magnitude and direction of a plane vector, and unit vectors
- geometric representation of addition, subtraction (triangle and/or parallelogram rules) scalar multiple and linear combination of plane vectors
- a scalar product of two plane vectors, perpendicular and parallel vectors, projection of one vector onto another, and angle between two vectors

**Graphs of linear and non-linear relations**

*Kinematics*
- the concepts of position, time, average and instantaneous speed, velocity and acceleration, displacement and distance travelled
- formulas for rectilinear motion involving constant acceleration
- construct continuous position-graphs, velocity-time and acceleration-time graphs based on empirical data, and interpret these and given graphs in context
- determine position, time, speed, displacement, distance travelled, velocity and acceleration in contexts involving rectilinear motion, and solve related problems

*Graphs of non-linear relations*
- interpreting graphical representations of data such as daily UV levels or water storage levels over time
- cartesian, polar and parametric forms and graphs of lines, parabolas, circles, ellipses and hyperbolas
- reciprocal functions and their properties
- distance formula and locus definitions of curves in the plane
- cartesian, polar and parametric coordinate systems and graphs, including exact values for circular functions.

**Statistics**

*Simulation, sampling and sampling distributions*
- random experiments, events and event spaces
- use of simulation to generate a random sample.
- distinction between a population parameter and a sample statistic and use of the sample statistics mean and proportion as an estimate of the associated population parameter mean and proportion
- sampling distributions and how to describe the distribution through central tendency and spread
- the effect of taking larger samples from a fixed population.
ASSESSMENT TASKS:

Unit One:
Advanced Algebra Test {15%}
Geometry Test {15%}
Trigonometry Test {15%}
Sampling Distributions Test 1 {5%}
Semester Examination 1 {20%}
Semester Examination 2 {30%}

Unit Two:
Graphing Techniques Test {9%}
Complex Numbers Test {9%}
Vectors Test {9%}
Kinematics Test {9%}
Dynamics Test {9%}
End-of-Year Examination 1 {20%}
End-of-Year Examination 2 {35%}

CAREER PROSPECTS:
Visit the school’s website.
Access VTAC’s CourseLink at http://www.vtac.edu.au/

ENQUIRIES: Dr Debra Penny
SPECIALIST MATHEMATICS

Unit 3 & 4

OVERVIEW:

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 and concurrent study of Mathematical Methods Units 3 and 4.

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

COURSE DESCRIPTION:
1. Functions and graphs.
   In this area of study students cover inverse circular functions, reciprocal functions, rational functions and other simple quotient functions, the absolute value functions, graphical representation of these functions, and the analysis of key features of their graphs including intercepts, asymptotic behavior and the nature and location of stationary points, points of inflections, periodicity, and symmetry.
2. Algebra.
   In this area of study students cover the expression of simple rational functions as sum of partial fractions; the arithmetic and algebra of complex numbers, including polar form; points and curves in the complex plane; introduction to factorization of polynomial functions over the complex field; and an informal treatment of the fundamental theorem of algebra.
3. Calculus
   In this area of study students cover advanced calculus techniques for analytic and numeric differentiation and integration of a range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of arc length, area and volume, differential equations and kinematics.
4. Vectors
   In this area of study students cover the arithmetic and algebra of vectors, linear dependence and independence of a set of vectors, proof of geometric results using vectors, vector representation of curves in the plane and vector kinematics in one and two dimensions.
5. **Mechanics**  
In this area of study students cover an introduction to Newtonian mechanics, for both constant and variable acceleration.

6. **Probability and statistics**  
In this area of study students cover statistical inference related to the definition and distribution of sample means, simulations and confidence intervals.

**ASSESSMENT TASKS:**
- Moderated SAC Totals {34%}
  - SAC 1 Application Task
  - SAC 2 Problem Solving Task 1
  - SAC 3 Problem Solving Task 2

  Examination 1 {22%}

  Examination 2 {44%}

**CAREER PROSPECTS:**
- Visit the school’s website.

**ENQUIRIES:**  
Dr Debra Penny
Media Studies

Unit 1 & 2

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. On completion of this unit the student should be able to describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.
2. On completion of this unit the student should be able to construct media representations in two or more media forms and compare these representations that are produced by the application of different media technologies.
3. On completion of this unit the student should be able to discuss creative and cultural implications of new media technologies for the production and consumption of media products.

Unit Two:

1. On completion of this unit the student should be able to demonstrate specialist production skills within collaborative media productions, and explain and reflect on the media production process.
2. On completion of this unit the student should be able to discuss media industry issues and developments relating to the production stages of a media product, and describe specialist roles within the media industry.
3. On completion of this unit the student should be able to describe characteristics of Australian media organisations and discuss the social, cultural and industrial framework within which such organisations operate.
COURSE DESCRIPTION:

Unit One:
1. Representation. This area of study focuses on an analysis of media representations and how such representations depict, for example, events, people, places, organisations and ideas.
2. Technologies of representation. In this area of study students produce representations in two or more media forms. Students analyse how the application of the different media technologies affects the meanings that can be created in the representations. The implications for the creation, distribution and consumption of these representations are also discussed.
3. New media. In this area of study students explore the emergence of new media technologies. The impact and implications of new media technologies are considered in the context of the capabilities of the technologies, their relationship with existing media and how they provide alternative means of creation, distribution and consumption of media products.

Unit Two:
1. Media production. This area of study focuses on media production undertaken by students within a collaborative context and the student’s explanation of the process.
2. Media industry production. In this area of study students focus on national, international and global media industry issues, and the developments in the media industry and their impact on media production stages, and specialist roles within these stages.
3. Australian media organisations. In this area of study students analyse Australian media organisations within a social, industrial and global framework.

ASSESSMENT TASKS:

Unit One
- Representations Assessment Task {20%}
- Technologies of Representations Task {20%}
- New Media Assessment Task {20%}
- End of Semester One Examination {40%}

Unit Two
- Media Industry Production Task {20%}
- Media Production Assessment Task {20%}
- Australian Media Organisations Assessment Task {20%}
- End-of-Year Examination {40%}

CAREER and COURSE PROSPECTS:
Visit the school website → ‘MyBMG’ (bottom right of screen) → ‘Students’. →.’Careers’
Access VTAC www.vtac.edu.au/ and look in “Search for Courses” (to search for pre-requisites)

ENQUIRIES: Mrs Kate Scorpo
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. On completion of this unit the student should be able to analyse the nature and function of production and story elements in narrative media texts, and discuss the impact of these elements on audience engagement.
2. On completion of this unit the student should be able to use a range of technical equipment, applications and media processes and evaluate the capacity of these to present ideas, achieve effects and explore aesthetic qualities in media forms.
3. On completion of this unit the student should be able to prepare and document a media production.
4. Design plan in a selected media form for a specified audience.

Unit Four:
1. On completion of this unit the student should be able to produce a media product for an identified audience from the media production design plan prepared in Unit 3.
2. On completion of this unit the student should be able to discuss and analyse the construction, distribution and interpretation of society’s values as represented in media texts.
3. On completion of this unit the student should be able to analyse and present arguments about the nature and extent of media influence.

COURSE DESCRIPTION:
Unit Three:
1. Narrative. In this area of study students analyse the narrative organisation of fictional film, television or radio drama texts. They undertake the study of at least two texts in the same media form.
2. Media Production Skills. This area of study focuses on the development of specific media production skills and technical competencies using media technologies and processes in one or more media forms.
3. Media Production Design. In this area of study students focus on the preparation of a production design plan for a media product designed for a specific audience in a selected media form.
Unit Four:

1. Media Process. In this area of study students complete a media product based on a media production design plan completed in Unit 3.

2. Social Values. In this area of study students focus on the relationship between society’s values and media texts. Media representations reflect and mediate ideas from particular economic, social, cultural, political or institutional points of view. Students undertake the study of an identified significant idea, social attitude or discourse located in a range of media texts to critically analyse its representation in the media.

3. Media Influence. This area of study focuses on an analysis of media influence. Students explore the complexity of the relationship between the media, its audiences and the wider community in terms of the nature and extent of the media’s influence. Students examine arguments and evidence arising from a range of historical and contemporary developments that offer a range of perspectives about the nature, characteristics and extent of media influence on individuals and society at large.

ASSESSMENT TASKS:

- Moderated SAC Total {6%}
  - Narrative SAC

- Moderated SAT Total {49%}
  - Production Design Plan
  - Production Skills
  - Society’s Values
  - Media Influence

- Examination {45%}

CAREER and COURSE PROSPECTS:

Visit the school website → ‘MyBMG’ (bottom right of screen) → ‘Students’. →.’Careers’
Access VTAC www.vtac.edu.au/ and look in “Search for Courses” (to search for pre-requisites)

ENQUIRIES: Ms Magali Bourkel
Music – Certificate III (VCE/VET)

Units 1 & 2

Certificate III in Music (partial) – 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, and can be used in ATAR calculations, after sitting the VCE examination after Units 3 & 4.

OUTCOMES:
1. On completion of this unit students will be able to effectively practice pieces for performance, apply strategies to overcome performance anxiety and ensure due regard for personal health and safety considerations.
2. On completion of this unit students will have developed a rapport with fellow ensemble members, having formed an understanding of appropriate group dynamics and interactions whilst preparing for performances.
3. On completion of this unit students will be able to apply music-reading skills in a performance context.
4. On completion of this unit students will have developed an understanding of musical styles and conventions and how and when to apply them.
5. On completion of this unit students will have consolidated fundamental skills using computer-based music applications to notate their compositions.
6. On completion of this unit students will have acquired skills and knowledge required to work effectively in the music industry, including; relationship building, negotiation techniques, work prioritization and personal development.
7. On completion of this unit students will be able to understand and follow vital OHS policies and procedures for work in the entertainment and media industries.
8. On completion of this unit students will have implemented key copyright arrangements, including; sourcing copyright information, gaining permission to use other artists’ material and protecting material from unauthorised use.

COURSE DESCRIPTION:
1. Prepare for performances.
2. Develop ensemble skills of playing or singing music.
3. Play music from simple written notation.
4. Compose simple songs or musical pieces.
5. Notate music.
6. Work effectively in the music industry.
7. Follow OHS processes.
8. Implement copyright arrangements.
ASSESSMENT TASKS:
These are competency-based assessments, so no marks are applicable:
- Play From Score – Solo Performance Assessments
- Develop Ensemble Skills – Group Performance Assessments
- Compose Musical Pieces – Original Composition and Transcription
- Written Tasks – OHS, Copyright and Analysis Tasks
- Semester Examination – Theory & Aural Examination

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
Music - Certificate III (VCE/VET)
Units 3 & 4
Certificate III in Music (Performance focus)

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, and can be used in ATAR calculations, after sitting the VCE examination at the completion of Units 3 & 4.

OUTCOMES:
1. On completion of this unit students will have consolidated and broadened their knowledge of music styles and their ability to apply this to music industry work and learning.
2. On completion of this unit students be able to perform simple musical improvisations across a variety of genres and playing styles appropriate to their chosen instrument.
3. On completion of this unit students will have implemented a regular practice routine and technical work program in order to support and enhance their music-making.
4. On completion of this unit students will have applied an appropriate range of stagecraft skills to engage with audiences and ultimately enhance their performances.
5. On completion of this unit students will have demonstrated technical and musicianship skills, as well as confidence and self-assurance when performing to an audience for both short- and long-periods.
6. On completion of this unit students will have demonstrated technical and musicianship skills, as well as teamwork and communicative skills whilst rehearsing and performing as part of a group.

COURSES DESCRIPTION:
Core units:
1. Apply knowledge of genre to music making CUSMLT301A
2. Develop improvisation skills CUSMPF305A
3. Develop technical skills in performance CUSMPF301A
4. Develop and maintain stagecraft skills CUSMPF402A

One unit from the following:
1. Perform music as part of a group CUSMPF40(4A)
2. Perform music as a soloist CUSMPF40(6A)
SCHOOL ASSESSED COURSEWORK:
Moderated SAC Total {50%}
- SAC 1 Portfolio
- SAC 2 Work Performance
- SAC 3 Work Performance

Examination {50%}

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
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. On completion of this unit the student should be able to explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.
2. On completion of this unit the student should be able to analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments, with reference to specific outdoor experiences.

Unit Four:
1. On completion of this unit the student should be able to 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. On completion of this unit the student should be able to 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.

COURSE DESCRIPTION:

Unit Three:
1. Historical relationships with outdoor environments
   This area of study explores how Australians have understood and interacted with outdoor environments over time. Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various Indigenous cultural experiences, through to the influence of a number of major events and issues subsequent to European settlement.

2. Contemporary relationships with outdoor environments
   In this area of study students examine current relationships between humans and outdoor environments.
   They examine a number of ways outdoor environments are portrayed in different media; the dynamic nature of relationships between humans and their environment; and the social, cultural, economic and political factors that influence these relationships.
Unit Four:

1. **Healthy outdoor environments**
   This area of study explores the contemporary state of environments in Australia and the importance of natural environments for individuals and society. Students examine the nature of sustainability and, using key indicators, evaluate the health of outdoor environments. They investigate current and potential impacts of damage to outdoor environments.

2. **Sustainable outdoor environments**
   In this area of study students focus on the sustainability of environments in order to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen. Students investigate at least two case studies of conflicts of interest between people involved in uses of outdoor environments, and develop a clear understanding of the methods and processes commonly used to resolve these conflicts.

**ASSESSMENT TASKS:**
Moderated SAC Total {50%}

*Unit Three:*
   - Historical Relationships Written Analysis and Evaluation
   - Contemporary Relationships Test

*Unit Four:*
   - Healthy Outdoor Environments Written Analysis and Evaluation
   - Sustainable Outdoor Environments Case Study
   - Sustainable Outdoor Environments Test

Examination {50%}

**CAREER PROSPECTS:**
Visit the school’s website.

**ENQUIRIES:** Mr. Leigh Park
Physical Education

Unit 1 & 2

OVERVIEW:
VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

OUTCOMES:
Unit One:
1. On completion of this unit students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.
2. On completion of this unit students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

Unit Two:
3. On completion of this unit the student should be able to collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.
4. On completion of this unit the student should be able to apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

COURSE DESCRIPTION:
In Unit 1 students will examine the musculoskeletal, cardiovascular and respiratory systems of the human body and how the muscles and bones work together to produce movement. Students evaluate the social, cultural and environmental influences on movement, and how the capacity and functioning of the muscular and skeletal systems may act as an enabler or barrier to 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.
**Unit One:**
1. The Human Body in Motion
   In Unit 2 students will be introduced to the understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits.

**Unit Two:**
1. Physical Activity Sport and Society

**ASSESSMENT TASKS:**

**Unit One:**
- Laboratory Report {15%}
- Test {30%}
- Test {15%}
- Semester Examination {40%}

**Unit Two:**
- Case Study {15%}
- Data Analysis {15%}
- Test {20%}
- Examination {50%}

**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.

**CAREER PROSPECTS:**
Visit the school’s website.

**ENQUIRIES:** Mr. Andrew Perks
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.

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

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

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

ASSESSMENT TASKS:
Moderated SAC Total {50%}
  Case Study
  Laboratory Report
  Test
  Laboratory Report
  Test
  Written Report

Examination {50%}

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.

Visit the school’s website.
Access VTAC’s CourseLink at http://www.vtac.edu.au/

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 sub-atomic particles where the weird laws of quantum physics apply, to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe. Physics is about developing models to explain the behavior of Nature, including the ways that matter interacts with matter, and the ways that light and matter interact.

OUTCOMES:

Unit One:
1. On completion of this unit, the student should be able to apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.
2. On completion of this unit, the student should be able to investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.
3. On completion of this unit the student should be able explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

Unit Two:
1. On completion of this unit, the student should be able to investigate, analyse and mathematically model the motion of particles and bodies.
2. Several options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world. The specific outcome applicable will depend on the option chosen by the student.
   - **Option 1**: What are stars?
   - **Option 2**: Is there life beyond Earth’s Solar System?
   - **Option 3**: How do heavy things fly?
   - **Option 4**: How do particle accelerators work?
   - **Option 5**: How can human vision be enhanced?
   - **Option 6**: How do instruments make music?
3. On completion of this unit, the student should be able to design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

COURSE DESCRIPTION:

Unit One:
1. **How can thermal effects be explained?**
   In this area of study students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work. Students examine the environmental impacts of Earth’s thermal systems and human activities with reference to the effects on surface materials, the emission of greenhouse gases and the contribution to the enhanced greenhouse effect. They analyse the strengths and limitations of the collection and interpretation of thermal data in order to consider debates related to climate science.
2. **How do electric circuits work?**
   In this area of study students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. Students apply and critically assess mathematical models during experimental investigations of DC circuits.

3. **What is matter and how is it formed?**
   In this area of study students explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.

**Unit Two:**

1. **How can motion be described and explained?**
   In this area of study students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion. Students model how the mass of finite objects can be considered to be at a point called the centre of mass. They describe and analyse the motion of an object, using specific physics terminology and conventions.

2. **Option**
   Several options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world. The specific course description applicable will depend on the option chosen by the student.

   **Option 1:** What are stars?
   This option involves the examination of the birth, life and death of stars in the Universe. Students explore how the properties of starlight can provide information, including the star’s distance from Earth, its temperature, composition, age and future.

   **Option 2:** Is there life beyond Earth’s Solar System?
   In this option students are introduced to ways that the question about life beyond Earth’s Solar System is investigated by astronomers. Students consider the likelihood of life, including intelligent life, beyond the Solar System, the methods used to find suitably habitable planets, and how the search for life beyond the Solar System is conducted. They examine how telescopes are deployed to observe starlight from across our galaxy and to detect possible signals from other life.

   **Option 3:** How do heavy things fly?
   This option enables students to explore the aerospace principles that underpin the development of controlled powered flight and the application of these principles to aerospace design. They investigate the principles of aerodynamics and flight control and how these principles are utilised in the design and operation of aircraft.

   **Option 4:** How do particle accelerators work?
   In this option students explore the function and use of particle accelerators to produce radiation and to collide particles. The use of particle accelerators has allowed observations to be made of particles that may once have existed in nature but are no longer present. Investigation of these particles allows theories of the early Universe to be developed and challenged. Students investigate the development of, and comparisons between, various accelerator technologies. Particle accelerators and colliders include the Australian Synchrotron and the Large Hadron Collider.
**Option 5:** How can human vision be enhanced?
In this option students observe the behaviour of light, investigate reflection and refraction, and apply these concepts to the operation of cameras, lenses, telescopes, microscopes and the human eye.

**Option 6:** How do instruments make music?
In this option students explore models and ideas about sound in the contexts of music and hearing. Students examine how the wave model is applied in the design and development of musical instruments including the voice. They investigate the effects of sound and consider why certain chord progressions and cadences are more appealing to the human ear than others.

3. **Practical Investigation**
In this area of study students design and conduct a practical investigation related to knowledge and skills developed in Area of Study 1 and/or Area of Study 2. The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the question. The student designs and undertakes an investigation involving two independent variables one of which should be a continuous variable. A practical logbook must be maintained by the student for recording, authentication and assessment purposes.

**ASSESSMENT TASKS:**

*Unit One:*
- Practical Reports {20%}
- Investigation {10%}
- Tests {40%}
- Semester Examination {30%}

*Unit Two:*
- Practical Reports {10%}
- Practical Investigation Poster {10%}
- Option Presentation {10%}
- Tests {20%}
- End-of-Year Examination {50%}

**CAREER and COURSE PROSPECTS:**
Visit the school website → ‘MyBMG’ (bottom right of screen) → ‘Students’. → ‘Careers’
Access VTAC [www.vtac.edu.au/](http://www.vtac.edu.au/) and look in “Search for Courses” (to search for pre-requisites)

**ENQUIRIES:** Ms Diane Krosby
Physics

Unit 3 & 4

OVERVIEW:
Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from sub-atomic particles where the weird laws of quantum physics apply, to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe. Physics is about developing models to explain the behavior of Nature, including the ways that matter interacts with matter, and the ways that light and matter interact.

OUTCOMES:

Unit Three:
1. On completion of this unit, the student should be able to analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
2. On completion of this unit, the student should be able to analyse and evaluate an electricity generation and distribution system.
3. On completion of this unit, the student should be able to investigate motion and related energy transformations experimentally, analyse motion using Newton’s laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein’s theory of special relativity.

Unit Four:
1. On completion of this unit, the student should be able to apply wave concepts to analyse, interpret and explain the behaviour of light.
2. On completion of this unit, the student should be able to provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
3. On completion of this unit, the student should be able to design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

COURSE DESCRIPTION:

Unit Three:
1. **How do things move without contact?**
   In this area of study students examine the similarities and differences between three fields: gravitational, electric and magnetic. Field models are used to explain the motion of objects when there is no apparent contact. Students explore how positions in fields determine the potential energy of an object and the force on an object. They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles.

2. **How are fields used to move electrical energy?**
   The production, distribution and use of electricity has had a major impact on human lifestyles. In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.
3. **How fast can things go?**
   In this area of study students use Newton’s laws of motion to analyse relative motion, circular motion and projectile motion. Newton’s laws of motion give important insights into a range of motion both on Earth and beyond. At very high speeds, however, these laws are insufficient to model motion and Einstein’s theory of special relativity provides a better model. Students compare Newton’s and Einstein’s explanations of motion and evaluate the circumstances in which they can be applied. They explore relationships between force, energy and mass.

*Unit Four:*

1. **How can waves explain the behaviour of light?**
   In this area of study students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation. Do waves need a medium in order to propagate and, if so, what is the medium? Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave. They apply quantitative models to explore how light changes direction, including reflection, refraction, colour dispersion and polarisation.

2. **How are light and matter similar?**
   In this area of study students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter. When light and matter are probed they appear to have remarkable similarities. Light, which was previously described as an electromagnetic wave, appears to exhibit both wave-like and particle-like properties. Findings that electrons behave in a wave-like manner challenged thinking about the relationship between light and matter, where matter had been modelled previously as being made up of particles.

3. **Practical Investigation**
   The investigation relates to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work. The investigation requires the student to develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical guidelines. Students then undertake an experiment that involves the collection of primary quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question. Results are communicated in a scientific poster format.

**ASSESSMENT TASKS:**
- Moderated SAC Total {40%}
  - Tests
  - Data Analysis
  - Responses to Structured Questions
  - Practical Investigation Poster
- External Examination {60%}

**CAREER and COURSE PROSPECTS:**
- Visit the school website → ‘MyBMG’ (bottom right of screen) → ‘Students’. → ‘Careers’
- Access VTAC [www.vtac.edu.au/](http://www.vtac.edu.au/) and look in “Search for Courses” (to search for pre-requisites)

**ENQUIRIES:** Ms Diane Krosby
OVERVIEW:
VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

OUTCOMES:
Unit One:
1. On completion of this unit the student should be able to describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
2. On completion of this unit the student should be able to 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. On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

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

COURSE DESCRIPTION:
Unit One:
1. **How does the brain function?**
Advances in brain research methods have led to new ways of understanding the relationship between the mind, brain and behaviour. Students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. They analyse the roles of specific areas of the brain and the interactions between different areas of the brain that enable complex cognitive tasks to be performed. Students explore how brain plasticity and brain damage can affect a person’s functioning.

2. **What influences psychological development?**
The psychological development of an individual involves complex interactions between biological, psychological and social factors. Students explore how these factors influence different aspects of a person’s psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person’s emotional, cognitive and social development and the development of psychological disorders.
3. **Student-directed research investigation**
   In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development. Students analyse the scientific evidence that underpins the research in response to a question of interest. They then communicate the findings of their research investigation and explain the psychological concepts, outline contemporary research and present conclusions based on the evidence.

**Unit Two:**

1. **What influences a person’s perception of the world?**
   Human perception of internal and external stimuli is influenced by a variety of biological, psychological and social factors. Students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person’s perception of visual and taste stimuli, and explore circumstances where perceptual distortions of vision and taste may occur.

2. **How are people influenced to behave in particular ways?**
   A person’s social cognition and behaviour influence the way they view themselves and the way they relate to others. Students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying. Students examine the findings of classical and contemporary research as a way of theorizing and explaining individual and group behaviour.

3. **Student-directed practical investigation**
   Students design and conduct a practical investigation related to external influences on behaviour, which requires the student to develop a question, plan a course of action to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question. The investigation relates to knowledge and skills developed in Areas of Study 1 and/or 2 and can use using either quantitative or qualitative methods, including experiments, surveys, questionnaires, observational studies and/or rating scales.

**ASSESSMENT TASKS:**

**Unit One**
- Brain and Nervous System Modelling Activity {15%}
- Self-Directed Research Investigation {15%}
- Consciousness and Sleep Test {15%}
- Semester One Examination {55%}

**Unit Two**
- Sensation and Perception Problem Solving Task {15%}
- Self-Directed Research Investigation {15%}
- Social Cognition and Influences Test {15%}
- Semester Two Examination {55%}

**CAREER PROSPECTS:**
Visit the school’s website.

**ENQUIRIES:** Mr Leigh Park
OVERVIEW:
VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

OUTCOMES:
Unit Three:
1. On completion of this unit the student should be able to explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.
2. On completion of this unit the student should be able to apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations.

Unit Four:
1. On completion of this unit the student should be able to explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person’s functioning.
2. On completion of this unit the student should be able to explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.
3. On completion of this unit the student should be able to design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

COURSE DESCRIPTION:
Unit Three:
1. **How does the nervous system enable psychological functioning?**
   In this area of study, students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. They explore the specialised structures and functioning of neurons that allow the nervous system to transmit neural information. Students evaluate how biological, psychological and social factors can influence a person’s nervous system functioning. In particular, they consider the ways in which stress can affect the mind and body, the role that the nervous system plays in these processes and how stress can be managed.

2. **How do people learn and remember?**
   Memory and learning are core components of human identity: they connect past experiences to the present and shape futures by enabling adaption to daily changes in the environment. In this area of study students study the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory. They consider the influence of biological, psychological and social factors on the fallibility of memory.
Unit Four:

1. How do levels of consciousness affect mental processes and behaviour?
   Differences in levels of awareness of sensations, thoughts and surroundings influence individuals’ interactions with their environment and with other people. In this area of study students focus on states of consciousness and the relationship between consciousness and thoughts, feelings and behaviours. They explore the different ways in which consciousness can be studied from physiological and psychological perspectives and how states of consciousness can be altered. Students consider the nature and importance of sleep and apply biological, psychological and social factors to analyse the effects of sleep disturbances on psychological functioning, including mood, cognition and behaviour.

2. What influences mental wellbeing?
   In this area of study, students examine what it means to be mentally healthy. They explore the concept of a mental health continuum and factors that explain how location on the continuum for an individual may vary over time. Students apply a biopsychosocial approach to analyse mental health and mental disorder, and evaluate the roles of predisposing, precipitating, perpetuating and protective factors in contributing to a person’s mental state. Specific phobia is used to illustrate how a biopsychosocial approach can be used to explain how biological, psychological and social factors are involved in the development and management of a mental disorder. Students explore the concepts of resilience and coping and investigate the psychological basis of strategies that contribute to mental wellbeing.

3. Practical investigation
   The investigation requires the student to identify an aim, develop a question, formulate a research hypothesis including operationalized variables and plan a course of action to answer the question and that takes into account safety and ethical guidelines. Students then undertake an experiment that involves the collection of primary qualitative and/or quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations which may be undertaken.

ASSESSMENT TASKS:
Moderated SAC Total {40%}
   Unit Three
       Human Nervous System Visual Presentation
       Human Nervous System Test
       Learning and Memory Structured Questions Task
   Unit Four
       Consciousness Structured Questions Task
       Mental Health Test
       Structured Scientific Poster
Examination {60%}

CAREER PROSPECTS:
Visit the school’s website.
Access VTAC’s CourseLink at http://www.vtac.edu.au/

ENQUIRIES: Mr Leigh Park
OVERVIEW:
The VCE VET Sport and Recreation program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of community, sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken.

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.

PRE-REQUISITE:
Students selecting this Study must have gained an overall result of B+ in Exercise Physiology, and an overall result of B+ in either Injury Prevention & Control or Advanced Fitness.

COURSE DESCRIPTION:
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.

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:
   Moderated Assessments Total {66%}
   1. Test – Fitness
   2. Test – Facility Groups
   3. Test – Plan and conduct sessions
   4. Test – Undertake Risk Analysis
   5. Test – Warmup and Cooldown
   6. Test – Provide Public Education
   7. Test – Manage Conflict

Examination {34%}

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.

   Visit the school’s website.

ENQUIRIES: Mr. Andrew Perks
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. On completion of this unit the student should be able to identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.
2. On completion of this unit the student should be able to produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s.
3. On completion of this unit the student should be able to discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.

Unit Two:
1. On completion of this unit the student should be able to develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork.
2. On completion of this unit the student should be able to compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

COURSE DESCRIPTION:
Unit One:
1. **Research and record ideas**
   In this area of study students focus on researching and recording art ideas that are documented in a selected form. They begin to develop an understanding of studio practice. Students develop ideas and identify sources of inspiration to be used as starting points for exploring materials and techniques. Their exploratory and developmental work is progressively documented in a visual diary, which identifies and organises written and visual materials.
   In their exploration, students may include diverse sources of inspiration, artistic influences, and reflections on personal experiences, observations, ideas and issues. Students research sources of inspiration as starting points, including the exploration of ideas, art forms, materials, techniques, aesthetic qualities and subject matter. Through a range of explorations, they begin to understand and develop their visual language. Students progress their studio practice through reflection and the development of their visual language, documented in a visual diary.

2. **Studio practice**
   In this area of study students learn about studio practice and focus on the use of materials and techniques in the production of at least one artwork. Students explore a range of materials and techniques. They develop skills and learn to safely manipulate particular characteristics and properties of materials. They investigate the way various visual effects and aesthetic qualities can be created in artworks. Students further develop their understanding of visual language. They explore subject matter to convey individual ideas through the use of materials and techniques in a range of art forms. To consolidate the knowledge gained, students undertake a process of reflection and evaluation in written and visual form that is progressively recorded in a visual diary.
3. **Interpreting art ideas and use of materials and techniques**

In this area of study students focus on the way artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

The work of artists from different times and cultures is studied to gain a broader understanding of how artworks are conceived, produced and exhibited. Students discuss the way artists have used materials and techniques, and interpreted ideas and sources of inspiration in producing artworks. Students research a range of resources to support the identification and discussion of materials and techniques appropriate to artists’ work. Through the analysis of art elements and art principles, students become familiar with the terminology used to interpret artworks. Students are encouraged to use visual material when presenting their approach.

*Unit Two:*

1. **Exploration of studio practice and development of artworks**

In this area of study students focus on developing artworks through an individual studio process based on visual research and inquiry.

In developing an individual studio process, students learn to explore ideas, sources of inspiration, materials and techniques in a selected art form, which is documented in an individual exploration proposal. Students respond to stimulus to generate ideas related to their context. They experiment with materials and techniques and apply them to a selected art form. They may use art elements and art principles to create particular aesthetic qualities relevant to their ideas and subject matter. Students learn to generate a range of potential directions in the studio process around which an artwork can be developed. Students analyse and evaluate these in a visual diary before the production of the artwork.

2. **Ideas and styles in artworks**

In this area of study students focus on the analysis of historical and contemporary artworks. Artworks by at least two artists and/or groups of artists from different times and cultures are analysed to understand how art elements and art principles are used to communicate artists’ ideas, and to create aesthetic qualities and identifiable styles. Students develop an understanding of the use of other artists’ works in the making of new artworks, which may include the ideas and issues associated with appropriation such as copyright and artists’ moral rights. In analysing at least two artworks by each artist, students further develop appropriate art terminology and skills in researching and using a variety of references that may include visits to art galleries and museums, online resources, books, catalogues and periodicals. Students are encouraged to use visual material when presenting their approach.

**ASSESSMENT TASKS:**
- Assessments Unit 1 {5%}
- Folio Unit 1 {30%}
- Mid-year Examination {30%}
- Assessments Unit 2 {5%}
- Folio Unit 2 {30%}
- End-of-year Examination {30%}

**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.

Visit the school’s website.

**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. On completion of this unit the student should be able to prepare an exploration proposal that formulates the content and parameters of an individual studio process including a plan of how the proposal will be undertaken.
2. On completion of this unit the student should be able to progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.
3. On completion of this unit the student should be able to examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

Unit Four:
1. On completion of this unit the student should be able to present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student’s ideas expressed in the exploration proposal.
2. On completion of this unit the student should be able to provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.
3. On completion of this unit the student should be able to compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

COURSE DESCRIPTION:
Unit Three:
1. Exploration Proposal. Students focus on the development of an exploration proposal that creates a framework for the individual studio process. The exploration proposal is developed on an individual basis and sets out the student’s creative responses to formulating the content and parameters of the studio process. The exploration proposal addresses the focus and subject matter to be developed, ideas to be explored and the art forms through which the studio process will be developed. It also includes the sources of inspiration, conceptual possibilities, use of art elements and art principles and aesthetic qualities to be investigated. Students identify the materials and techniques to be explored and developed in the planning of the studio process.
2. **Studio process.** Students progressively refine their ideas, techniques, materials and processes and aesthetic qualities discussed in the exploration proposal. Throughout the individual studio process, students keep a visual diary and investigate the focus, subject matter, sources of inspiration and art form/s through the exploration and development of ideas, materials, techniques, art elements, art principles and demonstration of aesthetic qualities. Students progressively present a range of potential directions. From this range they select at least two potential directions that will be used to generate artworks in Unit 4. Students further develop their understanding of key terminology associated with the art forms identified in their exploration proposal. Students progressively record their thinking and working practices to support the development and realisation of their studio process.

3. **Artists and studio practices.** Students focus on professional studio practices in relation to particular art forms, and investigate the ways in which artists have interpreted subject matter, influences, historical and cultural contexts, and communicated ideas and meaning in their artworks. Students are required to study at least two artists and two artworks by each artist. They consider the artists’ use of materials, techniques and processes, and the use of art elements and art principles to demonstrate aesthetic qualities and styles in artworks. Students compare the selected artists in different historical and cultural contexts.

**Unit Four:**

1. **Production and presentation of artworks.** Students focus on the refinement and presentation of artworks developed from the selected potential directions identified in the individual studio process in Unit 3. The presentation of artworks demonstrates relationships between the artworks that are interpreted through the aesthetics, themes, conceptual possibilities and/or materials and techniques discussed in the exploration proposal. Students present no fewer than two artworks, with evaluated selected potential directions, including a plan about how the artworks were developed.

2. **Evaluation.** Students reflect on the selection of potential directions that form the basis, development and presentation of artworks. Students provide visual and written documentation of the selected potential directions that are the basis for the development of the artworks in Unit 4, Area of Study 1. The documentation identifies any development, refinement and production of artworks.

3. **Art industry contexts.** Students focus on the analysis of artworks and the requirements and conditions of the environments where artworks are displayed, examining a variety of art exhibitions and review the methods and considerations involved in the preparation, presentation and conservation of artworks. As part of this requirement, students visit at least two different art exhibitions in their current year of study. Students research art exhibitions and compare the preparation, presentation, conservation and promotion of art in at least two different exhibition spaces.

**ASSESSMENT TASKS:**
- Moderated SAC Total {10%}
- Moderated SAT Total {60%}
- Examination {30%}

**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.

Visit the school’s website.

**ENQUIRIES:** Mrs Jane Todd
OVERVIEW:
Systems engineering investigates the design, construction, assembly, operation, maintenance, repair and evaluation of technological systems 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 portfolio 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. Students will require and develop a sense of curiosity with the restraints of project management.

OUTCOMES:
Unit One:
1. Describe and use basic engineering concepts, principles and components, and using selected relevant aspects of the System Engineering Process, design and plan a mechanical or electro-mechanical system.
2. Make, test and evaluate a mechanical or an electro-mechanical system using relevant aspects of the System Engineering Process.

Unit Two:
1. Integrate, represent, describe and use basic electrotechnology and basic control engineering concepts, principles and components, and using selected relevant aspects of the Systems Engineering Process, design and plan an electrotechnology system.
2. Make, test and evaluate an electrotechnology system, using selected relevant aspects of the System Engineering Process.

COURSE DESCRIPTION:
Unit One:
1. Fundamentals of mechanical system design.
2. Producing and evaluating mechanical systems

Unit Two:
1. Fundamentals of mechanical system design
2. Producing and evaluating electrotechnology systems

ASSESSMENT TASKS:
Folio {50%}
Unit tests {20%}
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:
Units 3 & 4 Systems Engineering, students investigate the design, construction, assembly, operation, maintenance, repair and evaluation of an integrated control system. Integrated control systems 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.

COURSE DESCRIPTION:
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:
Moderated SAC Total {20%}
Moderated SAT Total {50%}
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:

Students develop the skills and capabilities to become problem solvers through design. Product design develops the 21st Century skills of creativity and innovation through the independent management of long term design projects. Students identify needs or opportunities in society related to product development and examine the factors influencing product design, such as sustainability and technological development. Students build on a range of practical skills influenced by their own product designs and organise the VCE showcase event to display and promote their work.

OUTCOMES:

Unit One:

1. On completion of this unit the student should be able to re-design a product using suitable materials with the intention of improving aspects of the product’s aesthetics, functionality or quality, including consideration of sustainability.

2. On completion of this unit the student should be able to use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype, and compare the finished product or prototype with the original design.

Unit Two:

1. On completion of this unit the student should be able to design and plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team.

2. On completion of this unit the student should be able to justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group product against the design brief.

COURSE DESCRIPTION:

Unit One:

1. Students are introduced to the Product design process, IP and the Product design factors, with an emphasis on materials and sustainability. Students consider case studies of designers who claim to have incorporated sustainable practices. They consider how the product could be improved and write a design brief for a product’s modification and improvement by altering at least three points of the original design, ensuring the primary purpose/function of the original product remains. They also examine sustainability of materials and their use in products in relation to the environmental, economic and social impacts associated with their origin/source, manufacture, use and disposal. Referencing their working drawing, they compile a sequenced production plan, with risk assessments, a timeline and a list of materials.

2. This area of study focuses on the implementation of the design and planning completed in Outcome 1. Referring to their working drawings and production plans, students safely apply a range of techniques and processes to make the re-designed product or prototype. Prototypes should be full scale and of pre-production quality, but may be constructed of alternative materials to those to be used in the final product. Students are introduced to
the methods used to critically analyse and evaluate re-designed products. They use previously developed evaluation criteria to compare the features of their re-designed (completed) product or prototype with the original design. For a prototype, the evaluation should include an explanation of what material and finishes would be used for the final product and why these have been selected.

Unit Two:
1. Students apply the Product Design Process collaboratively and individually. Each student works in a design team to generate a group design brief from a scenario based around a theme, a product range or a group product with component parts. Individually and in teams, students develop and justify evaluation criteria that are used to determine the success of the collaboration and the individual contributions. They research suitable materials and processes needed to make the product. Students investigate an historical and/or a cultural design movement or style for inspiration. Drawings produced during the design and development stage of the Product Design Process are shared with others and evaluated to gain feedback from team members. A preferred option is justified with reference to group feedback and approval. Using case studies, students explore how ICT facilitates collaborative product design in a global environment.

2. Students apply knowledge, skills, techniques and processes (including risk management) to make their product/s designed in Area of Study 1 and in accordance with the team requirements. The team refers to the historical and/or cultural design movement or style that inspired their designs to ensure consistency throughout production. To facilitate communication, students may use digital collaborative design and project management tools. Students use appropriate methods of recording production processes and make modifications to production plans. They evaluate their use of materials, tools, equipment, machines, techniques and processes in transforming design options into a product range or team-designed product. Products (or components) are tested and checked and evaluated to determine how well each meets the requirements of the design brief. Students evaluate their own and others’ contributions to the team. They evaluate the social, economic and environmental sustainability factors related to the materials and the products.

ASSESSMENT TASKS:

Unit One:
- Sustainable Designer Research {10%}
- Design Folio {30%}
- Product & Evaluation {30%}
- Semester Examination {30%}

Unit Two:
- Design Movement Task {10%}
- Design Folio {20%}
- Product & Evaluation {30%}
- Marketing and Promotion Task {10%}
- End-of-Year Examination {30%}

CAREER and COURSE PROSPECTS:
Visit the school website → ‘MyBMG’ (bottom right of screen) → ‘Students’. → ‘Careers’
Access VTAC [www.vtac.edu.au](http://www.vtac.edu.au) and look in “Search for Courses” (to search for pre-requisites)

ENQUIRIES: Mrs. Jane Todd / Mrs Phillippa Loton
OVERVIEW:

Students build on skills developed in Unit 1 and 2 to write an independent design brief which attempts to solve a personal or global design problem. Students develop a range of innovative design options and plan the production of the most successful design. Students complete and evaluate the chosen design and independently manage the project throughout the Product design process. Additionally, students study the Product design process in detail and learn how this process is applied in various contexts of product manufacture. Students analyse a range of products to determine their success in meeting the needs of the product user and factors such as sustainability.

OUTCOMES:

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

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

COURSE DESCRIPTION:

Unit Three:
1. Students examine the Product Design Process and develop skills in writing a design brief, which is vital for the development of a viable solution. They focus on the role of the designer and the relationship between a designer, client and/or end-user/s of an intended product. They consider methods used to establish a client’s and/or an end-user’s needs and requirements for the development of a solution to a design problem or to meet a need.
They focus on the role of the designer and the relationship between a designer, client and/or end-user/s of an intended product.

2. In this area of study students focus on the factors, processes and systems that influence the design and development of products within industrial settings. Students explore specific cases and the reasons why design and innovation is integral to value adding to products. In these case studies, they also examine how companies react to market demands and technological developments. Students look at the role of market research in determining consumer needs in relation to sustainability. They also examine market research and the Five Ps (people, product, place, promotion and price) of marketing in relation to the product development process. Students investigate the use of computer-aided design and manufacture and emerging technologies used in industry.

3. In this area of study students focus on working as a designer and applying the Product Design Process to meet the needs and requirements of a client and/or an end-user. Students identify specific needs of the client and/or an end-user by referring to the Product Design Factors and conducting research. Students prepare a design brief that governs their work for both this area of study and Areas of Study 2 and 3 in Unit Four. Students develop evaluation criteria for the design options and a decision matrix to assign a numerical weighting to each of the evaluation criteria according to their degree of importance. It is supported with a written statement to reflect decision making. Students develop working drawings using appropriate technical language and conventions.

Unit Four:

1. In this area of study students examine design factors that influence the success or otherwise of commercially available products. Students examine types of comparative tests used to determine how well similar products fulfil their purpose. For the purposes of this area of study, commercially produced products should be used.

2. This area of study focuses on the skills, production techniques and processes employed to make a product to suit the needs of a client and/or an end-user. Students continue to implement their production plan, apply skills and processes including risk management in the safe use of materials, tools, equipment and machines, and complete the product to specified standards of quality.

3. In this area of study students use evaluation criteria, carry out checks and tests, and gain client and/or end-user feedback to determine how well their product meets the needs and requirements outlined in the design brief developed in Unit 3. The effectiveness of planning and efficiency of the production processes are also evaluated. Students consider how their findings can be used to inform the design process for future projects. Students highlight features of the product they have designed and made in a presentation for their client and/or an end-user. Through the inclusion of a care label, they advise on methods of caring for the product to prolong its life and maintain its appearance and function.

ASSESSMENT TASKS:

Moderated SAC Total {20%}
- Outcome 1 SAC written tests
- Outcome 2 SAC written test

Moderated SAT Total {50%}
- Outcome 3 SAT folio

Examination {30%}

CAREER and COURSE PROSPECTS:

Visit the school website → ‘MyBMG’ (bottom right of screen) → ‘Students’. → ’Careers’

Access VTAC www.vtac.edu.au/ and look in “Search for Courses” (to search for pre-requisites)

ENQUIRIES: Mrs. Jane Todd or 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. On completion of this unit the student should be able to create drawings for different purposes using a range of drawing methods, media and materials.
2. On completion of this unit the student should be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes.
3. On completion of this unit the student should be able to describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

Unit Two: Applications of visual communication design
1. On completion of this unit the student should be able to create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
2. On completion of this unit the student should be able to manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
3. On completion of this unit the student should be able to engage in stages of the design process to create a visual communication appropriate to a given brief.

AREAS OF STUDY:
Unit One:
1. Drawing as a means of communication.
   This area of study focuses on the development of visual language and design thinking skills. Through observational drawing students consider reasons for the choices designers make regarding the aesthetics, appearance and function of objects/structures. Students investigate ways of representing form and surface textures, and apply different materials and media to render drawings. Students use drawing methods such as paraline and perspective to create three-dimensional freehand drawings that maintain proportion.

2. Design elements and design principles.
   Students experiment with these elements and principles when using freehand and image-generation methods such as photography, digital photography, printmaking and collage to visualise ideas and concepts. They investigate purposes for creating visual communications and consider how the relationship between design elements and design principles contributes to achieving these purposes. Students are introduced to a skill set that underpins the design process stages of generation of ideas and development of concepts.

3. Visual communication design in context.
   Historical and cultural practices and the values and interests of different societies influence innovation in visual communication designs. Through a case study approach, students explore how visual communications have been influenced by social and cultural
factors and past and contemporary visual communication practices. Students consider the works of key designers in terms of visual language and the use of materials, methods, media, design elements, design principles and presentation formats. This area of study introduces students to the design process stage of research.

Unit Two:

1. **Technical drawing in context.**
   Drawings present information and ideas associated with a specific design field. One of the following design fields is selected for detailed study:
   - environmental design or
   - industrial/product design.
   Within the environmental design field, students can focus on a specific area such as architectural, interior or landscape design. Within the industrial design field, students can focus on a specific area such as appliances/homewares, packaging, tools and transport.

2. **Type and imagery.**
   Within the field of communication design, students can focus on areas such as graphic design, packaging/surface design and brand identity. They consider historical and contemporary factors that have influenced the style and layout of print and screen-based presentation formats. Students develop and apply skills in selecting and manipulating type to evoke different moods and emotions, and use a range of manual and digital methods when creating and manipulating images. Students consider the suitability of file formats of images for print and on-screen presentations and the relationship between images and type when communicating ideas and concepts.

3. **Applying the design process.**
   This area of study focuses on the application of specific stages of the design process to organise thinking about approaches to solving design problems and presenting ideas. Students respond to a given brief addressing communication, environmental or industrial fields of design that outlines the messages or information to be conveyed to a target audience. The brief also provides a basis for reflection, and understanding of the iterative nature of this process by revisiting stages to meet the brief’s requirements.

**ASSESSMENT TASKS:**
Both Semesters will be assessed as follows:

- Semester Folio {60%}
  - Practical tasks
  - Theory tasks
- Semester examinations {40%}

**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.

**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. On completion of this unit the student should be able to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
2. On completion of this unit the student should be able to describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.
3. On completion of this unit the student should be able to apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

Unit Four: Design development and presentation
1. On completion of this unit the student should be able to develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief.
2. On completion of this unit the student should be able to produce final visual communication presentations that satisfy the requirements of the brief.
3. On completion of this unit the student should be able to devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.

AREAS OF STUDY:

Unit Three:

1. Analysis and practice in context.
   In this area of study students explore a range of existing visual communications in the communication, environmental and industrial design fields. The focus of each design field is:
   • communication – the design and presentation of visual information to convey ideas and concepts
   • environmental – the design and presentation of visual information for built/constructed environments
   • industrial – the design and presentation of visual information for manufactured products.
   Students analyse how design elements, design principles, methods, media and materials are used in visual communications in these fields to achieve particular purposes for targeted audiences.
2. **Design industry practice.**
Students investigate how the design process is applied in industry to create visual communications. Students develop an understanding of the processes and practices used to support collaboration between clients, designers and specialists when designing and producing these visual communications. Contemporary Australian and international designers from the communication, environmental and industrial design fields should be considered for study. Students develop an understanding of the function of the brief and approaches to its development. They examine how design and production decisions made during the design process are influenced by a range of factors. Students develop an understanding of the legal obligations of designers and clients with respect to ownership.

3. **Developing a brief and generating ideas.**
Students gain a detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas. Students develop an understanding of the contents of a brief and the critical role that it plays in forming the direction and boundaries for their research and generation of ideas. They apply this knowledge when developing a single brief that proposes and defines two distinct communication needs for a real or imaginary client.

**Unit Four:**

1. **Development of design concepts.**
Using separate design processes, students develop and refine design concepts that satisfy each of the needs of the brief established in Unit 3. When selecting ideas to develop as concepts, students must ensure that each idea is discernibly different in intent and presentation format. Students manipulate and apply design elements and design principles to create concepts that attract the interest of their target audience and convey the messages, ideas and information required to satisfy the brief.

2. **Final presentations.**
This area of study focuses on the final stage in the design process, the resolution of presentations. Students produce two final visual communication presentations, which are the refinements of the concepts developed in Outcome 1. This involves selecting and applying materials, methods, media, design elements and design principles appropriate to the designs and selected presentation formats.

3. **Evaluation and explanation.**
Students devise a pitch to present and explain their visual communications. Their pitch is informed by an evaluation of the ways that the final visual communications meet the requirements of the brief and the design decisions made throughout the design process. Students explain their thinking behind each visual communication and the reasons for their selection and use of particular materials, media and methods, design elements, design principles, and presentation formats. They draw on their annotations and reflections assembled during the design process to evaluate the effectiveness of their design solutions in relation to the requirements of the brief. Students consider client responses to their pitch. They may respond to questions and offer further clarification of their visual communication.

**ASSESSMENT TASKS:**

Moderated SAC Total {25%}
- SAC 1 – Analysis and Practice in Context
- SAC 2 – Design Industry Practice
- SAC 3 – Evaluation and Explanation

Moderated SAT (Folio) Total {40%}
- Examination {35%}

**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.