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Introduction

St Bede’s College was founded by the De La Salle Brothers in 1938 to educate, in partnership with parents, men of faith, integrity, individuality and compassion, confident of their own worth and wholly involved in the transformation of society.

St Bede’s College strives to be a community which brings the Guiding Principles to life.

The Guiding Principles

- **God** is our focus. God is spoken about and we give time and energy to worship and social action.
- We are **Brothers/sisters** to each other. We always take care of each other. The older students will guide and care for the younger students. The Lasallian spirit of brotherhood/sisterhood will underpin all our actions.
- We must always be **honest** – no lying or cheating. The value of honesty is at the heart of relationships at St Bede’s College.
- **Respect** for self, others and property. These are gifts and are sacred.
- **Achievement** is valued. In the cultural, academic and sporting fields we strive to give our best effort

How to use this handbook

This handbook should be used in conjunction with

- **Year 10 Guide to VCE Subject Selection for University Entry in 2019** (Black booklet)
- **Where to Now?** (Colour booklet)

Students who are aiming to attend university should also consult the VTAC publication “Choice VCE” which can be accessed at this link [https://www.vtac.edu.au/pdf/publications/choice.pdf](https://www.vtac.edu.au/pdf/publications/choice.pdf)

The senior curriculum at St Bede’s College is determined by student choice, this allows us to maintain flexibility while offering a range of subjects. There are occasions where a course does not have sufficient student numbers to run. Should this be the case, students will be contacted well in advance to make an alternative choice.
Learning at St Bede’s

St Bede’s College aims to ensure that all students achieve success in their pathway to the future and in the development of the skills and attributes necessary for adult life. As a Catholic school in the Lasallian tradition, we strive to:

- Provide an engaging, rigorous and cohesive curriculum
- Utilise a variety of instructional approaches which take into account the subject content and the needs of the students.
- Use rich, authentic assessment practices that provide opportunities for learning.
- Live our belief that each student can grow in his knowledge and skills.
- Use all the academic and non-academic information we have available to improve student learning

Students are supported in their studies by a highly qualified, experienced and committed staff. Special programs operate to support each student as he moves through his final years of schooling. These include a comprehensive Careers Program, an affirming House System and a range of Senior Leadership opportunities within the College Community.

Senior Pathways

There are two major pathways for students in the senior school. The choice of pathway is directed by the attributes of the student and his future goals.

→ Students who find that they learn best via a hands on, project based, team oriented approach, and whose goals for life after school do not include university, should consider VCAL.
→ Students who aim to pursue an area that requires a university qualification should pursue VCE.

Below is a summary of the two Senior Pathways available to students. Please note that VETiS is an essential part of the VCAL, and can form a part of the VCE.

<table>
<thead>
<tr>
<th>VCE</th>
<th>VETiS</th>
<th>VCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victorian Certificate of Education</td>
<td>Vocational Education and Training in Schools</td>
<td>Victorian Certificate of Applied Learning</td>
</tr>
<tr>
<td>→ ATAR Score</td>
<td>→ Specific employment skills</td>
<td>→ Applied Learning</td>
</tr>
<tr>
<td>→ Pathway to University</td>
<td>→ Internal Courses (at St Bede’s)</td>
<td>→ Pathway to Further training –</td>
</tr>
<tr>
<td>→ Usually undertaken across Years 11 &amp; 12</td>
<td>→ External Courses (at TAFE providers)</td>
<td>o TAFE and/or traineeship</td>
</tr>
<tr>
<td>→ Examinations</td>
<td>→ Undertaken in addition to seven (7) year 11 subjects</td>
<td>o Apprenticeship</td>
</tr>
<tr>
<td>→ VET can be undertaken as part of the VCE</td>
<td>→ See pages 22-25 of Where to Now?</td>
<td>o Workforce</td>
</tr>
<tr>
<td>→ See pages 4-8 of Where to Now, and pages 6-9 of Year 10 Guide (Black booklet)</td>
<td></td>
<td>→ Standalone certificates completed over 1-2 years at the appropriate level (foundation, intermediate, senior)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ VET is a compulsory aspect of VCAL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ See Pages 16-21 of Where to Now?</td>
</tr>
</tbody>
</table>
Who can help?

Tutors will be more than happy to assist students with their subject selection, however should a particular need arise please do not hesitate to contact any of the following:

**Mr Mark Jones**  
Deputy Principal for Student Management and Wellbeing (10-12)

**Ms Maria Haggett**  
Deputy Principal for Teaching & Learning

**Mrs Rachael Cracknell**  
Deputy Principal for Timetabling and Organisation

**Ms Gabi Warfe**  
VCAL and VETis Co-ordinator (2016)  
Senior Teaching and Learning Leader (from 2017)

**Mrs Sue Gabron**  
BEACON Co-ordinator

**Ms Angie Greaves**  
Careers Co-ordinator

**Ms Katrina Renouf**  
Senior English Learning Area Leader

**Mr Ben Wilson**  
Acting Mathematics Learning Area Leader  
Senior Mathematics Learning Area Leader 2017

**Mr Shane Heatley**  
McCristal House Co-ordinator (2016)

**Mr Chris Mills**  
LaSalle House Co-ordinator

**Ms Melisa Lyons**  
Benilde House Co-ordinator

**Mr Sam Radford**  
Solomon House Co-ordinator

**Mr Brendan Fordham**  
Senior Transition Coordinator

**Mr Justin Eke**  
Achievement Coordinator (2016)  
Junior Teaching and Learning Leader 92017)
What is VCE?

Victorian Certificate of Education

About the VCE Pathway

What is the VCE?
The VCE is the certificate most students in Victoria receive on satisfactory completion of their secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides diverse pathways to further study or training at university or TAFE, and to employment.

When can you start your VCE?
The VCE is usually done in Year 11 and 12 but can be started in Year 10. About half of Victorian Year 10 students take some VCE units.

What studies can you choose?
There are over 90 VCE studies, or subjects, and over 30 VCE/VET programs to choose from. You will find complete lists of VCE studies on the VCAA website. To be awarded the VCE students must satisfactorily complete a minimum of 16 Units. Each Unit equals a Semester length study.

Planning your Unit 1 and 2 Choices
When selecting a VCE program for Units 1 and 2, it is acceptable to select a variety of subjects, as in Year 12 you will be reducing the number of Units studied. However, students need to be aware that certain subjects are required for Unit 3 and tertiary courses. Before selecting a course, students need to check Tertiary prerequisites. What skills and knowledge do these courses expect students to have? Remember, choosing too wide a range of subjects means there are more likely to be timetable clashes.

It is important to look at the details of individual University and TAFE courses. Consult the VTAC Guide (www.vtac.edu.au) and the VICTER 2019 which lists Tertiary prerequisites for the year in which students will enter University or TAFE. If you have any further questions, make an appointment with Mrs. Greaves, Ms. Haggett, Mrs. Cracknell or Mr. Jones.

What should you consider when choosing your studies?
When making a choice you should consider studies that:

- Interest you
- You are good at
- Leads to a career that interests you
- Prepare you for further training or tertiary courses.

All year 10 students will attend a subject selection interview on the dates below, from 8.30am – 11.00am. Appointment times will be allocated at a later date.

<table>
<thead>
<tr>
<th>Benilde Students</th>
<th>Solomon Students</th>
<th>Lasalle Students</th>
<th>McCristal Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday July 25th</td>
<td>Monday July 25th</td>
<td>Monday August 8th</td>
<td>Monday August 8th</td>
</tr>
</tbody>
</table>

For a list of frequently asked questions about the VCE, go to:
What is VCAL?

Victorian Certificate of Applied Learning
About the VCAL Pathway

Just like the VCE, the VCAL is an accredited senior secondary school qualification undertaken in Years 11 and/or 12. The VCAL is based on hands-on learning, which is also known as applied learning. If you choose to do the VCAL instead of the VCE, you will gain practical experience and employability skills, as well as the skills you will need to go onto further training in the workplace or at a TAFE. Some VCAL students then advance from TAFE to a degree course at university, with recognition being given for their previous study and experience.

The VCAL has three levels - Foundation, Intermediate and Senior. You would complete your VCAL at the level that matches your needs.

Students would normally access the VCAL program from Year 11, but you may apply to enter it enter in Year 12 depending on available places. If you successfully complete your learning program you will receive a VCAL Certificate. You will also receive a Statement of Results, listing

1. VCAL units
2. Statement of Attainment for VET or Further Education courses.

VCAL Learning Programs

At St Bede’s College the VCAL program is completed through a series of core subjects and electives.

There are NO examinations in VCAL. Assessment is based on completing a number of outcomes within each strand.

You will study each of the following four compulsory VCAL strands, plus you must select at least one VET subject

Students must study all four strands to attain their VCAL qualification. These strands are:

• Literacy and Numeracy Skills
• Work Related Skills
• Industry Specific Skills
• Personal Development Skills.


Students interested in pursuing a VCAL pathway should speak directly to Mrs Gabi Warfe.
Mrs. Warfe can be contacted at glw@stbedes.catholic.edu.au
What is VETiS?

Vocational Education & Training in Schools

VET in Schools refers to Vocational Education and Training (VET) courses undertaken as part of school studies. About one third of Australia’s senior secondary students are enrolled in a VET in Schools course. VET in schools courses enable you to earn credit towards a recognised VET qualification while you complete the general education curriculum or work towards your senior secondary certificate.

NOTE: VET studies can form a part of VCE as well as VCAL

- Some VET studies are also counted towards your VCE score.
- All VCAL students undertake VET as part of the Work Related Skills strand

Most VET courses are offered externally and involve students attending TAFE provider one day per week. Students who undertake this option should be aware that keeping up with all school based studies is a part of completing external VET studies. St Bede’s College currently offers 1 internal VET course.

With VET in Schools, you can:

- Combine a vocational pathway with your studies
- Complete (or work towards) a certificate I, II or III, or sometimes even a certificate IV qualification
- Keep your options open to pursue further vocational education (such as courses at a Technical and Further Education institute), or move into higher education (such as undertaking courses at university).

VET qualifications, or the credit towards a qualification, are recognised by industry across Australia under the Australian Qualifications Framework (AQF). Some VET in Schools students are also Australian School-based Apprentices. Information on all VET qualifications and courses is available at www.myskills.gov.au.

VET in Schools courses are offered in a wide range of industry areas, from aeronautics, engineering and building to business administration, hospitality and children’s services.

For more information about VET in Schools, visit: www.education.vic.gov.au/school/principals/curriculum/pages/vet

The following is a sample of external VET studies available through outside providers:

- Automotive: Mechanical
- Automotive: Paint and Panel
- Building and Constructions
- Community Services
- Electro-technology
- Games Creation
- Horticulture
- Hospitality
- Integrated Technologies
- Media
- Plumbing
- Sport and Recreation
Careers Information

ABOUT VICTER 2019 - PREREQUISITES
VICTER is published by VTAC for Year 10 students who are considering applying for tertiary study in 2019. It is written to help Year 10 students make choices about their Year 11 and 12 studies so that they can plan their pathways towards tertiary study. VICTER provides information about entrance requirements for courses commencing in 2019 in universities, TAFE providers and independent tertiary colleges that participate in the VTAC system. Each institution which accepts applications and offers through VTAC has listed the courses it plans to offer in 2019 (as at 30 June 2016).
For each course that has prerequisites, the institution lists the prerequisites and the selection criteria.
Courses without prerequisites are listed under each institution. There are hundreds of courses in the VTAC system without prerequisites.
The important thing to remember is that the study choices you make now are not binding for life and, like most of us, you will probably make several different work and career choices throughout your life. Study choice is a personal decision and requires you to think carefully about what you are good at, what you are interested in and what studies help keep your options open.

YEAR 10 GUIDE TO VCE SUBJECT SELECTION for UNIVERSITY ENTRY IN 2019
A new resource added this year is the Year 10 Guide to VCE subject selection for University entry in 2019. It aims to assist students with subject choices when thinking about course prerequisites. It will be available in your handout kit.

OTHER WAYS TO FIND OUT ABOUT COURSES AND CAREERS
ere are some very useful websites that will assist students with course and career ideas.
http://myfuture.edu.au/ MyFuture has career profile tools, videos, case studies, links to school subjects and careers, labour market information, assistance for parents to support their children plus lots more.
Deakin University: http://www.deakin.edu.au/
Monash University: http://www.monash.edu/study
Swinburne University: http://www.swinburne.edu.au/study/areas/
University of Melbourne: http://coursesearch.unimelb.edu.au/
Victoria University: http://www.vu.edu.au/study-with-us
Holmesglen Institute: http://www.holmesglen.edu.au/

COLLEGE CAREER NEWSLETTER
Each week a career newsletter is produced. It includes information about career seminars, workshops to attend, new courses, links to new websites, job profiles, course and ATAR information plus more. Students are emailed a copy each week, they are also available in the college newsletter.

COLLEGE CAREERS AND PATHWAYS CENTRE
Students can collect up to date books and brochures from every Victorian University and most TAFE colleges. They can also speak informally to Mrs Greaves the College Careers and Pathways Coordinator or alternatively a more formal appointment can be set up by emailing her on: ag@stbedes.catholic.edu.au requesting an appointment.

OPEN DAYS
It is never too early to start going to the University and TAFE open days. Please see link here:

COURSE MATRICES
This Guide will give students an idea of ATAR scores required for similar courses at different universities. The ATAR scores shown in this guide is for last year’s cohort of year 12 students. Please use it as a guide as scores can fluctuate each year. A very useful starting tool. http://www.stbedes.catholic.edu.au/_uploads/rsfil/04442.pdf
VCE Studies: St Bede’s College 2017

To meet the requirements of the VCE, a student must complete a total of no fewer than 16 Units. One Unit equates to one semester of study. The table below presents the standard structure of the VCE at St Bede’s College.

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Unit 1 English or English Language</td>
<td>Unit 2 English or English Language</td>
</tr>
<tr>
<td></td>
<td>Unit 2: Texts and Traditions</td>
<td>Unit 2: Religion and Society</td>
</tr>
<tr>
<td></td>
<td>5 x Unit 1 subjects</td>
<td>5 x Unit 2 subjects</td>
</tr>
<tr>
<td>12</td>
<td>Unit 3 English or English Language</td>
<td>House R.E.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 x Unit 3 subjects</td>
</tr>
<tr>
<td></td>
<td>House R.E.</td>
<td>House R.E.</td>
</tr>
<tr>
<td></td>
<td>4 x Unit 4 subjects</td>
<td>4 x Unit 4 subjects</td>
</tr>
</tbody>
</table>

Requirements

- Student MUST study English or English Language.
- Unit 1 & 2 subjects are taken as a sequence across the year.
- Unit 3 & 4 subjects are taken as a sequence across the year.
- Some Unit 3 - 4 subjects require the completion of at least Unit 2 in that subject.
- Any external VET study is in addition to the normal VCE load.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>LEARNING AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (1-4)</td>
<td>Business (Mr McKinnon)</td>
</tr>
<tr>
<td>Art (1-4)</td>
<td>The Arts - Visual (Mr Withers)</td>
</tr>
<tr>
<td>Australian and Global Politics (1-4)</td>
<td>Humanities – History (Mr Lalor)</td>
</tr>
<tr>
<td>Australian History (3-4)</td>
<td>Humanities – History (Mr Lalor)</td>
</tr>
<tr>
<td>Biology (1-4)</td>
<td>Science (Mr Flattery)</td>
</tr>
<tr>
<td>Business Management (1-4)</td>
<td>Business (Mr McKinnon)</td>
</tr>
<tr>
<td>Chemistry (1-4)</td>
<td>Science (Mr Flattery)</td>
</tr>
<tr>
<td>Economics (1-4)</td>
<td>Business (Mr McKinnon)</td>
</tr>
<tr>
<td>English – (English, Literature and English Language – 1-4)</td>
<td>English (Ms Renouf)</td>
</tr>
<tr>
<td>Environmental Science (1-4)</td>
<td>Science (Mr Flattery)</td>
</tr>
<tr>
<td>Geography (1-4)</td>
<td>Humanities – Geography (Mr Lalor)</td>
</tr>
<tr>
<td>Health and Human Development (1-4)</td>
<td>Health &amp; Physical Education (Mr Rafferty, Mrs Heatley)</td>
</tr>
<tr>
<td>History (1-4)</td>
<td>Humanities – History (Mr Lalor)</td>
</tr>
<tr>
<td>Information Technology (1-4)</td>
<td>Technology (Mr Comas)</td>
</tr>
<tr>
<td>LOTE - All (1-4)</td>
<td>LOTE (Ms Dux)</td>
</tr>
<tr>
<td>Legal Studies (1-4)</td>
<td>Business (Mr McKinnon)</td>
</tr>
<tr>
<td>Mathematics - All</td>
<td>Mathematics (Mr Wilson)</td>
</tr>
<tr>
<td>Media (1-4)</td>
<td>The Arts – Drama / Media (Mr Irving)</td>
</tr>
<tr>
<td>Music</td>
<td>The Arts - Performing (Mr Hambly)</td>
</tr>
<tr>
<td>Outdoor Education (1-4)</td>
<td>Health &amp; Physical Education (Mr Rafferty, Mr Borella)</td>
</tr>
<tr>
<td>Physical Education (1-4)</td>
<td>Health &amp; Physical Education (Mr Rafferty)</td>
</tr>
<tr>
<td>Physics (1-4)</td>
<td>Science (Mr Flattery)</td>
</tr>
<tr>
<td>Product Design and Technology (1-4)</td>
<td>Technology (Mr Danckert)</td>
</tr>
<tr>
<td>Psychology (1-4)</td>
<td>Science (Mr Flattery)</td>
</tr>
<tr>
<td>Texts and Traditions (1-4)</td>
<td>Religious Education (Ms. Greene)</td>
</tr>
<tr>
<td>Religion and Society (1-4)</td>
<td>Religious Education (Ms. Greene)</td>
</tr>
<tr>
<td>Religious Education – Year 12 House RE</td>
<td>Religious Education (Ms. Greene)</td>
</tr>
<tr>
<td>Systems Engineering (1-4)</td>
<td>Technology (Mr Danckert)</td>
</tr>
<tr>
<td>Theatre Studies (1-4)</td>
<td>The Arts – Drama / Media (Mr Irving)</td>
</tr>
<tr>
<td>Visual Communication &amp; Design (1-4)</td>
<td>The Arts - Visual (Mr Withers)</td>
</tr>
</tbody>
</table>

Some variations may occur in the Units offered in 2017. This is due in part to student numbers, staff availability, financial resources, other Units on offer and a host of other considerations at the discretion of the College.

All VCE students at St Bede’s College must choose Religious Education in both Year 11 and Year 12 (House R.E.).
VCE cont’d

It is a College requirement that all Year 12 students undertake a full VCE program which consists of an English Unit 3-4 and four other Unit 3/4 sequences. All students will also study House RE.

Individual students who are unable to meet these requirements will need to provide medical and/or other evidence to support their case. An interview with the VCE Panel, the student and his parents/guardians will be organised to discuss the situation.

Before making a final selection of subjects students should make sure that they satisfy the requirements of Tertiary or post-secondary courses they wish to enter, or the conditions of the employment they intend seeking – see Mrs Greaves if unsure.

Subject prerequisites for Units 3 & 4

There are minimal prerequisites for entry into Units 3 & 4 however students are advised that in some subject areas the expectations of the course and the skills required for necessary completion mean that it would be very difficult to commence them entirely at the Unit 3/4 level. See specific subject pages for details.

Students undertaking Units outside St Bede’s College

For various reasons, students may wish to undertake one or more VCE Units at another provider (e.g.: Night school, Language school, TAFE, Private music etc.). St Bede’s College, however, will still be regarded as the HOME SCHOOL and WE must therefore enrol you.

As such, we must be notified regarding the undertaking of these studies by:
   a) Obtaining a separate form from the Deputy Principal Teaching and Learning, Ms Haggett.
   b) You must then enrol in units outside St Bede’s College and pay your fees (if applicable).
   c) Return the form to the Deputy Principal: Teaching and Learning, Ms Haggett.

How your VCE work will be assessed

1. Satisfactory Completion of a Unit
   You will receive “S” (for “Satisfactorily completed”) or “N” (for “Not Satisfactorily completed”) for each Unit depending on whether or not you have satisfactorily completed the Outcomes.

2. Level of Performance
   In Units 1 and 2 there will be some graded assessment tasks and percentages for these tasks will be included on your reports, however they will not be included in your official statement of results from VCAA. You do not receive a study score in Units 1 & 2.

3. Assessment for Unit 3 & 4 Studies
   Each study will have a number of assessment components. These will consist of school assessed coursework and/or school assessed tasks and at least one examination. All school assessments will be based on specific outcomes.

4. General Achievement Test (GAT)
   All students doing any VCE Units 3-4 will undertake the GAT. The GAT is a three hour test, measuring levels of general achievement across three broad areas:
   - Written communication
   - Mathematics, Science, Technology
   - Humanities, Arts, Social Sciences
   Amongst other uses, GAT results are used to monitor school assessment. The GAT is held in mid-June each year.

5. The ATAR (Australian Tertiary Admissions Rank)
   The ATAR or Australian Tertiary Admissions Rank is the number which determines a student’s entry into university. Speaking in rough terms the number scored by an individual is the percentage of students they perform better than on the VCE. For example if you scored 90 then you rank higher than 90% of the other people in your age group who sat the VCE. Universities use the ranks and scores to offer their limited university positions to graduating students. The ATAR is comprised of many statistical operations and is considered worldwide to be one of the fairest measures of academic performance.
Acceleration:       Unit 3 & 4

Students who have completed Units 1-2 in Year 10

Students who have completed the Unit 1-2 sequence of a subject in Year 10 will be given preference to complete the Unit 3-4 sequence in that subject in Year 11.
However, this should not be assumed. Where satisfactory results have not been maintained due to a lack of application, students will not be permitted to proceed.

Students who have NOT completed Units 1-2 in Year 10

Students may apply to take one Unit 3-4 sequence in place of one of the Unit 1-2 studies.
In order to be eligible to undertake a Unit 3-4 sequence in a subject for which they have NOT completed the Unit 1-2 sequence, students must meet the following criteria:

| 1. | 80% or above in English |
| 2. | 80% or above in two other core subjects, (one of which must be the subject directly related to your choice – e.g. acceleration into Unit 3-4 Environmental Science would require 80% or above in Year 10 Science) |
| 3. | Completion of the appropriate application form (PINK), including provision of Year 10 report. (Available outside Ms. Haggett’s Office, or from St James Year 10 Co-ordinator) |
| 4. | Interview with Mr. Fordham or Mr. Eke (for St. James students, this interview will take place on July 21st at St James College; for St Bede’s Students, you will need to email Mr. Fordham (bjf@stbedes.catholic.edu.au) or Mr. Eke je@stbedes.catholic.edu.au to arrange a time) |

Only the following subjects can be taken in Year 12 without having completed the Unit 1-2 sequence:

- Biology
- Business Management
- Environmental Science
- Geography
- Health and Human Development
- Legal Studies
- Physical Education
- Psychology
- Religion and Society
- Texts and Traditions

Please note that Year 12 student choices will take preference. Students are strongly encouraged to discuss this option with their Year 10 subject teacher and the appropriate Learning Area Leader.

No student who undertakes a Unit 3/4 in Year 11 will be permitted to take a lighter load in Year 12 unless medical and/or other evidence is produced that demonstrates that the student would be otherwise unable to successfully complete the VCE.

Please note that applications without the required evidence will not be considered.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Senior Pathways Information Evening <em>(Year 10 St Bede’s and St James)</em></td>
</tr>
<tr>
<td>July 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Year 10 into 11 Subject Selection Assembly (lunch)</td>
</tr>
<tr>
<td></td>
<td>Year 11 into 12 Subject Selection Assembly (p5)</td>
</tr>
<tr>
<td>July 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Acceleration Interviews for Year 10 students seeking direct entry into Units 3 &amp; 4. (Benilde and Solomon students) (BJF, JE)</td>
</tr>
<tr>
<td>July 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Year 10 St James College Interviews from 2pm (MCH, MJ, RC, GLW, JE, DMS)</td>
</tr>
<tr>
<td>July 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Benilde Year 10 Interviews (8.30am – 11am – Resource Centre)</td>
</tr>
<tr>
<td></td>
<td>Solomon Year 10 Interviews (8.30am – 11am – Resource Centre)</td>
</tr>
<tr>
<td>July 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Benilde &amp; Solomon Year 10 Subject selections due (online).</td>
</tr>
<tr>
<td></td>
<td>Year 11 Subject Selections due (online)</td>
</tr>
<tr>
<td>August 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Acceleration Interviews for Year 10 students seeking direct entry into Units 3 &amp; 4. (LaSalle and McCristal students) (BJF, JE)</td>
</tr>
<tr>
<td>August 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>St James Subject Selections due (online)</td>
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<tr>
<td>August 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>LaSalle Year 10 Interviews (8.30am – 11am – Resource Centre)</td>
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<td>McCristal Year 10 Interviews (8.30am – 11am – Resource Centre)</td>
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<tr>
<td>August 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Lasalle and McCristal Year 10 Subject Selections due (online)</td>
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<tr>
<td>Aug 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Construction of 2017 Timetable begins</td>
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<tr>
<td>Term 4</td>
<td>Confirmation of 2017 Subjects</td>
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<tr>
<td>Nov 22nd</td>
<td>Flying Start – 2017 Classes begin for two weeks</td>
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Accounting

Learning Area Leader: Mr McKinnon

Career Paths / Future Directions:
Accountancy, Banking, Business, Finance, Insurance, Law, Marketing, Merchant Banking, Owning or managing a trading or service business, Record keeping for business.

Unit 1 – Accounting (Code: ACCT11)

Description
This unit focuses on accounting and financial management of a small business. Use of information and communication technologies will be used to compile reports for the small business owner.

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

Unit 2 – Accounting (Code: ACCT22)

Description
This unit focuses on the accounting and financial operations of a sole proprietor trading business. Students will learn to account for credit transactions using the accrual approach.

Outcomes
- Record and report financial data and information for a sole trader.
- Record financial data and report accounting information for a single activity sole trader using a commercial accounting software package and discuss the use of ICT in the accounting process.

Unit 3 – Accounting (Code: ACCT33)

Description
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting.

Outcomes
- Identifying and recording financial data and discussing the function of various aspects of this accounting system.
- Recording balance day adjustments and preparing and interpreting accounting reports.

Unit 4 – Accounting (Code: ACCT44)

Description
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. Students 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 and analyse accounting reports and graphical data to suggest strategies to the owner on how to improve the performance of the business.

Outcomes
- Recording financial data using double entry accounting and reporting accounting information using an accrual-based system for a single activity sole trader and discussing the function of various aspects of this accounting system.
- Prepare budgets and variance reports, evaluating the performance of a business using financial and non-financial information and discussing strategies to improve the profitability and liquidity of the business.

Units 3 and 4 Assessment

Coursework includes:
- Tests (manual and/or ICT)
- Structured questions
  (At least 30 marks in each Unit must be allocated to ICT-based assessment)

Written Examination = 50%
Units 3 & 4 Coursework = 50%
In Unit 1 – Art (Code: ARTV11)

Description
This unit focuses on artworks as objects and examines how the formal qualities such as art elements, materials and techniques communicate meaning. Students examine artists in different societies, cultures and historical periods. By applying the Formal and Personal Frameworks students explore the works of artists to interpret meanings and messages of artworks. In their practical work students explore the characteristics and qualities of materials as they generate their own personal work and folio.

Outcomes
- Students should be able to analyse and interpret a variety of artworks using the Formal Framework and the Personal Framework. Students should be able to present visual creative responses that demonstrate personal interests through the trialling of technique, materials and processes in response to a set criteria. Students will study at least three artists and at least one artwork from each.

Assessment
- May include a range of the following:
  - An extended written response / Short-answer responses
  - An annotated visual report / A multi-media presentation
  - A developmental folio of visual response to a selection of set tasks
  - Examination

In Unit 2 – Art (Code: ARTV22)

Description
This unit focuses on the importance of the cultural context of Art. Students identify ways in which art expresses and reflects culture by studying contexts such as street art, public festivals, newspaper cartoons and art prizes. The focus is on how the world and art has changed over time. Students learn how to apply the Formal Framework and the Cultural Framework. The continuation of the practical folio focuses on exploration of technique and materials through the development of personal cultural contexts and ideas. Students study at least one artwork from at least four artists. Health and Safety practices are addressed.

Outcomes
- Students should be able to analyse, interpret, compare and contrast artworks from different cultures using the Formal Framework and the Cultural Framework. Students should be able to reflect on their own art-making and demonstrate technical and artistic development in their folio which includes at least one finished work.

Assessment
- May include a range of the following:
  - An extended written response / Short-answer responses
  - An annotated visual report / A multi-media presentation
  - Examination
  - Folio of visual responses including at least one finished artwork

In Unit 3 – Art (Code: ARTV33)

Description
In this unit, students study artists who have produced works before 1970 and artists who have produced works since 1970. Students use all the Analytical Frameworks for interpreting and analysing the meaning of artworks. These Analytical Frameworks help students to appreciate how an artwork may contain different aspects and layers of meaning and diverse interpretations.

Outcomes
- Students should be able to use the Analytical Frameworks to analyse and interpret artworks produced before 1970 and artworks produced since 1970, and compare and contrast the meanings and messages of artworks produced before 1970 with those of artworks produced since 1970.
- Students explore personal ideas and concepts through a folio of work.
- Conceptual and practical investigation including at least one finished artwork, using selected Analytical Frameworks to reflect upon and annotate their work.

Assessment
- Art analysis report; comparing artists pre and post 1970: 10%
- Developmental Art Making Folio: S/N
- One finished work: S/N

In Unit 4 – Art (ARTV44)

Description
In Unit 4 students continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. They build their learning around the discussion and debate of broad themes or issues. They discuss and debate how art may affect and change the way people think. They examine and analyse their own viewpoints and those of others through commentaries. From this research students choose an art issue to explore.

In Art Production students continue to build upon ideas and concepts begun in Unit 3. They focus on the development of a body of work that demonstrates creativity and imagination, the evolution of ideas and the realisation of appropriate concepts, knowledge and skills. At the end of this unit, students present a body of work accompanied by documentation of thinking and working practices.

Outcomes
- Students should be able to discuss and debate an art issue using selected artist/s works as context, and present their informed opinion with reference to artworks and with the support of selected commentaries and relevant aspects of the Analytical Frameworks.
- Students should have progressively communicated ideas, directions and personal concepts in a body of work that includes at least one finished artwork, having used selected Analytical Frameworks to underpin reflections on their art making.

Assessment
- Art analysis and art issues report: 10%
- Art making folio including at least one resolved work: 50%
- Examination: 30%
Unit 1 – The National Citizen (Code: POLG11)

**Description**
In this unit 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.

**Outcomes**
- Power, politics and democracy
- Exercising and challenging power

**Assessment**
- Politics and Power Test
- Liberal Democracy Test
- Political Research Report
- Political Movement Extended Response
- Examination

Unit 2 – The Global Citizen (Code: POLG22)

**Description**
This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.

**Outcomes**
- Global threads
- Global co-operation and conflict

**Assessment**
- Written Research Report (Globalisation)
- Test: NGOs / TNCs
- Examination

Unit 3 – Global Actors (Code: POLG33)

**Description**
This unit investigates recent global politics and the nature of conflict since the end of the Cold War. The unit begins with an examination of the concepts of globalisation and internationalism and the increasing interdependence of people and societies across a range of economic, cultural and security matters. Students explore increasingly complex notions of national interest, sovereignty, autonomy and independence. They investigate the impact of globalisation on internationalism and undertake a detailed study of the United Nations. They also undertake a study of the nature of conflict in a post-Cold War world which is no longer divided into two ideological blocs. They examine the changed nature of the conflicts based upon tensions which may be religious, ethnic, economic or nationalist, looking at specific cases including Rwanda, Somalia, Afghanistan and Iraq. These conflicts have been fought within the new context of global terrorist networks and students investigate 9/11, the ‘war on terror’ and Al Qaeda.

**Outcomes**
- Global actors
- Power in the Asia-Pacific region

**Assessment**
- Analyzing and evaluating a range of written documents to build evidence and an understanding of viewpoint
- Evaluating film for evidence and viewpoint
- Developing short answer techniques and extended response techniques
- Completing a short answer test
- Completing an extended response test
- Completing an essay
- Attending student lectures
# Biology

**Learning Area Leader:** Mr Flattery

**Career Paths / Future Directions:** Agriculture, Biology, Education, Environment Management, Food Science, Forestry, Genetic Counselling, Health Sciences, Horticulture, Natural Resource, Management, Nursing, Pharmaceutical, Science, Teaching

## Unit 1 – How do living things stay alive? (Code: BIOL11)

**Description**
This unit examines the cell as the basic unit of all living things and investigates how cells work, how cells are structured and how they maintain a balance between their internal and external environments. It also explores the structures, systems and processes in living things that enable them to meet their requirements for life with an emphasis on practical investigations. Comparisons are made across a diverse range of living things in order to explore classification systems and the relationships between different organisms. Factors that affect the growth of a population are also studied.

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

**Assessment**
- Practical activities and/or data analysis
- Multimedia
- Tests and Examination

## Unit 2 – Organisms and their environment (Code: BIOL22)

**Description**
This unit focuses on cellular reproduction and the transmission of biological information from generation to generation. Students explore the mechanisms of asexual and sexual reproductive strategies and use chromosome theory to explain the inheritance of characteristics, analyse patterns of inheritance and interpret pedigree charts. The relationship between genes, the environment and the regulation of genes giving rise to phenotypes is explored, as students consider the role of genetic knowledge in decision making about the inheritance of genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

**Outcomes**
- Compare the advantages and disadvantages of sexual and asexual reproduction.
- Explain how changes within the cell cycle may impact on cellular or tissue system function.
- Identify the role of stem cells in cell growth and cell differentiation and in medical therapies.
- Apply an understanding of genetics to various areas.
- Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

**Assessment**
- Practical activities and data analysis
- Presentations
- Tests and Examination

## Unit 3 – Signatures of Life (Code: BIOL33)

**Description**
In this unit we investigate the activities of cells at the molecular level. This includes the synthesis of biomacromolecules and the role of enzymes in catalysing biochemical reactions. Energy transformations are looked at particularly photosynthesis and cellular respiration. The key molecules of DNA and proteins are studied in detail. Students investigate how signalling molecules assist in coordinating and regulating cell activities. Also examined is how organisms protect themselves from invasion and infection from pathogenic organisms. Consideration is given to applications of molecular biology in medicine including diagnosis and drug design.

**Outcomes**
- Analyse and evaluate evidence from practical investigations related to biochemical processes.
- Describe and explain the use of the stimulus-response model in coordination and regulation and how the human immune system responds to antigens and provide immunity.

## Unit 4 – Continuity and Change (Code BIOL44)

**Description**
This unit focuses on molecular genetics and the investigation of modes and patterns of transmission of heritable traits. Patterns of inheritance are traced by analysis of pedigrees. Biotechnology involved in manipulating DNA and their related applications are studied. The reasons for variation are looked at in the context of Darwin’s Theory of Natural Selection. The changes in genetic material over time and the reliability of evidence that supports the concept of evolution of life forms. The interaction between human, cultural and technological evolution are investigated as well as the application of genetic technology to genetic screening, stem cell research, individual profiling and cloning.

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

**Units 3 and 4 Assessment**
- Unit 3 Coursework = 20%
- Unit 4 Coursework = 20%
- Unit 4 Examination (end of year) = 60%
Business Management

Learning Area Leader: Mr McKinnon

Career Paths / Future Directions:
Banking, Business, Education, Finance, Government and Private Organisations, Management, Small Business

Unit 1 – Planning a Business (Code: BUSM11)

Description
Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation’s wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Outcomes
- To describe how and why business ideas are created and developed.
- To describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
- To describe the internal environment and analyse how factors from within it may affect business planning.

Unit 2 – Establishing a Business (Code: BUSM22)

Description
This unit focuses on the establishment phase of a business’s life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. Students examine the legal requirements that must be satisfied to establish a business. Effective marketing techniques are also investigated.

Outcomes
- To explain the legal requirements and financial record keeping to establish a business and establishing effective policies and procedures.
- To explain the importance of establishing a customer base and marketing presence.
- To discuss the staffing needs of a business and evaluate the benefits and limitations of management strategies in this area.

Unit 3 - Business Management (Code: BUSM33)

Description
In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve business objectives. Students 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.

Outcomes
- To discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles, and management skills.
- To explain theories of motivation and apply them to a range of contexts and analyse and evaluate strategies related to the management of employees.
- To analyse the relationship between business objectives and operations management.

Unit 4 - Business Management (Code: BUSM44)

Description
In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study how change may be managed effectively to improve business performance.

Outcomes
- To explain the way business change may come about, use key performance indicators to analyse the performance of business, and discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
- 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 business.

Assessment
A range of tasks selected from the following:
- Case study
- Structured questions
- Media analysis
- Test
- Essay
- Report in written format
- Report in multimedia format

Assessment
A range of tasks from the following:
- Case study analysis
- Business research (print and online)
- Interview and report of contact with business
- Business survey and analysis
- Analytical exercises
- Test
- Media analysis
- Report (written, visual, oral)

Assessment
A selection from the following range of assessment tasks:
- Case study analysis
- Business research (print and online)
- Development of a marketing plan
- Essay
- Test
- Analytical exercises
- Marketing analysis
- End of year exam on Units 1 and 2

Assessment
A range of tasks selected from the following:
- Case study
- Structured questions
- Media analysis
- Test
- Essay
- Report in written format
- Report in multimedia format

Unit 3 Coursework = 25%
Unit 4 Coursework = 25%
Written Examination (November) = 50%
Chemistry

Learning Area Leader: Mr Flattery

Career Paths / Future Directions:
Analytical Chemist, Education, Engineering, Food Science, Forensic Science, Health Sciences, Industrial Chemist, Medical Sciences, Medicine

Unit 1 – How can the diversity of materials be explained? (Code: CHEM11)

Description
In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept.

Outcomes
- Relate the position of elements in the periodic table to their properties.
- Investigate the structures and properties of metals and ionic compounds, and calculate mole quantities
- Investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding
- Use systematic nomenclature to name organic compounds
- Explain how polymers can be designed for a purpose
- 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 2 – What makes water such a unique chemical? (Code: CHEM22)

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. An examination of the polar nature of a water molecule and the intermolecular forces between water molecules is undertaken. Students explore the relationship between these bonding forces and the physical and chemical properties of water. Students investigate solubility, concentration, pH and reactions including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants.

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

Assessment – Units 1 and 2
- Research and laboratory investigation
- Practical Work
- Response to stimulus material and problem solving
- Analysis of information
- Presentations
- Tests
- Examination
Chemistry (continued)

Learning Area Leader: Mr Flattery

Career Paths / Future Directions:
Analytical Chemist, Education, Engineering, Food Science, Forensic Science, Health Sciences, Industrial Chemist, Medical Sciences, Medicine

Unit 3 – Chemical Pathways (Code: CHEM33)

Description
Unit 3 focuses on techniques of analysis with an emphasis on how properties (structure and bonding) influence choice of analyses. There is an increased emphasis on the role of functional groups in organic reactions and the design of reaction pathways using organic molecules. This unit contains new material including IR and NMR techniques of analysis, forensic analysis and the design of new medicines.

Area of Study 1
Chemical analysis focuses on a variety of analytical techniques to analyse products in the laboratory. Students are introduced to instrumental analytical techniques of spectroscopy and chromatography and relate the operation of these analytical techniques and instruments to the chemical reactions and the chemical structures of the materials which are being analysed.

Area of Study 2
Organic chemical pathways focuses on systematic organic chemistry including production of starting materials for particular reaction pathways. Students investigate how forensic analysis relies on the use of organic chemicals (including DNA) and the role of organic chemicals (including proteins) in the development of medicines.

Outcome 1
- On completion of this unit the student should be able to evaluate the suitability of techniques and instruments used in chemical analysis.

Outcome 2
- On completion of this unit the student should be able to identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

Assessment
School Assessed Coursework
- Extended Experimental Investigation
- Written Report of a practical activity
- Response to stimulus material
- Analysis of Data
- Report in written, oral, multimedia or visual format related to chemical pathways.

Unit 4 - Chemistry at Work (Code: CHEM44)

Description
Unit 4 now includes a choice of chemicals selected from a prescribed list to illustrate the factors that affect production and contains new material on waste management, health and safety and sustainability of energy sources (fuels) generally and in Victoria in particular. Emphasis on energy transformations is maintained with a focus on the principles of redox and electrolysis in predicting reactions and products and future developments in fuels, cells and batteries.

Area of Study 1
Industrial chemistry focuses on the factors that affect the rate and extent of a chemical reaction. Students explore the production and uses of a chemical (selected from a list supplied) and explore how knowledge of the factors affecting rate and equilibrium are applied to achieve the optimum reaction conditions in the industrial production of chemicals.

Area of Study 2
Supplying and using energy focuses on our use of different energy resources and students evaluate the extent of the reserves of some of these resources. Students construct and operate simple galvanic and electrolytic cells and use the electrochemical series to predict and explain their results.

Outcome 1
- On completion of this unit the student should be able to analyse the factors that determine the optimum conditions used in the industrial production of the selected chemical.

Outcome 2
- On completion of this unit the student should be able to analyse chemical and energy transformations occurring in chemical reactions.

Assessment
School Assessed Coursework
- Summary Report
- Written Report of a practical activity
- Response to stimulus material
- Analysis of Data
- Report in written, oral, multimedia or visual format related to Chemistry at Work.

Units 3 and 4 Assessment
- Unit 3 School Assessed Coursework = 20%
- Unit 4 Coursework = 20%
- End of year Examination = 60%
Computing

Learning Area Leader: Mr Comas

The study of VCE Computing:

- Provides students with the knowledge and skills to be discerning users of digital systems, data and information and creators of digital solutions.
- Enables students to apply new ways of thinking as well as technical and social protocols when developing solutions.
- Supports students to participate in a globalised society as they learn how to effectively use the capabilities of digital systems and manage risks when communicating and collaborating with others locally and globally.
- Provides students with practical opportunities to create digital solutions for real-world problems and develop a tool set for current and future learning, work and social interaction.
- Provides a pathway to further studies in areas such as computer science, information systems, business, systems engineering, robotics, linguistics, logistics, database management and software development, and to careers in digital-technologies based areas such as information architecture, web design, business analysis and project management.

Integral to all VCE Computing units is a methodology for systematically creating solutions to information problems. This problem solving methodology comprises four stages:

1. Analysis
2. Design
3. Development
4. Evaluation

Unit 1 – Computing (Code: DICP11)

Description
In this unit students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills.

Areas of Study:

- Area of Study 1 - Students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation.
- Area of Study 2 - Students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity.
- Area of Study 3 - Students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Unit 2 – Computing (Code: DICP22)

Description
In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

Areas of Study:

- Area of Study 1 - Students develop their computational thinking skills when using a programming or scripting language to create solutions.
- Area of Study 2 - Students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive.
- Area of Study 3 - Students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.
Unit 3 and 4 – Informatics  (Code: DIIN33, DIIN44)

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

Unit 3 - Areas of Study:
- Unit 3: Area of Study 1 - Students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution.
- Unit 3: Area of Study 2 - Students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.

Unit 3 and 4 – Software Development  (Code: DISD33, DISD44)

Unit 3 - Description:
In Software development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules.

Unit 3 - Areas of Study:
- Unit 3: Area of Study 1 - Students respond to given software designs and develop a set of working modules through the use of a programming language. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules.
- Unit 3: Area of Study 2 - Students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

Unit 4 - Description:
In Unit 4 students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs.

Unit 4 - Areas of Study:
- Unit 4: Area of Study 1 - Students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project.
- Unit 4: Areas of Study 2 - Students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

Unit 3 & 4 Assessment:
- Unit 3 School Assessed Coursework: 10%
- Unit 4 School Assessed Coursework: 10%
- School Assessed Task: 30%
- Written Examination: 50%
Economics

Learning Area Leader: Mr McKinnon

Career Paths / Future Directions:
Economist, Business, Education, Finance, Government and Private Organisations, Management, Journalism

Unit 1 – The behaviour of consumers and businesses (Code: ECON11)

Description
Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. In this unit 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.

Outcomes
- To describe the basic economic problem, discuss the role of consumers and businesses in the economy and analyse the factors that influence decision making.
- To explain how prices change and how resources are allocated in the basic demand and supply model. Using contemporary case-studies students make connections between the theory and the workings of different markets in the Australian and world economy.

Outcomes (Cont)
- To explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy.

Assessment
- A range of tasks from the following:
  - A report on the Australian Stock Exchange and use of the ASX Share market Game
  - Text book exercises
  - A set of applied economic exercises;
  - A selection of exercises using print or electronic materials;
  - A report of an investigation, housing auctions and home prices
  - Topic tests and semester exam

Unit 2 – Contemporary Economic issues (Code: ECON22)

Description
As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Trade-offs, where the achievement of one economic or public policy goal may come at the expense of another, are the subject of much debate in economic circles.

Outcomes
- To explain the factors and policies that may influence economic growth and environmental sustainability, and analyse the potential trade-off.

Outcomes (cont)
- 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.

Assessment
- Case studies
- Oral presentation
- Folio of current events
- Text book exercises
- Topic tests and semester examination
- Examination based on units 1 and 2

Unit 3 – Australia’s Economic Prosperity (Code: ECON33)

Description
In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes.

Assessment
- Maintaining a log of current events.
- Analysis and interpretation of economic data, Government and Reserve Bank media releases and newspaper articles.
- Written reports.
- Exams.

Unit 4 – Economic Management (Code: ECON44)

Description
Students examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy. Students consider each of the transmission mechanisms through which changes to interest rates can affect the level of aggregate demand in the economy and how these changes might affect the achievement of the Australian Government’s domestic macroeconomic goals.

Assessment
- Maintaining a log of current events.
- Analysis and interpretation of economic data, Government and Reserve Bank media releases and newspaper articles.
- Written reports.
- Exams.
- Trial exams.

Unit 3 Coursework = 25%
Unit 4 Coursework = 25%
Written Examination (November) = 50%
English Requirements and Offerings

Taking an English study is compulsory and students must satisfactorily complete (pass) a minimum of 3 units of study from the core group of English studies – 2 of these must be at the Unit 3 / 4 level. Please note: For the calculation of an ATAR, “Satisfactory Completion” of both Units 3 and 4 is required. Please note that it is highly recommended that Students study English or English Language.

**Sample English sequences at St Bede’s College:**

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
<td>Unit 1 VCE English</td>
<td>VCE English Units 3-4</td>
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<td>or</td>
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<td>VCE English Units 3-4</td>
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<td>or</td>
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<tr>
<td>Unit 1 VCE Literature</td>
<td>VCE Literature Units 3-4</td>
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<td>or</td>
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<tr>
<td>Unit 1 English Language</td>
<td>English Language Units 3-4</td>
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<td></td>
<td>and VCE English Units 3-4</td>
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**NOTE:**
- For the calculation of the ATAR, a maximum of two English scores can contribute to the primary four.
- Students selecting Literature should be aware that achieving high study scores in this subject is considerably more difficult than it is in mainstream English. The school advises all students wishing to study Literature in Year 11 to also study English.
- Students taking Literature in Year 12 must have successfully completed Units 1 and 2 in Literature. Students are also strongly advised to take both Literature and English in Year 12.
English

Learning Area Leader: Ms Renouf

The study of English can unlock the thoughts and emotions of our fellow man. Language is the link by which we discover the extent of our shared experience. An articulate person is a powerful individual, one who can inspire co-operation, combined effort and deep loyalty.

Career Paths / Future Directions:
Advertising, Editing, Film and Radio, Journalism, Law, Librarian, Policy Development, Politics, Public Relations, Publishing, Script Editing and Writing, Teaching

Unit 1 - English (Code: ENGL11)

Description
The focus of this unit is the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written and oral texts.

Areas of study
This course is divided into two areas of study:
• Reading and creating texts.
• Analysing and presenting argument

Outcomes
There are two key outcomes for Unit 1, which correspond to the areas of study:
• Develop analytical and creative responses to texts.
• Analyse how argument and persuasive language can be used to position audiences and have student create their own texts intended to persuade audiences.

Unit 2 - English (Code: ENGL22)

Description
The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted. Students will also develop their confidence and competence in creating written, oral or multimodal texts.

Areas of study
The course is divided into two areas of study:
• Reading and comparing texts.
• Analysing and presenting argument.

Outcomes
There are two key outcomes for Unit 2, which correspond to the areas of study:
• Compare the presentation of ideas, issues and themes in two texts.
• Identify and analyse how arguments and persuasive language are used in text/s that attempt to influence an audience, and present a point of view.

Assessment
• One analytical and one creative response to the set texts.
• Presentation of a point of view in oral form.
• An end of year examination covering the whole year’s course.

Assessment
• A comparative analytical response to the set texts.
• An analysis of the use of argument and persuasive language in text/s.
• An end of the year examination covering the whole year’s course.
### English (continued)

**Learning Area Leader:** Ms Renouf

**Career Paths / Future Directions:**
Advertising, Editing, Film and Radio, Journalism, Law, Librarian, Policy Development, Politics, Public Relations, Publishing, Script Editing and Writing, Teaching

<table>
<thead>
<tr>
<th><strong>Unit 3 – English (Code: ENGL33)</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.</td>
</tr>
<tr>
<td><strong>Areas of study</strong></td>
</tr>
<tr>
<td>The course is divided into three areas of study:</td>
</tr>
<tr>
<td>• Reading and Creating Texts</td>
</tr>
<tr>
<td>• Analysing Argument</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>There are two outcomes in Unit 3 which correspond to the areas of study</td>
</tr>
<tr>
<td>• An analytical interpretation of a selected text, and a creative response to a different selected text.</td>
</tr>
<tr>
<td>• An analysis and comparison of the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.</td>
</tr>
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</table>

**Assessment**
- Creative response to text
- Comparative response to text
- Analysis of argument and language

PLEAS NOTE: 2017 will be the first year of a new Study Design in Units 3 & 4 English. Details of outcomes and assessments will differ from previous years.

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<thead>
<tr>
<th><strong>Unit 4 – English (Code: ENGL44)</strong></th>
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<tbody>
<tr>
<td><strong>Description</strong></td>
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<tr>
<td>In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.</td>
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<tr>
<td><strong>Areas of Study</strong></td>
</tr>
<tr>
<td>This course is divided into two areas of study</td>
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<tr>
<td>• Area of Study One; Reading and Comparing Texts</td>
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<tr>
<td>• Area of Study Two; Presenting Argument</td>
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<tr>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>There are two outcomes in Unit 3 which correspond to the areas of study</td>
</tr>
<tr>
<td>• A detailed comparison which analyses how two selected texts present ideas, issues and themes.</td>
</tr>
<tr>
<td>• An oral presentation of a sustained and reasoned point of view on an issue currently debated in the media.</td>
</tr>
</tbody>
</table>

**Assessment**
- Analytical text responses
- Creative, analytical and/or personal responses to a given context together with written explanation of authorial decisions
- Three hour Examination

Unit 3 Coursework = 25%
Unit 4 Coursework = 25%
Written Examination = 50%
English Language

Learning Area Leader: Ms Renouf

Career Paths / Future Directions:
Advertising, Editing, Film and Radio, Journalism, Law, Librarian, Policy Development, Politics, Public Relations, Publishing, Script Editing and Writing, Teaching

Unit 1 – Language and Communication (Code: ENLA11)

Description
Language is an essential part of the human experience and is the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the ways language is organised so users can communicate effectively and make sense of the world around them. Students explore the nature and functions of language, as well as the relationship between speech and writing as the dominant modes of language. Also considered are the situational and cultural contexts of language choices. Lastly, students investigate language acquisition across a range of subsystems. This subject is informed by linguistics and suits most students, but in particular students with a more analytical approach to the study of English and who are inquisitive about languages.

Assessment
- Folios
- Investigation reports
- Tests
- Essays
- Case studies
- Short-answer questions
- Written or oral analyses of data
- Analyses of spoken and written texts
- Oral and/or multimodal presentations

Unit 2 – Language Change (Code: ENLA22)

Description
In this unit, students focus on language change, because language is dynamic and change is an inevitable and continuous process. Students consider factors contributing to the English Language’s change over time and its spread across the globe. They do this by exploring both past and contemporary texts, considering how all subsystems of the language system are affected: phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change are also considered, whilst contemplating the future of English. Lastly, students contemplate the cultural repercussions of the spread of English.

Assessment
- Folios / Investigation reports
- Tests / Essays
- Case studies / Short-answer questions
- Written or oral analyses of data
- Analyses of spoken and written texts
- Oral and/or multimodal presentations

Unit 3 – Language Variation and Social Purpose (Code: ENLA33)

Description
In this unit, students investigate English language in the contemporary Australian social setting, along a continuum of formal and informal registers. Considering language as a means of societal interaction, students explore the ways written and spoken texts convey information, ideas, attitudes, prejudices and ideological stances. Lastly, students consider how texts are influenced by the situational and cultural contexts in which they occur, particularly focusing on how situational factors and the relationship between participants all contribute to a person’s language choices, as do their values, attitudes and beliefs. They learn how language can be indicative of relationships, power structures and purpose.

Assessment
- Written reports of an investigation
- Folios of annotated texts (journal)
- Short-answer questions
- Essays
- Analytical commentary of one or more texts

Unit 4 – Language Variation and Identity (Code: ENLA44)

Description
In this unit, students focus on the role of language in establishing and challenging different identities. Many varieties of English are used in contemporary Australian society, including national, regional, cultural and social variations. Whilst standard Australian English is the variety granted prestige in society and has a role in establishing national identity, it is the non-Standard varieties that play a role in constructing users’ social and cultural identities; students examine a range of texts to explore these notions. Ultimately, students explore how language constructs our identity; how our sense of identity evolves in response to situations and experiences, and is influenced by how we see ourselves and how others see us. Lastly, students explore how language can distinguish between ‘us’ and ‘them’, thus reinforcing the degree of social distance and/or solidarity.

Assessment
- Written reports of an investigation
- Folios of annotated texts (journal)
- Short-answer questions
- Essays
- Analytical commentary of one or more texts

Unit 3 Coursework = 25%
Unit 4 Coursework = 25%
Written Examination (November) = 50%
English – Literature

Learning Area Leader: Mr Murphy

An understanding of English Literature has many benefits beyond the personal development. English is the language not only of our society but, increasingly, of the world and a good command of language empowers the individual. Literature is a challenging but rewarding subject designed for students who love reading, enjoy sophisticated text discussions and have highly developed language skills.

Career Paths / Future Directions: Advertising, Communications, Court Reporter, Editing, Education, Ethics/Philosophy, Journalism, Law, Librarian, Marketing, Multi-media, Policy Development, Politics, Professional Writing, Public Relations, Publishing, Social Research, Teaching, Theatre, TV/Film/Radio, Script Writing

Unit 1 – Literature (Code: ENLI11)

Description
This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. Students develop their understanding of the conventions associated with different text types – poetry, film, novel, drama etc.

Areas of study
The course is divided into three areas of study:
- Readers and their responses
- Ideas and concerns in texts
- Interpreting non-print texts

Outcomes
There are three outcomes for Unit 1, which correspond to the areas of study:

Unit 2 – Literature (Code: ENLI22)

Description
Students deepen their understanding of texts and text construction (such as narrative style, characters, language and structure). They understand the ways in which their own culture and the cultures represented in the text can influence their interpretation and shape different meanings.

Areas of study
The course is divided into two areas of study:
- The text, the reader and their contexts
- Comparing texts

Outcomes
There are two outcomes for Unit 2, which correspond to the areas of study:

Unit 3 – Form and transformation (Code: ENLI33)

Description
In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

This course is divided into two areas of study
1. Area of Study One; Adapitations and Transformations
2. Area of Study Two; Creative Responses to Texts

Outcomes
There are two outcomes for unit 3 corresponding to the areas of study (one outcome must be presented in oral form in Unit 3)

Unit 4 – Interpreting Texts (Code: ENLI44)

Description
In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

Areas of study
The course is divided into two areas of study:
- Literary Perspectives
- Close analysis

Outcomes
There are two outcomes for Unit 4 corresponding to the areas of study
- An interpretation of a text using different literary perspectives to inform the students’ view.
Environmental Science

Learning Area Leader: Mr Flattery

Career Paths / Future Directions:
Biology, Environmental Management, Teaching, Resource Management, Education, Forestry

Unit 1 – The Environment (Code: ENVI11)

Description
This unit focuses on:
- the environment and its components,
- how ecosystems function, and
- the interactions in and between the ecological components.
- How the environment undergoes continual change.
The effects of natural and human-induced changes in ecosystems are examined using scientific data and processes.

Areas of Study and Assessment
Areas of Study:
- The Earth’s Structure
- Ecosystem Structure
- Environmental Change

Learning Activities:
Fieldwork and reports; Oral presentations; Practical activities and reports; Reports in multimedia and/or poster format; Tests & Exam

Unit 2 – Monitoring the Environment (Code: ENVI22)

Description
This unit investigates the characteristics of environmental indicators and their use in monitoring programs. Relevant environmental indicators for an ecosystem are investigated and the data interpreted. Indicators are used as the basis for a local investigation as well as a focus for monitoring by government agencies and corporate organisations.

Areas of Study and Assessment
Areas of Study:
- Environmental Indicators of Pollution
- Ecological Niches
- Biological Indicators

Learning Activities:
Fieldwork and reports; Oral presentations; Practical activities and reports; Reports in multimedia and/or poster format; Tests & Exam

Unit 3 – Ecological Issues: energy and biodiversity (Code: ENVI33)

Description
This unit focuses on two major ecological issues, which provide both present and future challenges. Students examine the concepts associated with energy and its use by humans and explore the idea of energy efficiency. The relationship between energy use and the enhanced greenhouse effect is explored. Biodiversity and its role in sustaining ecological diversity and the survival of populations are studied. Issues threatening biodiversity are examined, as are the scientific principles applied to the management of biodiversity. The process of explaining how scientific data is applied to the assessment of environmental risks in ensuring biodiversity is also covered.

Assessment
School Assessed Coursework (4 SACs to be completed):
- Written report of a practical activity
- Report in annotated poster format
- Written report on an endangered animal
- Written response to set questions

Unit 4 – Ecological Sustainability (Code: ENVI44)

Description
This unit focuses on the concept of pollution, in particular focusing on the source of and effects of pollution on the health of humans and the environment. The significance of technology, government initiatives, communities and individuals in redressing the impact of pollutants is addressed. The characteristics of one particular pollutant is explored. The application of Environmental Science to ecologically sustainable development and environmental management is also studied.

Assessment
School Assessed Coursework (3 SACs to be completed):
- Written report of fieldwork or practical activity
- Evaluation of management strategies
- Written response to set questions, Test

Units 3 & 4 Assessment
Unit 3 Coursework = 20%
Unit 4 Coursework = 20%
End of Year Examination = 60%
Geography

Learning Area Leader: Mr Lalor

Career Paths / Future Directions:

Unit 1 – Hazards and Disasters (Code: GEOG11)

Description
In this area of study students examine hazards and hazard events before engaging in a study of at least two specific hazards at a range of scales. The selection of hazards should allow students to use visual representations and topographical maps at various scales and undertake fieldwork.

Areas of Study:
- Characteristics of Hazards and Disasters e.g. Volcanoes.
- Responding to Hazards and Disasters.

Outcomes
On completion of the unit students should be able to:
- Describe and explain the nature of hazards and impacts of hazard events at a range of scales.
- Analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Assessment
- Fieldwork Report (Fieldwork: Camp to Phillip Island)
- Structured Questions
- Test, Exam and Data Analysis

Unit 2 – Tourism (Code: GEOG22)

Description
In this area of study students 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.

Areas of Study:
- Characteristics of tourism, where it has developed, its various forms it takes.
- How it changes countries and impacts people and environments.

Outcomes
On completion of this unit students should be able to:
- Describe and explain the nature of tourism at a range of scales.
- Analyse and explain the impacts of different types of tourism.

Assessment
- Fieldwork Report (Fieldwork Camp to Phillip Island)
- Research Report (Multimedia Presentation)
- Test, Exam and Data Analysis

Unit 3 – Changing the Land (Code: GEOG33)

Description
This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water.

Areas of Study:
- Investigate the processes and impacts of land use change.
- Global land cover and changes that have occurred over time.

Outcomes
On completion of this unit students should be able to:
- Analyse and describe land use change and assess its impacts.
- Describe and explain the processes that result in changes to land cover.

Assessment
- Fieldwork Report (Fieldwork Report)
- Data Analysis

Unit 4 – Human Population (Code: GEOG44)

Description
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.

Areas of Study:
- Global phenomena
- Global Responses

Outcomes
On completion of this unit, students should be able to:
- Describe and explain population dynamics on a global scale.
- Analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.

Assessment
- Data Analysis
- Short Answer Tests
- Report

Unit 3 & 4 Assessment:
- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- Written Examination 50%
The central focus of the Health and Human Development study is to examine the factors that promote wellbeing in individuals, families and communities. This study aims to develop an understanding of the relationship between health and human development.

**Career Paths / Future Directions:**
Community Health, Education, Food Science, Health Administration, Health Sciences, Nursing, Social Welfare

### Unit 1 – Youth health and development (Code: HEHD11)

**Description**
This unit focuses on the transition from childhood to adulthood. This is a time that brings about enormous changes in physical, social, emotional and intellectual development and there is wide variation in development as a result of biological, behavioural, physical environment and social determinants. These changes and the factors that affect them will be analysed with regards to promoting optimal health and development for male and female youth as this sets the foundation for optimal health and development in adulthood. The health status of youth and a range of health issues affecting this lifespan stage are also examined with a focus on nutrition.

**Assessment**
A range of tasks taken from the following list:
- Unit tests
- Case study analysis
- Media analysis
- Minor tasks
- Research assignments

### Unit 2 - Individual and Community health and development (Code: HEHD22)

**Description**
This unit explores the health and individual human development of Australia’s pregnant women and their unborn babies, children and adults, including the process of ageing. They study the period from conception to approximately twelve years, and then from eighteen until death. The factors that influence the health and human development of children and adults are explored. A range of health issues that impact on these population groups are explored and students investigate one health issue for each group.

**Assessment**
A range of tasks taken from the following list:
- Unit tests
- Case study analysis
- Media analysis
- Minor tasks
- Research assignments

### Unit 3 – Australia’s Health (Code: HEHD33)

**Description**
This unit focuses on the health status of Australians. Students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. The development of the NHPAs and their relationship to burden of disease in Australia is examined. Students will discuss the roles and responsibilities of government and non-government organisations in addressing health needs and promoting health.

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

### Unit 4 – Global Health & Human Development (Code: HEHD44)

**Description**
This unit takes a global perspective on achieving sustainable improvements in health and human development. Students explore global health, human development and sustainability. The role of the United Nations Millennium Development Goals is investigated in relation to achieving sustainable improvements in health status and human development. Australia’s contribution to international health programs through AusAid is also discussed.

**Outcomes**
- Describe and evaluate programs implemented by international and Australian government and non-government organisations, and analyse the interrelationships between health, human development and sustainability.

**Assessment**
- Case Studies
- Written Reports
- Data Analysis
- Tests

**Units 3 and 4 Assessment**
- Unit 3 Coursework = 25%
- Unit 4 Coursework = 25%
- Written Examination = 50%
History

Learning Area Leader:  Mr Lalor

Career Paths / Future Directions:
Communications, Education, Historian, Journalism, Law, Marketing, Multimedia, Public policy, Publishing, Research

Unit 1 - Twentieth Century History 1900–1945 (Code: HIST11)

Description
In this area of study students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. They consider the aims, achievements and limitations of the League of Nations. While democratic governments initially replaced the monarchies and authoritarian forms of government in European countries at the end of the war, new ideologies of socialism, communism and fascism gained popular support. Economic instability, territorial aggression and totalitarianism combined to draw the world into a second major conflict in 1939.

Outcomes
1. Ideology and Conflict 1918-1939Cultural expression.
2. Social and Cultural change

Assessment
- Topic Tests
- Essay
- Analytical exercises
- Examination

Unit 2 – Twentieth Century History (1945-1989) (Code: HIST22)

Description
In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people. While the Cold War dominated the second half of the twentieth century, political and social challenge and change occurred within and between nations based on religion, nationalism, race, gender and human rights. Developments in mass communication including the internet and satellite television meant that many of the political and social movements transcended national boundaries and were exposed to a global audience. Independence movements led to the emergence of new nations.

Outcomes
- 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.
- 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.

Assessment
- Topic Tests
- Essay
- Analytical exercises
- Examination

Unit 3 – The French Revolution (Code: HISR33)

Description
In Unit 3 students study the French Revolution. Revolutions share the common aim of breaking with the past by destroying governments and societies and embarking on a program of profound political and social change. The unit examines the cause of the French Revolution, the role of leaders, ideas and movements in bringing about this change and the extent to which the ideas were achieved.

Outcomes
- Evaluate the role of ideas, leaders, movements and events in the development of the revolution.
- Analyse the challenges faced by the emerging new order and evaluate the nature of the new society created by the revolution.

Unit 4 – The Russian Revolution (Code: HISR44)

Description
In Unit 4 students study the Russian Revolution. Revolutions are violent events which have the aim of bringing about profound social and political change. This unit examines the causes of the Russian Revolution, the role of leaders, ideas and movements in bringing about this change and the extent to which the ideals were achieved.

Outcomes
- Evaluate the role of ideas, leaders, movements and events in the development of the revolution.
- Analyse the challenges faced by the emerging new order and evaluate the nature of the new society created by the revolution.

Units 3 and 4 Assessment

An Essay and a Research Task
A Document and Graphic Analysis
An Historiographical Task

Unit 3 Coursework = 25%
Unit 4 Coursework = 25%
Written Examination = 50%
History: Australian

Learning Area Leader: Mr Lalor

Over the last two hundred years this history of European settlement in Australia has brought radical changes for the descendants of both the original Aboriginal inhabitants and the incoming colonists. From 1788 onwards, people, ideas and events created colonial societies and eventually a new nation that confronted significant challenges and changes in its first century of existence. Transformations in Australia’s history have occurred sometimes chaotically in response to a sudden rush for land or gold and at other times in a debated and planned fashion, as in the creation of what was, in the early twentieth century, an advanced democracy. Over this time, crises and movements have also led governments and people to modify the status quo to confront critical challenges to the stability and defence of the nation.

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.

Career Paths / Future Directions:
Historian, Social work, Education, Government, Journalism, Law, Public policy, Research, Community development

Unit 3 – Transformations: Colonial society to nation (Code: HISA33)

Description
In this unit students explore the transformation of the Port Phillip District (later Victoria) from the 1830s through to the end of the tumultuous gold rush decade in 1860. They consider the dramatic changes introduced as the British colonisers swiftly established themselves, taking possession of the land and then its newly discovered mineral riches. Students examine transformations in the way of life of the Aboriginal peoples and to the environment as the European society consolidated itself. They also consider how new visions for the future created by the gold rush and the Eureka rebellion further transformed the new colony. Students explore the type of society Australians attempted to create in the early years of the newly federated nation. Much of the legislation debated and passed by the Commonwealth Parliament was relatively advanced and Australia was seen as a social laboratory exploring new forms of rights and benefits for its citizens. Students evaluate the effect that Australian involvement in World War One had on the country’s egalitarian and socially progressive aspirations.

Outcomes
- Analyse the nature of change in the Port Phillip District/Victoria in the period 1834-1860
- Analyse the visions and actions that shaped the new nation from 1890-1920, and the changes and continuities to these visions that resulted from participation in World War One

Assessment
- Source analysis
- Short answer

Unit 2 — Transformations: Old certainties and new visions (Code: HISA44)

Description
Students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. After World War One, the process of nation building was renewed. However, world events soon intruded again into the lives of all Australians. The economic crisis of the 1930s followed by another world war redirected the nation’s priorities for a time as it struggled to regain economic stability and defeat its military enemies. The experience of both the Depression and World War Two gave rise to renewed thinking by Australians about how to achieve the type of society envisaged at the time of Federation. Students focus on one of the crises faced by the nation: The Great Depression OR World War Two. Students explore social, economic and political changes in the latter part of the twentieth century that collectively challenged and/or overturned much of Australia’s earlier carefully constructed social and economic fabric. Students examine two changes drawn from: Australia’s involvement in the Vietnam War, Aboriginal land rights, equality for women, new patterns of immigration and/or a global economy.

Outcomes
- Analyse the social, economic and political consequences of a crisis on the nation
- Analyse and evaluate two key social, economic and political changes in late twentieth century Australia

Assessment
- Essay
- Source analysis

Unit 3 Coursework = 25%
Unit 4 Coursework = 25%
Examination = 50%
Legal Studies

Learning Area Leader: Mr McKinnon

Career Paths / Future Directions:
Administration, Legal Secretary, Business and Commerce, Correctional Services, Criminology, Justice system, Law, Paralegal, Public Service, Social Work, Teaching

Unit 1 – Criminal Law in Action (Code: LEGA11)

Description
This study explores the distinction between rules and laws, the Victorian court hierarchy and the process of law-making through Parliament. It focuses on the role of police in a criminal investigation and criminal trial procedures. It also examines the objectives of criminal sanctions, their effectiveness and the fairness of the criminal justice system.

Outcomes
- Explain the need for effective laws and describe the main sources and types of law in society.
- Explain the key principles and types of criminal law, apply the key principles to relevant cases and discuss the impact of criminal activity on the individual and society.
- Describe the process for the resolution of criminal cases and discuss the capacity of these processes to achieve justice.

Unit 2 – Issue in Civil Law (Code: LEGA22)

Description
This study focuses on the nature of civil disputes and the processes used to resolve civil disputes. Types of civil actions, defences and the procedures for the resolution of civil cases will be examined. Alternative dispute resolution methods will also be investigated and evaluated.

Outcomes
- Explain the principles of civil law, law-making by courts and elements of torts and apply these to relevant cases.
- Explain and evaluate the processes for the resolution of civil dispute.
- 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.

Units 1 & 2 Assessment
- Structured assignment
- Essay
- Visit to Law Courts
- Report (written, visual, oral or multi-media)
- Examination based on Units 1 and 2
- Case study on Murder
- Folio and report

Unit 3 – Law-making (Code: LEGA33)

Description
This study focuses on developing an understanding of the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

Outcomes
- Describe the role and effectiveness of parliament as a law-making body, evaluate the need for change in the law and analyse the ways in which change can be influenced.
- Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, and evaluate the effectiveness of the Commonwealth Constitution in protecting democratic and human rights.
- Describe the role and evaluate the effectiveness of the courts in law-making and their relationship with parliament.

Unit 4 – Dispute Resolution (Code: LEGA44)

Description
This study focuses on the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution. Court processes, the jury system and the adversary system and inquisitorial system will be examined and evaluated. The study also looks at the effectiveness of the operation of the Victorian legal system in achieving justice.

Outcomes
- Describe and evaluate the effectiveness of institutions for the resolution of civil disputes and the adjudication of criminal cases and alternative dispute resolution methods.
- Explain the elements of an effective legal system, and evaluate the processes and procedures for the resolution of criminal cases and civil disputes and discuss their effectiveness.

Units 3 and 4 Assessment
- Case study
- Structured questions
- Test
- Essay
- Written report
- Multi-media report
- Folio of exercises
- Unit 3 Coursework = 25%
- Unit 4 Coursework = 25%
- Written Examination = 50%
LOTE – French, Indonesian and Italian

Learning Area Leader: Ms Dux

Students selecting LOTE must have completed LOTE at Year 10 level. A language other than English is a useful additional skill for many subject areas. The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Career Paths / Future Directions:
Education, Government organisations, International Business, International Relations, Law, Commerce, Public Policy, Journalism, Tourism, Translation


**Description**
The study of LOTE develops students’ ability to understand and use the LOTE language. The study of LOTE will enable you to use the language to communicate with others; understand and appreciate the cultural contexts in which LOTE is used to enhance your knowledge of your own culture through the study of another and to make connections between LOTE and English.

**Outcomes**
- Demonstrate that you can speak or write on topics related to personal areas of experience.

**Unit 2 – LOTE (Code: French: LOFR22) (Code: Indonesian: LOIN22) (Code: Italian: LOIT22)

**Description**
Through the study of topics within the themes of ‘The Individual’, ‘The LOTE-speaking Communities’ and ‘The Changing World’, students will further develop their listening, speaking, reading and writing skills. Spoken exchanges and written texts will increase in length and degree of difficulty, and there is a stronger emphasis on grammatical accuracy.

**Outcomes**
- Demonstrate that you can make arrangements or ask for/give advice orally or in writing on a topic currently studied in class in the LOTE language.

**Unit 3 – LOTE (Code: French: LOFR33) (Code: Indonesian: LOIN33) (Code: Italian: LOIT33)

Students selecting LOTE (LOTE Units 3/4) should have gained a good pass in Units 1 & 2. A language other than English is a useful additional skill for many subject areas.

**Description**
This unit enables students to use language to conduct daily activities, to develop relationships, to seek out and understand factual information, to use information for a variety of purposes. Through the study of topics within the themes of ‘The Individual’, ‘The LOTE-speaking Communities’ and ‘The Changing World’, students will consolidate and expand their listening, speaking, reading and writing skills. Spoken exchanges and written texts will increase in length, complexity and degree of difficulty. Students are expected to write longer pieces of around 300 words, and there is a strong emphasis on grammatical accuracy. In addition, students will begin work on a Detailed Study topic. This will enable students to explore and compare aspects of the language and culture of the LOTE speaking community through a range of oral and written texts. This topic forms the basis of discussion in Section Two of the Oral Examination.

**Outcomes**
- Demonstrate that you can write a personal or imaginative piece of approximately 300 words.
- Demonstrate that you can understand, analyse and use information from spoken texts.
- Demonstrate that you can exchange information, opinions and experiences to resolve an issue orally with another LOTE speaker in a 3-4 minute role play.

**Assessment**
- 250-300 word personal imaginative piece
- A response to specific messages, questions or instructions
- A three to four minute role-play focusing on the resolution of an issue

**Unit 4 – LOTE (Code: French: LOFR44) (Code: Indonesian: LOIN44) (Code: Italian: LOIT44)

**Description**
In this unit students continue to consolidate their language skills in all areas. There is a particular focus on analysis and critically responding to texts and ideas. Writing tasks will place particular emphasis on informative, evaluative and persuasive writing.

**Outcomes**
- Demonstrate that you can understand, analyse and respond in written LOTE to a variety of LOTE texts.
- Demonstrate that you can produce an informative, evaluative or persuasive written response, which shows a critical response to aspects of language and culture of LOTE speaking communities.
- Demonstrate that you can respond critically in an interview on an issue related to texts studied.

**Assessment**
- A 250-300 word informative, persuasive or evaluative written response
- A response to messages, questions or instructions
- A three to four minute interview on an issue related to the texts studied

**Units 3 and 4 Assessment**
School Assessed Coursework for Unit 3 – three tasks = 25% of final assessment
School Assessed Coursework for Unit 4 – three tasks = 25% of final assessment
End of examinations for Units 3 and 4 – one oral (12.5%) and one written (37.5%) = 50% of final assessment

SENIOR PATHWAYS HANDBOOK 2017 35
When selecting a Mathematics sequence for study at VCE you need to carefully consider the following:

- Mathematics is not a compulsory subject at Year 11, however it is **highly recommended** that you complete two units of Mathematics in Year 11.
- Be certain of any Mathematical requirements (if any) that your pursuits after Year 12 will require.
- Both Mathematical Methods and General Mathematics (Specialist) are **very** demanding subjects.

**How should you make your decision?**

- Be very honest about your Mathematical performance so far and
- Speak with your current maths teacher, consider assessment marks and report comments.

**How can we help?**

If you are still uncertain of your choice, you should consider the following:

- **St Bede’s Students:**
  1. Look at your report results. Below are some guidelines:
     - If your Year 10 Semester 1 Mathematics report revealed consistently high scores of **75% and above at ENRICHMENT**, you are very committed to your studies and greatly enjoy the challenge of studying much more difficult mathematical concepts, then you should consider studying both **Mathematical Methods and General Mathematics (Specialist)** at Year 11. With a Satisfactory completion of both Mathematical Methods and General Mathematics (Specialist) at Year 11 you would be able to pursue either Mathematical Methods or Specialist Mathematics at Year 12. To study Specialist Mathematics at Year 12 you **must** study both **Mathematical Methods and General Mathematics (Specialist)** at Year 11.
     - If your Year 10 Semester 1 Mathematics report revealed consistent scores **between 80% and 90% at CORE MATHEMATICS or between 60% and 75% at ENRICHMENT MATHEMATICS**, you are committed to your studies and enjoy the challenge of studying more difficult mathematical concepts, then you should consider **Mathematical Methods** at Year 11.
     - If your Year 10 Semester 1 Maths report revealed scores consistently **below 80% at CORE MATHS or below 60% at ENRICHMENT MATHS** it is recommended that looking to pursue **General Mathematics (Further)** at Year 11. What is reasonable? Any With a Satisfactory completion of General Mathematics (Further) at Year 11 you would be able to pursue Further Mathematics at Year 12, if you so wished or required it.

  2. Your Semester 2 Maths option is a good guide to your VCE choices.

- **St James Students:** Speak with your Year 10 math teacher and ask for his/her recommendation.
### SUGGESTED SENIOR MATHEMATICS PATHWAYS

<table>
<thead>
<tr>
<th>YEAR 10 (Semester 2 Class)</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 10 Enrichment Maths</strong></td>
<td><strong>General Mathematics (Specialist) 1 &amp; 2</strong> and <strong>Mathematical Methods 1 &amp; 2</strong></td>
<td><strong>Specialist Mathematics 3 &amp; 4</strong> and <strong>Mathematical Methods 3 &amp; 4</strong></td>
</tr>
<tr>
<td><strong>Year 10 Enrichment or Year 10 Methods</strong></td>
<td><strong>Mathematical Methods 1 &amp; 2</strong> and/or <strong>General Mathematics (Further) 1 &amp; 2</strong></td>
<td><strong>Mathematical Methods 3 &amp; 4</strong></td>
</tr>
<tr>
<td><strong>Year 10 Methods or Year 10 Further or Year 10 Foundation</strong></td>
<td><strong>General Mathematics (Further) 1 &amp; 2</strong></td>
<td><strong>Further Mathematics 3 &amp; 4</strong></td>
</tr>
</tbody>
</table>
General Mathematics (Further)

Learning Area Leader: Mr Wilson

Students undertaking Further Mathematics Units 3-4, require a completion of Units 1-2 Mathematics, excluding Foundation Maths. This course is for students intending to study Further Mathematics in the following year. It focuses on broad skill development, with an emphasis on statistics and arithmetic. Units 1-2 Mathematics is required for Primary Teaching.

Career Paths / Future Directions:
This course focuses on a broad mathematical development, with an emphasis on statistics. It is useful for Psychology related courses, and careers in Health Sciences and Education.

Units 1 and 2 – General Maths (Further) (Code: MATF11, MATF22)

Description
This course is made up from a choice of modules, selected from the following areas of study:
- Arithmetic
- Matrices
- Linear functions
- Bivariate data
- Trigonometry
- Geometry
- Networks
- Data Analysis

Outcomes
- Define and explain key concepts; apply mathematical routines and procedures.

Outcomes (cont...)
- Apply mathematical processes in non-routine contexts.
- Use technology to investigate and solve problems (graphics calculator, spreadsheets and internet).

Assessment
Demonstration of achievement of the outcomes is based on the student’s performance on a selection of the following tasks:
- Assignments
- Tests and semester exams
- Summary or review notes
- Projects
- Short written responses
- Problem solving and modelling tasks.

Units 3 and 4 – Further Mathematics (Code: MATF33, MATF44)

Description
This course is made up of two areas of study:
1. Data Analysis – core material, and
2. Three modules selected from:
   - Number Patterns
   - Geometry and Trigonometry
   - Graphs and Relations
   - Business-related Mathematics
   - Networks and Decision Mathematics
   - Matrices

Outcomes
- Define and explain key concepts; apply mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts.
- Use technology to investigate and solve problems. (graphics calculator, spreadsheets, internet).

Assessment
Demonstration of achievement of the outcomes is based on the student’s performance on a selection of the following tasks:
- Assignments
- Tests and semester exams
- Summary or review notes
- Projects
- Short written responses
- Problem solving and modelling tasks.

Mathematical Methods

Learning Area Leader: Mr Wilson

Students who wish to study Units 3-4 Mathematical Methods need to have completed Units 1-2 Maths Methods.

Career Paths / Future Directions:
This course is directed towards Mathematical Methods 3-4 in Year 12. It is a pre-requisite for some Tertiary courses. Career paths may include: Banking and Finance, Business, Biological and Physical, Sciences, Computer Programming, Statistics, Education, Engineering, Medicine.

Units 1 and 2 – Mathematical Methods (Code: MATM11, MATM22)

Description
A fully prescribed course of:
- Algebra
- Polynomial, Trigonometric and Exponential Functions and Graphs
- Probability and Combinatorics
- Rates of Change and Calculus

Outcomes
- Define and explain key concepts; apply mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts.
- Use technology to investigate and solve problems.

Assessment
Demonstration of achievement of the outcomes is based on the student’s performance on a selection of the following tasks:
- Assignments
- Tests and Semester Examinations (some Tests and Examinations will be technology free)
- Summary or review notes
- Projects
- Short written responses
- Problem solving and modelling tasks.
### Units 3 and 4 – Mathematical Methods (Code: MATM33, MATM44)

#### Description
A fully prescribed course of:
- Coordinate geometry
- Polynomial, power, trigonometric, exponential and logarithmic functions and graphs
- Calculus
- Algebra
- Probability distributions and functions

#### Outcomes
- Define and explain key concepts; apply mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts.
- Use technology to investigate and solve problems.

#### Units 3 and 4 Assessment

<table>
<thead>
<tr>
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</tr>
</thead>
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<td>Written Examination 1</td>
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<td>Written Examination 2</td>
<td>= 44%</td>
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<tr>
<td>Units 3 and 4 Coursework</td>
<td>= 34%</td>
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</tbody>
</table>

(No calculators or notes permitted in Examination 1)
(Calculator and one bound reference permitted in Examination 2)

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### General Mathematics (Specialist)

#### Learning Area Leader: Mr Wilson

Students selecting Unit 3-4 Specialist Mathematics should have completed four (4) Units of Mathematics at Year 11. They also need to complete Maths Methods, Units 3-4. This course is taken in conjunction with Mathematical Methods 1-2. It is necessary as preparation for Specialist Mathematics 3-4, but is also useful as a good foundation for Mathematical Methods 3-4. It focuses on algebraic applications and analysis.

#### Career Paths / Future Directions:
This course has an emphasis on algebraic applications and analysis, and is directed towards Tertiary courses in Mathematics, Engineering and Physical Sciences. Also: Actuarial, Banking, Business, Computer Programming, Education, Engineering, Government Organisations, Medicine, Statistics

### Units 1 and 2 – General Mathematics (Specialist) (Code: MATS11, MATS22)

#### Description
The areas of study are:
- Arithmetic
- Algebra
- Graphs of linear and non-linear relations
- Geometry and Trigonometry

#### Outcomes
- Define and explain key concepts; apply mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts.
- Use technology to investigate and solve problems.

#### Assessment
Demonstration of achievement of the outcomes is based on the student’s performance on a selection of the following tasks:
- Assignments
- Tests and Semester Exams (some Tests/Exams will be technology free)
- Summary or review notes; Projects; Short written responses
- Problem solving and modelling tasks

### Units 3 and 4 – Specialist Mathematics (Code: MATS33, MATS44)

#### Description
A fully prescribed course of:
- Functions, relations and graphs
- Algebra; Calculus
- Vectors
- Mechanics

#### Outcomes
- Define and explain key concepts; apply mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts.
- Use technology to investigate and solve problems.

#### Units 3 and 4 Assessment

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No calculators or notes permitted in Examination 1
A calculator and one bound reference permitted in Examination 2
### Unit 1 – Representation and Technologies of representation (Code: MEDI11)

**Description**
The purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. Students develop practical and analytical skills, including developing an understanding of the contribution of codes and conventions to the creation of meaning in media products, and the role and significance of selection processes in their construction.

**Outcomes**
- Produce and compare media representations in two or more media forms and compare the application of different media technologies.
- Discuss the creative and cultural implications of new media technologies.

**Assessment**
- Analysis of Representation Test
- Production of Representation
- Comparative analysis of representations Essay.
- Construction and analysis of new media technologies.

### Unit 2 – Media Production and the Media Industry (Code: MEDI22)

**Description**
This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within with Australian media organisations operate.

**Outcomes**
- Discuss media industry issues and/or developments relating to the production stages of a media production and specialist roles within the industry.
- Describe characteristics of Australian media organisations and discuss the social and industrial framework within which they operate.

**Assessment**
- Australian Media Organisation Report
- Media Production Design Plan
- Media Production
- Analysis of Media Production's industry
- End of Year Examination

### Unit 3 – Narrative and Media Production Design (Code: MEDI33)

**Description**
The purpose of this unit is to enable students to develop an understanding of production and story elements and to recognize the role and significance of narrative organization in fictional film, radio or television programs. In this context students also consider how production and story elements structure narratives to engage an audience. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production for a specific media form with the relevant specifications presented as a written planning document with visual representations.

**Outcomes**
- Analyse production and story elements in fictional media texts and discuss how these elements structure the narrative.
- Use a range of equipment, applications and media processes to present ideas and explore aesthetic qualities in production design plan specification areas.
- Prepare a media production design plan incorporating the specifications appropriate for the chosen media product.

**Assessment**
- Narrative Report 8%
- Production Exercises S/N
- Production Design Plan S/N

### Unit 4 – Media Process, Social Values and Media Influence (Code: MEDI44)

**Description**
The purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Organisational and creative skills are refined and applied throughout this process. In this unit students also analyse the ways in which media texts are shaped by social values and the influence of social values in the representations and structure of a media text. The role and influence of the media is also critically analysed in this unit.

**Outcomes**
- Discuss the ways in which social values shape and are reflected in a media text.
- Discuss theories of media influence and analyse debates about the nature and extent of media influence.
- Produce a media product for an identified audience, based upon the production design plan submitted in Unit 3.

**Assessment**
- Media exercises, design plan, production and process 35%
- Social Values Report 6%
- Media Influence Report 6%
- Examination 45%
**Music – VET Music Industry: Certificate III in Technical Production**

**Learning Area Leader:** Mr Hambly  
**VETis Coordinator:** Mrs Warfe

**Career Paths / Future Directions:** Audio technician, Sound recordist, P.A. operator.

VET programs lead to nationally recognised qualification, thereby offering students the opportunity to gain both the VCE and a nationally portable Vocational Education and Training (VET) Certificate. **Please note:** This is not a music performance course. Students should select VCE Music Performance if they wish to play music in group and solo settings.

### Units 1 & 2 (Code: VETT11, VETT22)

**Description**  
Certificate III in Technical Production involves music Industry knowledge, along with specialist training in audio technology both in ‘Live’ and ‘Studio Based’ environments.

**Outcome**  
Completion of ten (10) units of competence:
- Working effectively with others
- Manage own work and learning
- Source and apply entertainment industry knowledge
- Follow occupational health and safety procedures
- Implement copyright arrangements
- Perform basic sound editing
- Incorporate music technology into performance

**Assessment**  
Assessment may involve:
- Practical demonstration of skills
- Operating a P.A. System
- Operating equipment safely
- Written reports and tests.
- Completion of basic recordings.

Students who complete the Unit 1 & 2 sequence but do not progress to Units 3/4 of Technical production will be given recognition of VCE Units 1 & 2 and will receive a Statement of Attainment for the VET units they completed.

### Units 3 & 4 (Code: VETT33, VETT44)

**Description**  
Certificate III in Music Technical Production involves music Industry knowledge, along with specialist training in audio technology both in ‘Live’ and “Studio Based” environments.

**Outcome**  
Completion of five (5) units of competence:
- Apply knowledge of audio to work activities
- Record and mix a basic music demo
- Select and manage microphones and other input sources
- Provide sound reinforcement
- Set up and disassemble audio equipment

**Assessment**  
- Practical demonstration of skills
- Production of a recording
- Use appropriate equipment and mix a live performance.
- Written reports and tests.
- End of year VCE examination

The satisfactory completion of Units 3 & 4 Music Technical Production will earn the student a Certificate III in Music-Technical Production (VET).

On the completion of Units 3 & 4 VCE Vet Music Technical Production, students will be eligible to receive VCE Unit credits.

Students who choose to not receive a Study Score may still receive the VET Certificate III in Music - Technical Production upon completion of the required units of Competence.
Music Performance - VCE

Learning Area Leader: Mr Hambly
Students who wish to study Music Performance may need to undertake an audition. It is assumed that students would enter this subject with an ability to read notated music and have completed 4-5 years formal tuition on the main instrument/voice.

Career Paths / Future Directions:
Education, Music Industry, Music Performance, Music Therapy

Units 1 and 2 – Music Performance (Code: MUSP11, MUSP22)

Studies in Music Performance are designed to develop the technical and performance skills of instrumentalists. Students prepare and present performances as soloists and in groups. Aural and theory skill related to performance work are also completed. Learning Activities include:

Unit 1:
- Study techniques in optimizing performance which can then be related to their own performance.
- The study of music language for performance/aural comprehension.
- The study of the use of instruments in combination in orchestrations and arrangements.
- Present a prepared performance in solo and group contexts.

Unit 2:
- Perform a program of contrasting solo and group works, selected solo technical work and work that demonstrates unprepared performance skills.
- The study of the background of works chosen for performance.
- Develop skills in composition or improvisation.
- Write scales, intervals and chords.
- Transcribe rhythms and melodies

Unit 3 – Music Performance (Code: MUSP33)

Studies in Music Performance are designed to develop the technical and performance skills of instrumentalists. Students prepare and present performances as soloists and in groups. Aural and theory skill related to performance work are also completed.

Students will be required to elect to specialise in either Solo or Group performance as their primary assessment mode. It is this selection that will determine their program for internal assessments and the final performance exam (external).

Outcome 1: Area of Study 1: Performance
- Students will present an informed, accurate and expressive performance of a program of group and solo works.

Outcome 2: Area of Study 2: Performance Technique
- Students will demonstrate performance techniques, technical work and exercises and describe their relevance to the performance of selected group and/or solo works, and present an unprepared performance.

Outcome 3: Area of Study 3: Musicianship
- Students will identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

Assessment
- Technical Presentation 10%
- Musicianship (Theory, aural and analysis) examination 10%
- Group and Solo Performance S/N

Unit 4 – Music Performance (Code: MUSP44)

Outcome 1: Area of Study 1: Performance
- On completion of this unit the student should be able to prepare and present accurate and expressive performances of informed interpretations of a program/s of group and solo works.

Outcome 2: Area of Study 2: Performance Technique
- On completion of this unit the student should be able to demonstrate performance techniques, technical work and exercises, and discuss their relevance to the performance of selected group and/or solo works, and present an unprepared performance.

Outcome 3: Area of Study 3: Musicianship
- On completion of this unit the student should be able to identify, re-create, notate and transcribe short excerpts of music, and analyse the interpretation of expressive elements of music in pre-recorded works.

Assessment
- Performance S/N
- Technical Presentation 10%
- End-of-year aural and written examination 20%
- End of year performance examination 50%

For Unit 1 and 2 students please note:
For performance, students select, in conjunction with instrumental and classroom teachers, solo and ensemble works. The works should include a range of technical, stylistic and interpretative demands. The solo works should be selected with reference to the Units 3 and 4 Prescribed List of Notated Works published by VCAA on its website, www.vcaa.vic.edu.au/vce/studies.html.

For Unit 3 and 4 students please note:
For performance, students select, in conjunction with instrumental and classroom teachers, solo and ensemble works. The works should include a range of technical, stylistic and interpretative demands. Students who elect to present their final program as a soloist, must select their program from the Units 3 and 4 Prescribed List of Notated Works for their instrument. Students who elect to present their final program as a group player must include within their program a minimum of two pieces from the Units 3 and 4 List of Group Pieces. These lists are published annually by VCAA on its website, www.vcaa.vic.edu.au/vce/studies.html.
Outdoor and Environmental Studies

Learning Area Leader: Mr Rafferty – also see Mr Borella

Career Paths / Future Directions:

PLEASE NOTE:
2016 was a transition year for Outdoor & Environmental Studies (OES). Year 10 students who completed the elective in 2016 are now encouraged to continue with Unit 1 & 2 in Year 11 and Units 3 & 4 in Year 12. OES is not on the list for accelerated subjects in 2017. Unit 1 & 2 OES involves a combination of camps and day trips. Unit 1 & 2 OES carries an additional fee of $700 per student. Unit 3 & 4 OES involves some extended day trips. Unit 3 & 4 OES carries an additional fee of $200 per student.

Unit 1 – Exploring Outdoor Experiences (Code: OUED11)

Description
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual’s access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, student develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Learning Activities Include:
- Written Research Project
- Written Reports
- Topic Tests
- Oral Presentation

Unit 2 – Discovering Outdoor Environments (Code: OUED22)

Description
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. In this unit students study nature’s impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

Learning Activities Include:
- Written reports
- Topic Tests
- Semester Exam
Outdoor and Environmental Studies (cont …)

Unit 3 – Relationships with Outdoor Environments  (Code: OUED33)

Description

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

Learning Activities Include:

• Maintain a weekly reflective journal based on stimulus provided in class (e.g. Feature Articles)
• Complete on a weekly basis, questions and learning activities from text book
• Written Research Project
• Written Reports
• Topic Tests
• Oral Presentation

Unit 4 – Sustainable Outdoor relationships  (Code: OUED44)

Description

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population.

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop and apply theoretical knowledge about outdoor environments.

Learning Activities Include:

• Maintain a weekly reflective journal based on stimulus provided in class (e.g. Feature Articles)
• Complete on a weekly basis, questions and learning activities from text book with a focus on explanations, analysis and evaluations.
• Strategic plan
• Topic Tests
• Trial Exams

Units 3 & 4 Assessment

School Assessed Coursework for Unit 3 = 25%
School Assessed Coursework for Unit 4 = 25%
End of Year Examination – Units 3 & 4 = 50%
Unit 1 – The human body in motion (Code: PHED11) This Course is Accredited from 2017-2021

Description
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Outcomes
Area of Study 1: How does the musculoskeletal system work to produce movement?
Area of Study 2: How does the cardiorespiratory system function at rest and during physical activity?

Unit 2 – Physical Activity, Sport and Society (Code: PHED22) This Course is Accredited from 2017-2021

Description
This unit develops students’ understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Outcomes
Area of Study 1 What are the relationships between physical activity, sport, health and society?
Area of Study 2 What are the contemporary issues associated with physical activity and sport?

Assessment
The assessment task for Outcome 1 is:
• a written plan and a reflective folio demonstrating participation in a program designed to either increase physical activity levels and/or reduce sedentary behaviour based on the physical activity and sedentary behaviour guidelines for an individual or a selected group.

Suitable tasks for assessment of Outcome 2 may be selected from the following:
• a visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file
• a multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction or simulation
• an oral presentation
• a written report.
Unit 3 – Movement skills and energy for physical activity (Code: PHED33)

**Description**
This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

**Assessment**
A range of SACs from the following:
- Structured questions
- Laboratory report
- Case study
- Data Analysis
- Reflective folio
- Visual presentation
- Multimedia presentation

*School-assessed Coursework for Unit 3 contributes 25 per cent.

**Outcomes**
Area of Study 1: How are movement skills improved?
Area of Study 2: How does the body produce energy?
Assessment

Unit 4 – Training to improve Performance (Code: PHED44)

**Description**
In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

**Assessment**
A range of tasks taken from the following list:
- a practical laboratory report
- a case study analysis
- a data analysis
- a critically reflective folio/diary of participation in practical activities
- a visual presentation
- a test

**Outcomes**
Area of Study 1: What are the foundations of an effective training program?
Area of Study 2: How is training implemented effectively to improve fitness?

**Assessment**
SACs
- Written Report
- Reflective Folio
- Case Study
- Data Analysis
- Structured Questions

*School-assessed Coursework for Unit 4 contributes 25 per cent.

**External assessment**
The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. **Contribution to final assessment**
The examination will contribute 50 per cent.
Physics

Learning Area Leader: Mr Flattery

Career Paths / Future Directions:
Aerospace, Education, Engineering, Geology, Meteorology, Mining Industry, Applied Sciences such as: Biomechanics, Electronics, Geospatial Sciences, Medical Technology, Physiotherapy, Podiatry, Radiography, Veterinary Science, and many more general Science Degrees

Unit 1 – What ideas explain the physical world? (Code: PHYS11)

Description
In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies to explain electricity and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

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

Assessment
Practical investigation and a selection from the following:
- Data Analysis
- Multimedia Web page Presentation
- Response to a Media Article
- A Summary Report of Practical Investigations
- Written reports
- Tests

Unit 2 – What do experiments reveal about the physical world? (Code: PHYS22)

Description
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observation. Students investigate the ways in which forces are involved in both moving objects and in keeping objects stationary.

Outcomes
- Investigate, analyse and mathematically model the motion of particles and bodies.
- Design and undertake 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.

Assessment
Practical investigation and a selection from the following:
- Data Analysis
- Multimedia Web page Presentation
- Response to a Media Article
- A Summary Report of Practical Investigations
- Written reports
- Tests
Physics

Learning Area Leader:  Mr Flattery

Career Paths / Future Directions:
Aerospace, Education, Engineering, Geology, Meteorology, Mining Industry, Applied Sciences such as: Biomechanics, Electronics, Geospatial Sciences, Medical Technology, Physiotherapy, Podiatry, Radiography, Veterinary Science, and many more general Science Degrees

Unit 3 - Motion / Electronics / Sound (Code: PHYS33)

Description
In this unit motion in two dimensions is introduced and applied to moving objects in earth and space. Electronic circuits are studied, along with the newly developing field of photonics. The wave nature of sound is also studied.

Outcomes
• Use physics to describe and explain two dimensional motion and aspects of transport safety.
• Explain the operation of electronic and photonic devices.
• Use sound waves and electromagnetism to describe the methods for recording and reproducing sound.

Assessment
Practical investigation and a selection from the following:
• Data Analysis
• Multimedia Web page Presentation
• Response to a Media Article
• A Summary Report of Practical Investigations
• Written reports
• Tests

Unit 4 – Electric Power / Light / Materials (Code: PHYS44)

Description
In this unit models are developed to explain the complex interactions between light and matter. The generation, distribution and use of electric power is examined. The physics of structures and the properties of materials is also studied.

Outcomes
• Use wave and photon models to explain interactions of light and matter.
• Explain the generation, transmission and use of electric power.
• Use sound waves and electromagnetism to describe the methods for recording and reproducing sound.
• Compare the properties of construction materials and explain the form and stability of structures.

Assessment
Practical investigation and a selection from the following:
• Data Analysis
• Multimedia Web page Presentation
• Response to a Media Article
• A Summary Report of Practical Investigations
• Written reports
• Tests

Units 3 and 4 Assessment
Unit 3 Coursework  = 20%
Unit 4 Coursework  = 20%
End of Year Examination  = 60%

Love Physics?

http://www.aip.org.au/info/?q=content/physics-jobs
Product Design and Technology

Learning Area Leader: Mr Danckert

Career Paths / Future Directions:
Building Industry, Cabinet Making, Industrial Design, Manufacturing

Unit 1 – Product Re-Design and Sustainability (Code:DTPD11)

Description
Students are introduced to the design process, IP and the Product design factors, with an emphasis on materials and sustainability. Students examine how an existing product currently fulfils the need of a user. They consider how the product could be improved. In Outcome 1, students engage in the design process for this product’s modification and improvement. In Outcome 2, students will implement the design and planning processes completed in Outcome 1. Students are also introduced to the methods used to critically analyse and evaluate re-designed products.

Assessment
Learning Activities Include:
- Producing a folio which incorporates all elements of the product design process
- Material Testing /Classification and Research: written report
- Producing a finished product
- Evaluation of the re-designed product and the production activities.
- Semester test

Unit 2 – Collaborative Design (Code:DTPD22)

Description
In this unit students work as a team to generate a group design brief from a scenario based around a theme, a product range or a group product with component parts. Individual roles and responsibilities are allocated and, if necessary, individual design briefs are created in addition to the group design brief. The product students develop should demonstrate an understanding of human-centred design factors. In Outcome 1, students design and plan their product. In Outcome 2, students implement the design and planning processes completed in Outcome 1, as well as evaluate, both, individually and as a group, the product and the effectiveness of production activities.

Assessment
Learning Activities Include:
- Producing a folio which incorporates all elements of the product design process.
- Trialling methods of production: written report
- Producing a finished product
- Evaluation of the product and the production activities.
- Semester examination

Unit 3 – Applying the Product Design Process (Code:DTPD33)

Description
In this unit students examine the Product design process and they develop skills in design brief writing. They explain the roles of a designer and client and/ or end-user/s (Outcome 1). Students also examine how a range of factors, including new and emerging technologies, influence the design and development of products within industrial manufacturing settings (Outcome 2). In Outcome 3, students present a folio that documents the Product design process while working, themselves, as a designer, to meet the needs of a client or an end-user. They also commence production of their designed product.

Assessment
Outcome 1: The designer, Client/end-user in product development. A Test (5%)
Outcome 2: Product development In industry. A test (7%)
Outcome 3: Designing for others. The folio (SAT)
Trial examination.

Unit 4 - Product Development and Evaluation (Code:DTPD44)

Description
In this unit students use comparative analysis and evaluation methods to make judgements about commercially designed products (Outcome 1). Students continue to manufacture the product designed in Unit 3 and they record all production processes and modifications as part of the ongoing folio activities (Outcome 2). Students evaluate the success of their designed product, using client/end-user feedback, as well as the effectiveness of their own production activities. Finally, the student produces an informative presentation to highlight the product’s features as well outlining its care requirements (Outcome 3). The majority of time spent in Unit 4 is on production activities.

Assessment
Outcome 1: Product analysis and comparison. A test (8%)
Outcome 2: Product manufacture. (SAT)
Outcome 3: Product evaluation. (SAT)

School Assessed Coursework = 20%
School Assessed Tasks = 50%
Written Examination (November) = 30%
Psychology

Learning Area Leader: Mr Flattery

Career Paths / Future Directions:
Advertising, Counselling, Education, Human Resources, Marketing, Nursing, Organisational Behaviour, Psychology, Social Work, Teaching

Unit 1 – How are behaviour and mental processes shaped? (Code: PSYC11)

Description
In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

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

Assessment
- Visual presentation
- Annotated folio
- Report into a research investigation
- Topic Tests
- Examination

Unit 2 – How do external factors influence behaviour and mental processes? (Code: PSYC22)

Description
In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitude, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

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

Assessment
- Media analysis and response
- Evaluation of research
- Report into a research investigation
- Topic tests
- Examination
Psychology (cont…)

Learning Area Leader:  Mr Flattery

Career Paths / Future Directions:
Advertising, Counselling, Education, Human Resources, Marketing, Nursing, Organisational Behaviour, Psychology, Social Work, Teaching

Unit 3 – The Conscious Self (Code: PSYC33)

Description
This unit looks at two major areas of study: mind, brain and body and memory. Throughout each area students will also examine research methodologies and ethics. This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory.

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

Assessment
Area Study One:
Two tasks selected from:
- evaluation of research
- data analysis
- essay
- media response
- annotated folio of practical activities
- oral presentation using two or more data types
- test
- visual presentation

Area Study Two:
- Report of a research investigation conducted by the student.

Unit 4 – Brain, Behaviour and Experience (Code: PSYC44)

Description
This unit looks at two major areas of study: learning and mental health. Throughout each area students will also examine research methodologies and ethics. This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour.

Outcomes
- On completion of this unit the student should be able to explain the neural basis of learning, and compare and contrast different theories of learning and their applications.
- On completion of this unit the student should be able to differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress and a selected mental disorder.

Assessment
Area Study One:
Folio of at least five practical activities and annotations of at least three of these activities to illustrate selected aspects of learning.
- essay
- test
- visual presentation

Area Study Two:
The use of a bio-psychosocial framework to explain the causes and management of a selected mental disorder, presented in one of the following formats.
- Report
- Visual presentation
- Oral presentation
- Media response

AND one task selected from:
- Evaluation of research
- Data Analysis
- Essay
- Media Response
- Report of a student investigation
- Test
- Visual Presentation
- Test

Units 3 and 4 Assessment
Unit 3 Coursework = 20%
Unit 4 Coursework = 20%
End of Year Examination = 60%
Year 11 Religious Education (These are compulsory units)

Religion & Society: VCE Unit 2

Learning Area Leader: Ms Ria Greene/Mrs Tuohy

Career Paths / Future Directions:
Business, Medical, Science, Social Sciences, Teaching

Unit 2 – Ethics and Morality (Code: RERS22)

Description
This unit explores how and why humans choose which values to live by in principle and in practice. Ethics is a discipline that investigates the various methods for making ethical decisions about what is right or wrong, good or bad, about human decisions and actions. The areas of study are:
1. Ethical method in pluralist society
2. Religion and morality in pluralist society
3. Contemporary ethical issues in pluralist society

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

Assessment
- Short Answer Questions / Extended Response Questions
- Comparative and Analytical Reports / Oral Presentations
- Analytical Essays

Texts & Traditions: VCE Unit 2

Learning Area Leader: Ms Ria Greene/Mrs Tuohy

Career Paths / Future Directions:
Business, Medical, Science, Social Sciences, Teaching

Unit 2 – Texts in Society (Code: RETT22)

Description
In this unit students study texts as a means of investigating social attitudes on issues such as justice, care for the environment, racism and gender roles. Therefore the texts selected for study should be potential sources of ideas about these or other issues in society. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, cultural, religious and political institutions, works, attitudes and values.

Assessment
- Short Answer Questions / Extended Response Questions
- Comparative and Analytical Reports / Oral Presentations
- Analytical Essays
Religion & Society

Unit 3 – The Search for Meaning (Code: RERS33)

Description
This unit investigates how religions contribute to the human search to find meaning in existence. In responding to the big questions of life, religions developed systems of belief that offered ways of establishing meaning and purpose for human existence and all that exists, and the nature of the relationships that should exist between all that exists. The areas of study are:
1. Meaning in religious tradition
2. Maintaining continuity of religious beliefs
3. Significant life experience and religious belief

Outcomes (cont.)
- Explain the nature and purpose and expression of religious beliefs generally and for one or more than one religious tradition.
- Analyse the maintenance of religious beliefs for continuity in religious traditions.
- Explain and draw conclusions about the interplay between religious beliefs and significant life experiences

Assessment
- Short Answer Questions / Extended Response Questions / Analytical Case Study

Unit 4 – Challenge and Response (Code: RERS44)

Description
This unit focuses on the interaction of religious traditions and the societies of which they are a part. It explores how these dynamic, living institutions contribute in many ways, positively and negatively, to the wider society. It also investigates how and why religious traditions change over time and the impact these changes have on the traditions and their interaction with wider societies. The areas of study are:
1. Historical challenges to religious traditions
2. Contemporary challenges and their impact

Outcomes
- Analyse how one or more than one religious tradition responded to a significant historical internal or external challenge, and evaluate the outcome for the tradition/s.

Assessment
- Analytical Report
- Analytical Essay

Percentage contributions to the study score in Religion and Society are as follows:
- Unit 3 School-Assessed Coursework 25%
- Unit 4 School-Assessed Coursework 25%
- End of year examination 50%

Texts & Traditions

Unit 3 – Texts and the early tradition (Code: RETT33)

Description
This unit studies a foundational text of a religious tradition. The set text chosen is the Gospel of Luke in the Christian tradition. The unit explores the history and culture from which the religious tradition was formed. This unit examines issues related to the writing of the Gospel, such as authorship, purpose, audience, literary structure and major themes. The unit also introduces various methods of exegesis and its role in the interpretation of passages from Luke’s Gospel. The areas of study are:
1. The background of the tradition
2. Historical and literary background to the set text
3. Interpreting texts-Exegesis (Part 1)

Outcomes
- Identification and explanation of the events, people, places, values and ideas associated with the early development of Christian communities.
- Discussion of major themes and analysis of the literary structure and the issues related to the writing of Luke’s Gospel.
- Application of exegetical methods to develop an interpretation of some of the passages for special study from Luke’s Gospel, including discussion of the nature of and challenges to exegetical method.

Unit 4 – Texts and their teachings (Code: RETT44)

Description
This unit continues the work of Unit 3 in further developing exegetical skills for the interpretation of passages from Luke’s Gospel. The unit also examines significant religious ideas, beliefs and social themes as they are developed in Luke’s Gospel and as they came to be interpreted and reinterpreted in the later development of Christianity. The areas of study are:
1. Interpreting texts-Exegesis (Part 2)
2. Religious ideas, beliefs and social themes

Outcomes
- Application of basic exegetical methods to develop an interpretation of all the passages for special study in Luke’s Gospel. Discussion of a significant religious idea, belief or social theme in Luke’s Gospel, including analysis and evaluation of how some related passages from Luke have been interpreted within the tradition at a later stage.

Units 3 and 4 Assessment
- Unit 3 Coursework = 25%
- Unit 4 Coursework = 25%
- Written Examination 1 = 50%
Systems Engineering

Learning Area Leader: Mr Danckert

Unit 1 – Mechanical Engineering Fundamentals (Code: DTSE11)

Description
This unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work. The main focus is on the construction of a system. Students are required to apply their knowledge to design, construct, test and evaluate operational systems. The focus of the system should be mechanical; however, it may include some electronic components.

Learning Activities Include:
Producing a folio which includes:
- Outline of the design brief requirements, research.
- Designing and planning a mechanical or an electro-mechanical system
- Testing and evaluating of their mechanical system

Unit 2 – Electro-Technology Engineering Fundamentals (Code: DTSE22)

Description
In this unit students study fundamental electrotechnology engineering principles. Through the application of their knowledge and the Systems Engineering Process, students produce operational systems that may also include mechanical components. In addition, students conduct research and produce technical reports.

While this unit contains fundamental physics and theoretical understanding of electrotechnology systems and how they work, student focus remains on the construction of electrotechnology systems.

Learning Activities Include:
- Investigating and using basic electrotechnology and basic control engineering concepts, principles and components, to design and plan an electrotechnology system.
- Producing, testing and evaluating their designed electrotechnology system

Unit 3 and 4 – Integrated Systems (Code: DTSE33, DTSE44)

Description
Students gain further knowledge and understanding of systems engineering principles, mechanical and electrotechnological and of the fundamental physics and applied mathematics of mechanical and electrotech systems and how they function.

Learning Activities Include:
Unit 3
- Producing a folio which includes investigating advanced mechanical-electrotechnology and integrated and control systems.
- Designing, planning and the commencement of construction of their designed integrated and controlled system
- Investigating renewable and non-renewable energy sources

Unit 4
- Producing, testing and evaluating integrated technological systems.
- Develop and maintaining a detailed record of production procedures.
- Describe and evaluating a range of new or emerging technologies.
Theatre Studies

Learning Area Leader: Mr Irving

Theatre Studies focuses on the interpretation of playscripts and the production of plays from the pre-modern era to the present day. Students apply stagecraft including acting, set, lighting and sound design to study the nature, diversity and characteristics of theatre as an art form. Throughout the study students work with playscripts in both their written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre.

Career Paths / Future Directions
Theatre production, theatre design, Theatre Administration, acting, script writing, Film and Television, studies in theatre history, Communication, Corporate Videos, Education.

Unit 1 – Pre-Modern Theatre
(Code: TSO11)

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

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

Stagecraft
Stagecraft is the term used to describe areas of production. There are many areas of stagecraft; however, for the purposes of this study they are: Acting, costume, make-up, properties, set and sound, lighting, Direction, Theatre technologies, Production management: publicity, marketing and stage management.

Assessment
- Pre-modern Theatre History Presentation Report.
- Presentation to an Audience of a Group Performance in Pre-Modern Theatre Style
- Written Analysis of a professional play performance.

Outcomes
1. To identify and describe the distinguishing features of pre-modern theatre playscripts.
2. Application of acting and other stagecraft to interpret playscripts from the pre-modern era.
3. Written analysis of a professional performance of a play script.

Unit 2 – Modern Theatre

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

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

Stagecraft
See Unit 1.
Theatre Studies (cont…)

Unit 3 – Playscript Interpretation (Code: THEA33)

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

Stagecraft
For Outcome 1 students select two areas of stagecraft with at least one from List A.

List A
Acting, Direction, Design – (any of costume, make-up, properties, set, sound)

List B
Publicity and marketing, Lighting, Theatre technologies, Stage management and Production management.

Outcomes
1. Apply stagecraft to interpret a playscript for performance to an audience
2. Document an interpretation of excerpts from a playscript
3. Analyse & evaluate the interpretation of a written playscript in production to an audience.

Assessment
• Practical application of two areas of stagecraft applied to interpret a script in performance to an audience. (60)
• Written interpretation describing how stagecraft can be applied to a playscript. (15)
• Written analysis and evaluation of an interpretation of a written playscript to an audience. (25)

Unit 4 – Performance Interpretation (code: THEA44)

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

Students’ work for Outcomes 1 and 2 is supported through analysis of a performance they attend selected from the prescribed VCE Theatre Studies Unit 4 Playlist published annually by VCAA.

Stagecraft
In Unit 4, Outcomes 1 and 2, stagecraft includes: Acting and direction OR Design – any two of make-up, costume, set pieces, properties, sound.

In Unit 4, Outcome 3, students analyse acting, direction and design, and any of, as appropriate to the production, make-up, costume, set/set pieces, properties, sound and lighting.

Assessment
• Application of two areas of stagecraft to realise interpretation of chosen monologue.
• Theatrical Treatment – Written Report of interpretation of Monologue/Scene (25)

Outcomes
1. Monologue Interpretation from a playscript to an audience
2. Development of theatrical treatment, interpreting Monologue & prescribed Scene.
3. Analyse and evaluate acting in a production.

Percentage contributions to the study score in Yr. 12 VCE Theatre Studies are as follows:
• Units 3 and 4 School-assessed Coursework: 45 per cent
• End-of-year Stagecraft examination: 25 per cent
• End-of-year written examination: 30 per cent.
Visual Communication & Design

Learning Area Leader: Mr Withers

Career Paths / Future Directions:

Students who wish to study Visual Communication & Design Units 3 & 4 need to have completed Visual Communication & Design Units 1 & 2.

Unit 1 – Visual Communication (Code: DTVC11)

Description
The purpose of this unit is to enable students to develop and understand instrumental drawing methods and freehand drawing including drawing from direct observation. The unit involves the study of drawing methods. Students develop practical skills in the application of appropriate drawing methods, design elements and principles, and ICT. The unit also introduces students to the diversity of visual communications and the role of the design process in visual communications.

Outcomes
- Complete instrumental drawings using a range of paraline drawing systems.

Outcomes (cont)
- Draw from direct observation, in proportion, and render the drawings.
- Explore and apply design elements and principles to satisfy a stated purpose.
- Describe the nature of the design process in the production of visual communications.

Assessment
- Instrumental Drawing Folio
- Freehand Drawing Folio
- The Design Process Theory
- Semester Examination

Unit 2 – Communication in Context (Code: DTVC22)

Description
The purpose of this unit is to enable students to develop and refine practical skills by generating images and developing them through freehand drawing, instrumental drawing and the use of ICT. In the development of visual communications, this unit enables students to develop an awareness of how the design process facilitates exploration and experimentation and how information and ideas are communicated.

Outcomes
- Use freehand and instrumental drawings to develop images that represent and communicate form.
- Use freehand drawings in the development of rendered three-dimensional images.

Outcomes (cont)
- Apply a design process to develop a visual communication solution to a set task.
- Describe and analyse contemporary and historical examples of visual communications and explain how they communicate ideas, present information and reflect influences.

Assessment
- Instrumental Drawing Folio
- Freehand Drawing Folio
- Promotional Design Folio
- Visual Communication in context theory Report
- Semester Examination

Unit 3 – Visual Communication and Design (Code: DTVC33)

Description
The purpose of this unit is to enable students to develop an understanding of visual communication production through the application of the design process to satisfy a ‘design brief’. Within the unit students consider existing visual communication and analyse and evaluate examples. Students will also investigate the production of visual communications in a professional setting and examine the natures of professional practice in the design and production of visual communications.

Outcomes
- Analyse and evaluate the effectiveness of a range of visual communications.
- Discuss the roles and relationships involved in the design and production of visual communications in professional practice.

Assessment
- Design Folio – Visual Communication Design
- Visual Communication Analysis
- Professional Practice in Visual Communication

Unit 4 – Designing to a Brief (Code: DTVC44)

Description
The purpose of this unit is to enable students to apply their knowledge of the components of the design process in the preparation of one design brief. Students apply their practical skills to the development and production of two distinct final visual communication presentations through application of the design process and based on the requirements of the brief.

Outcomes
- Prepare one brief that describes a client’s communication need and propose two distinct final visual communications.
- Prepare developmental work that explores design concepts relevant to the requirements of the brief.
- Produce two distinct final Visual Communication presentations.

Assessment
- Design Folio – comprising Outcomes 1, 2 and 3
- Examination
VCAL Pathway

Learning Area Leader – Mrs Warfe

The VCAL Pathway is designed to provide students with a ‘hands on’ option for their senior studies. It focusses on providing students with the practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Students who complete the 2 year course will receive the VCAL Certificate at the level appropriate to their studies. The primary aim of the VCAL Intermediate Pathway is to prepare students for the workplace, and many students find full time work or an apprenticeship before the end of Year 12.

Year 11 – VCAL

- Students are at St Bede’s three days a week
- Students attend a VET course at TAFE on Wednesdays or Fridays
- Structured Workplace Learning is every Wednesday or Friday
- VCAL camp
- Students (are helped to) apply for School Based apprenticeships/traineeships for Year 12
- Students attain a VCAL Intermediate Certificate
- Students can complete Duke of Edinburgh Bronze Award if they choose to

Course Structure:
- Literacy
- Numeracy
- Personal Development Skills incorporating a community service focus
- Personal Development Skills incorporating a PE & Health focus
- Work Related Skills
- Practical Elective Subjects
- Religious Education
- A possible VET Certificate depending on student interests

Year 12 – VCAL

- Students are at St Bede’s three days a week
- Students attend a VET course at TAFE on Wednesdays or Fridays
- Structured Workplace Learning every Wednesday or Friday
- Course completed at end of Term 3

Course Structure:
- Literacy
- Numeracy
- Personal Development Skills incorporating a community service focus
- Personal Development Skills incorporating a PE & Health focus
- Work Related Skills
- Practical Elective Subjects
- House RE
- A possible VET Certificate depending on student interests
Planning Documents
### Did you complete any Unit 1 & 2 studies in Year 10?

- Yes [ ]
- No [ ]

If yes, which units?

Include the Unit 3-4 sequence of these units in your planning below.

#### Plan 1

<table>
<thead>
<tr>
<th>2017</th>
<th>R. E.</th>
<th>ENGLISH</th>
<th>SELECTED UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER ONE</td>
<td>Religious Education</td>
<td>English or English Lang</td>
<td></td>
</tr>
<tr>
<td>SEMESTER TWO</td>
<td>Religious Education</td>
<td>English or English Lang</td>
<td></td>
</tr>
</tbody>
</table>

#### Plan 2

<table>
<thead>
<tr>
<th>2017</th>
<th>R. E.</th>
<th>ENGLISH</th>
<th>SELECTED UNITS</th>
</tr>
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<tbody>
<tr>
<td>SEMESTER ONE</td>
<td>Religious Education</td>
<td>English or English Lang</td>
<td></td>
</tr>
<tr>
<td>SEMESTER TWO</td>
<td>Religious Education</td>
<td>English or English Lang</td>
<td></td>
</tr>
</tbody>
</table>

Choose 2 reserve preferences

Reserve 1: ____________________________________________

Reserve 2: ____________________________________________

If you wish, you can use the grid below to outline a possible plan for Year 12, 2018

<table>
<thead>
<tr>
<th>2018</th>
<th>R. E.</th>
<th>ENGLISH</th>
<th>SELECTED UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER ONE</td>
<td>House R. E.</td>
<td>English or English Lang</td>
<td></td>
</tr>
<tr>
<td>SEMESTER TWO</td>
<td>House R. E.</td>
<td>English or English Lang</td>
<td></td>
</tr>
</tbody>
</table>
Did you complete any Unit 3 & 4 studies in Year 11? Yes ☐ No ☐
If yes, which units? ____________________________________________

Did you undertake a VET program this year? Yes ☐ No ☐
If yes, give details: ____________________________________________

Do you intend to continue your VET program next year? Yes ☐ No ☐
If yes, please obtain a VET Continuation application form from the VET Coordinator and attach it, completed, to this subject selection form.

Have you received an “N” for any Unit for 2016? Yes ☐ No ☐
If yes, which unit(s)? ____________________________________________

Do you intend to choose a Unit 3-4 sequence in which you have not completed the Unit 1-2? Yes ☐ No ☐
Please specify: ____________________________________________

Plan 1

<table>
<thead>
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<td>English or English Lang</td>
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<tr>
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<td>English or English Lang</td>
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</tbody>
</table>

Plan 2

<table>
<thead>
<tr>
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<tr>
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<td>House R. E.</td>
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<tr>
<td>SEMESTER TWO</td>
<td>House R. E.</td>
<td>English or English Lang</td>
<td></td>
</tr>
</tbody>
</table>

Choose 2 reserve preferences

Reserve 1: ____________________________________________
Reserve 2: ____________________________________________
<table>
<thead>
<tr>
<th>If you enjoy these subjects at school</th>
<th>... here are some related courses</th>
<th>... and some related careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>English, History, Literature, Drama,</td>
<td>CREATIVE ARTS</td>
<td>Screenwriter, novelist, journalist, copywriter, editor, publisher</td>
</tr>
<tr>
<td>Geography, History, Aust. &amp; Global Politics, Media, Literature, LOTE,</td>
<td>INTERNATIONAL RELATIONS</td>
<td>Policy analyst/ adviser, diplomat, political advocate, Foreign correspondent</td>
</tr>
<tr>
<td>Text &amp; Traditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English, History, Media, Global Politics, LOTE, T&amp;T, R&amp;S</td>
<td>JOURNALISM</td>
<td>Journalist, producer, director, screenwriter, Public Relations, writing, audiovisual technician</td>
</tr>
<tr>
<td>English, Health &amp; Human Development, Psychology, Legal Studies, Literature, History, LOTE, T&amp;T, R&amp;S</td>
<td>HUMANITIES &amp; CULTURE, HUMAN SERVICES</td>
<td>Social and community services, counselling, social welfare, social research, policy and planning, historian, curator, librarian, museum, translator</td>
</tr>
<tr>
<td>Art, Product Design &amp; Technology, Maths, Environmental Science, Visual Communication</td>
<td>ARCHITECTURE</td>
<td>Architect, design studios, consultancy, international work opportunities, project work</td>
</tr>
<tr>
<td>Economics, Maths, Accounting, Product Design &amp; Technology, Business Management</td>
<td>CONSTRUCTION &amp; PROJECT MANAGEMENT</td>
<td>Construction manager (high rise projects, factories, hotels, hospitals, large tourism projects, project manager, property developer, quantity surveyors</td>
</tr>
<tr>
<td>Art, Media, Drama, Visual Communication, Product Design &amp; Technology</td>
<td>INTERIOR DESIGN, INDUSTRIAL DESIGN</td>
<td>Consultancy, Entertainment, own business design, teaching, product design companies, manufacturing</td>
</tr>
<tr>
<td>Business Management, Economics, Maths, Accounting</td>
<td>PROPERTY AND VALUATION</td>
<td>Property fund/ asset management, real estate, property developers, valuers, property research</td>
</tr>
<tr>
<td>Art, Media, Design &amp; Technology, Visual Communication, History</td>
<td>ART, FINE ARTS, DESIGN, FURNITURE MAKING</td>
<td>Practicing artist, branding, curator, arts writer, furniture designer, museums, galleries</td>
</tr>
<tr>
<td>Visual Communication, Art, Information Technology, Media</td>
<td>FASHION, PHOTOGRAPHY</td>
<td>Fashion houses, photographer, advertising, video production, teaching, colour management, pattern design</td>
</tr>
<tr>
<td>Visual Communication, Art, Information Technology, Media</td>
<td>GRAPHIC DESIGN, VISUAL MERCHANDISING</td>
<td>Interactive Media, print, digital publishing, Advertising, Film and Television, magazine layout, packaging, exhibition design</td>
</tr>
</tbody>
</table>
If you enjoy these subjects at school | ... here are some related courses | ... and some related careers
---|---|---
Environmental Science, Geography, Biology, Maths, Legal Studies | ENVIRONMENT MANAGEMENT | Park ranger, conservation field officer, catchment manager, environmental analyst & consultant
Biology, Maths, Outdoor & Environmental Studies | MARINE BIOLOGY, BIOLOGICAL SCIENCE | Wildlife and conservation officer, aquatic scientist, coastal planner, marine biologist, wildlife ecologist
Maths Methods, Chemistry, physics, Environmental Science, Specialist Maths | ENVIRONMENTAL ENGINEERING | Building & construction, mining, overseas companies, oil rigs, chemical companies, government, waste management
English, Aust. & Global Politics, Geography, Legal Studies, Environmental Science, Text & Traditions | ARTS | Urban & environmental research, urban planning, social research, policy & planning, politics, local govt.
Accounting, Business Management | ACCOUNTING OR BUSINESS | Business manager, corporate manager, strategic planner, human resource manager
Economics, Mathematical Methods, Further Maths Specialist Maths | ECONOMICS COMMERCE | Policy adviser/analyst, economist, public servant, financial planner, marketing consultant, business analyst, financial security analyst
LOTE, Accounting, Business Management | TOURISM MANAGEMENT | Travel Consultant, hotel executive, tourism marketing manager, events manager
English, Psychology, Legal Studies, Media, PE, Business Management | SPORTS MANAGEMENT | PR manager, journalist, marketing communications manager, brand manager, player manager
Outdoor & Environmental Studies, Geography, Physical Education, Environmental Science | OUTDOOR RECREATION | Nature guide, ecotourism travel guide, adventure tour leader, recreation & facilities, parks and services
English, Health and Physical Education, Physical Education (PE) | PHYSICAL EDUCATION | Physical and outdoor education teacher, physical and health teacher (primary & secondary)
English, International Politics, History, LOTE, Maths, Psychology, T&T, R&S | TEACHING | Primary or Secondary Teacher, pre-school teacher, student welfare teacher, special education
### If you enjoy these subjects at school

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Related Courses</th>
<th>Related Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology, Health &amp; Human Development, Maths, Psychology, PE</td>
<td>HEALTH SCIENCE</td>
<td>Nutritionist, occupational therapy, sports psychologist, public health and health promotion, social work</td>
</tr>
<tr>
<td>Biology, Health &amp; Human Development, Maths, Psychology</td>
<td>PARADMEDICS NURSING</td>
<td>Paramedic, nursing, midwifery, medicine, mental health nurse</td>
</tr>
<tr>
<td>English, International Politics, Psychology, Legal Studies, Health and Human Development, Biology</td>
<td>DISABILITY STUDIES, SOCIAL WORK</td>
<td>Social and welfare work, disability worker, youth projects officer, mental health coordinator, child protection officer, health counsellor</td>
</tr>
<tr>
<td>Information Technology, Maths, Systems Engineering, VET ICT</td>
<td>INFORMATION TECHNOLOGY</td>
<td>Business manager, corporate manager, strategic planner, human resource manager, systems programmer,</td>
</tr>
<tr>
<td>Information Technology, Maths especially Maths Methods, Systems Engineering, VET ICT</td>
<td>COMPUTER SCIENCE</td>
<td>Computer systems developer, forensic IT investigator, programmer, data communications manager, systems analyst, software engineer</td>
</tr>
<tr>
<td>Information Technology, Maths, Business Management, Economic, Accounting, VET ICT</td>
<td>BUSINESS INFORMATION SYSTEMS</td>
<td>Security specialist, E-Business project manager, business analyst, risk analyst</td>
</tr>
<tr>
<td>Information Technology, VET ICT, Maths, Visual Communication</td>
<td>GAMES TECHNOLOGY, MOBILE &amp; APPS DEV.</td>
<td>Games designer, web developer, graphics programmer, application architect/developer, multimedia systems developer</td>
</tr>
<tr>
<td>Legal Studies, Economics, Maths, Business Management, LOTE, Text &amp; Traditions</td>
<td>LAW/ECONOMICS</td>
<td>Economics solicitor, corporate solicitor, economist, community bodies solicitor, public service</td>
</tr>
<tr>
<td>Geography, Australian &amp; Global Politics, History, Legal Studies, English, Literature, LOTE, Text &amp; Traditions, Religion &amp; Society</td>
<td>LAW/ARTS or INTERNATIONAL STUDIES</td>
<td>Diplomat, immigration solicitor, foreign correspondent, political advocate, intelligence, customs, community organisations including Amnesty International</td>
</tr>
<tr>
<td>Legal Studies, LOTE, Media, Religion &amp; Society, History, Global Politics, T&amp;T, R&amp;S</td>
<td>LAW/ARTS</td>
<td>Media solicitor, copyright solicitor, talent agent solicitor, advertising, marketing, PR, politics</td>
</tr>
<tr>
<td>Biology, Chemistry, Physics, Environmental Science, Legal Studies, Maths Methods, T&amp;T, R&amp;S</td>
<td>LAW/SCIENCE</td>
<td>Forensic scientist, biotechnology, Intellectual property, mining law, lobbyist, policy analyst and adviser, industrial solicitor</td>
</tr>
<tr>
<td>If you enjoy these subjects at school</td>
<td>... here are some related courses</td>
<td>... and some related careers</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Chemistry, physics, biology, Maths especially Maths Methods</td>
<td>BIOMEDICAL SCIENCE, PHARMACY</td>
<td>Biotechnologist, pharmaceutical industries, bioscience research, diagnostic labs, drug development</td>
</tr>
<tr>
<td>Chemistry, Biology, Mathematical Methods, Further &amp; Specialist Maths, Physics</td>
<td>MEDICINE PHYSIOTHERAPY OSTEOPATHY</td>
<td>Medical practitioner and specialist, surgeon, physiotherapist, osteopathy, chiropractor, veterinary doctor</td>
</tr>
<tr>
<td>Chemistry, Biology, Maths, Health &amp; Human Development</td>
<td>NUTRITION &amp; DIETETICS, PODIATRIST</td>
<td>Dietetics, Food Industry, product development, health promotion, podiatry, speech pathologist, nursing</td>
</tr>
<tr>
<td>Physics, Math Methods, Biology, Specialist Maths</td>
<td>RADIOGRAPHY &amp; MEDICAL IMAGING</td>
<td>Medical Imaging, Radiographer, ultrasound, mammography, computed tomography</td>
</tr>
<tr>
<td>Math Methods, Specialist Maths, Chemistry, Physics</td>
<td>ENGINEERING</td>
<td>Chemical, civil, Electrical, materials, mechanical, construction management, automotive, road &amp; traffic, water, ship building engineering</td>
</tr>
<tr>
<td>Math Methods, Specialist Maths, Chemistry, Physics, Information Technology</td>
<td>AEROSPACE AND SOFTWARE</td>
<td>Guidance &amp; control systems for planes, missiles and spacecraft, passenger aeroplane, complex software systems</td>
</tr>
<tr>
<td>Math Methods, Specialist Maths, Chemistry, Physics</td>
<td>MECHATRONICS &amp; ROBOTICS</td>
<td>Nanotechnology, robotics, bioengineering, industrial sensors.</td>
</tr>
<tr>
<td>Math Methods, Specialist Maths, Chemistry, Physics, Information Technology</td>
<td>COMPUTER SYSTEMS ENGINEERING</td>
<td>Mobile phones, energy management systems, telecommunications, heart pace makers and industrial robotics</td>
</tr>
<tr>
<td>Chemistry, Biology, Mathematical Methods, Physics, Specialist Maths, Further Maths</td>
<td>ASTRONOMY, CHEMISTRY, GENETICS, MATHEMATICS &amp; STATISTICS, ATMOSPHERIC &amp; EARTH SCIENCE</td>
<td>Astronomer, chemistry, pharmaceutical industry, Biomedical researcher, laboratory scientist, food microbiologist, science journalist, teacher, (list goes on.)</td>
</tr>
<tr>
<td>Chemistry, Biology, Mathematical Methods, Physics, Further Maths</td>
<td>BIOTECHNOLOGY, PSYCHOLOGY</td>
<td>Biotechnologist, food production, human health, agricultural industries, psychologist, sports Psychology, neurological work</td>
</tr>
<tr>
<td>Chemistry, Biology, Mathematical Methods, Physics, Further Maths, Environmental Science</td>
<td>ZOOLOGY AND ANIMAL SCIENCE</td>
<td>Animal science, keeper, animal husbandry, working in zoos, farms, wildlife and stock scientist</td>
</tr>
<tr>
<td>If you enjoy these subjects at school</td>
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<td>... and some related careers</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Physical Education, Health &amp; Human Development</td>
<td>EXERCISE &amp; SPORTS SCIENCE</td>
<td>Exercise physiologist, health promotion coordinator, sports coach, sports nutritionist, sport scientist, personal trainer, fitness instructor, corporate health adviser</td>
</tr>
<tr>
<td>Physical education, Business Management, Maths</td>
<td>SPORTS MANAGEMENT &amp; RECREATION MANAGEMENT</td>
<td>Community sport and recreation manager, event manager, player and athlete manager, sports marketing consultant, facilities management,</td>
</tr>
<tr>
<td>Outdoor and Environmental studies, Physical Ed.</td>
<td>SPORT &amp; OUTDOOR RECREATION</td>
<td>Outdoor recreation, tourism guides, recreation parks, recreation &amp; leisure, health and wellbeing consultant</td>
</tr>
<tr>
<td>Physical Education, Maths, Health &amp; Human Development</td>
<td>PHYSICAL EDUCATION TEACHING</td>
<td>Health and physical education teacher</td>
</tr>
<tr>
<td>Music, Theatre Studies, VET music industry</td>
<td>MUSIC</td>
<td>Directing and producing for film, stage, radio and television, music composition, instrumental performance, directing, teaching, singing in concert, opera and popular formats, music theatre performer</td>
</tr>
<tr>
<td>Music, Theatre Studies, VET music industry</td>
<td>PERFORMING ARTS</td>
<td>Arts Management, event coordination, music or drama performance (stage, film and television), production, direction and arts administration, theatre production, actor, teacher, dancer.</td>
</tr>
<tr>
<td>Music, Theatre Studies, VET music industry, Media</td>
<td>FILM &amp; TELEVISION</td>
<td>Writer, director, screenwriter, editor, cinematographer, film or television producer.</td>
</tr>
<tr>
<td>Music, Theatre Studies, VET music industry</td>
<td>PRODUCTION</td>
<td>Costume or set designer, freelance theatre technician, lighting or sound designer, stage manager, wardrobe manager</td>
</tr>
</tbody>
</table>

The information above is to be used as a guide only, and students should check VICTER 2019 for correct prerequisite information.

Please Note:

*These diagrams offer general advice only*