



St Bede's College

VCE / VCAL / VETiS

SENIOR PATHWAYS HANDBOOK

2019-2021

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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 the following resources:

- **Year 10 Guide to VCE Subject Selection for University Entry in 2021** (Yellow booklet)
- **VTAC Year 10 Guide** http://www.vtac.edu.au/files/pdf/publications/2018_year_10_guide.pdf
- **Where to Now?** http://www.vcaa.vic.edu.au/documents/wtn/wheretowow_2018_web.pdf
- **Victorian Government information for Year 10 students**
<http://www.education.vic.gov.au/school/parents/beyond/Pages/conversation10.aspx>

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 College

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 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.

VCE Victorian Certificate of Education	VETiS Vocational Education and Training in Schools	VCAL Victorian Certificate of Applied Learning
<ul style="list-style-type: none"> → ATAR Score → Pathway to University → Usually undertaken across Years 11 & 12 → Examinations → VET can be undertaken as part of the VCE → See pages 4-15 of Where to Now, and pages 4-7 of Year 10 Guide. 	<ul style="list-style-type: none"> → Specific employment skills → Internal Courses (at St Bede's College) → External Courses (at TAFE providers) → Undertaken in addition to seven (7) Year 11 subjects → See pages 22-25 of Where to Now? 	<ul style="list-style-type: none"> → Applied Learning → Pathway to Further training – <ul style="list-style-type: none"> ○ TAFE and/or traineeship ○ Apprenticeship ○ Workforce → Standalone certificates completed over 1-2 years at the appropriate level (foundation, intermediate, senior) → VET is a compulsory aspect of VCAL → See Pages 16-21 of Where to Now?

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 (Year 10-12
Students, College Operations)



Ms Maria Haggett
Deputy Principal (Teaching &
Learning)



Mrs Rachael Cracknell
Deputy Principal (Staff & Staff
Development)



Ms Gabi Warfe
Senior Teaching and Learning
Leader



Mrs Sue Gabron
BEACON Co-ordinator



Ms Angie Greaves
Careers Co-ordinator



Ms Kalli Dimitrokalis
Senior English Learning Area
Leader



Mr Ben Wilson
Senior Mathematics Learning Area
Leader



Mr Owen Lalor
McCristal House Co-ordinator



Mr Chris Mills
LaSalle House Co-ordinator



Ms Melisa Lyons
Benilde House Co-ordinator



Mr Sam Radford
Solomon House Co-ordinator



Mrs Janina McLaren
Applied Learning Co-ordinator
(VCAL and VETiS)



Mr Justin Eke
Junior Teaching and Learning
Leader

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 **COURSESEARCH** (<http://delta.vtac.edu.au/CourseSearch/searchguide.htm>) and the **VICTER 2021** (published July 2018) 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, Ms Warfe 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.

Solomon Students	McCristal Students	Lasalle Students	Benilde Students
Monday July 30	Monday July 30	Tuesday August 14	Tuesday August 14

For a list of frequently asked questions about the VCE, go to:

<http://www.vcaa.vic.edu.au/Pages/faqs/vcecurrentstudents.aspx>

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 a 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 one internal VET course.

Please note that there are additional fees for VET courses.

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



The decisions you make about your studies now are important, but they're not the only chance you'll have to choose or change your future career. There are many avenues to tertiary study and the career you want. It is recommended that you do some investigation and planning so that you give yourself the best opportunity to be happy with your choices. How do you get started? Think about what you like, what you are good at and which fields of study and types of work you are interested in pursuing. If you are interested in tertiary study, then check out the VTAC Prerequisite and Course Explorer which lists the tertiary courses you will be able to choose from when you finish your Year 12 studies—these are courses that commence in 2021.

<http://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm>

It also allows you to:

- Explore all the courses you will be eligible to apply for in 2021
- See the impact on the range of courses available to you by adding and removing different VCE studies
- Filter tertiary course choices by a range of factors including area of interest.

Reading course information that looks ahead to 2021 is vital in helping you prepare a VCE study plan that maximises your course choices in the future. If your study program meets the prerequisites published in the Prerequisite and Course Explorer for the relevant year, you will definitely meet the subject requirements in that year (but remember you will also have to meet the study score requirement and even then, selection is a competitive process). You can check a list of prerequisites for the year 2021 by accessing the VicTER 2021 under Publications on the [VTAC website](#). It is worth noting that a very large number of courses don't require any other prerequisite other than an English study. Even if you think in Year 12 that you have chosen the wrong subjects in Year 10, there are always pathways into courses if you have the determination and ability to succeed.

When choosing VCE studies, choose studies that:

- ✓ you enjoy
- ✓ you are good at
- ✓ provide you with options
- ✓ reflect your study interests

Studies you enjoy and are good at

You'll always enjoy yourself more if you can pursue studies that interest you and that you're good at. But even more importantly is making sure you have interesting classes for the next year or two, choosing these subjects is an opportunity to learn more about different aspects of your interests. You might find yourself really enjoying a particular topic in a class, and this might inspire your future course choice or career direction.

Studies that provide you with options

Some tertiary courses have specific entry requirements like prerequisites (VCE subjects which you must have completed to be eligible for the course), auditions, extra forms, or folios of your past work. Some of these requirements, like interviews or extra forms, are easy to meet at the last minute if you change your mind and want to pursue a new course, but requirements like prerequisite studies and folios of your work require some advance planning. When choosing your subjects, look at the entry requirements for a wide range of courses and take note of the different requirements. If there are particular subjects that are common to the areas that interest you, or areas you might want to pursue in the future, make sure you include those in your VCE program.

College Careers Website

<http://www.stbedescareers.com/> New website that has a wealth of information including: VTAC, [Careers Newsletters](#), Open Days, Universities, TAFE, Apprenticeships, Bullseye Chart which links subjects to careers, Work Experience, VCAL, VCE, career sites, Parent Help Pages and a specific site for students to create resumes, job applications and use various career tests.

Careers and Pathways Centre

Students can collect up to date books and brochures from every Victorian University and TAFE Colleges. They can also speak informally to Mrs Greaves, the College Careers & Pathways Coordinator, or alternatively, a more formal appointment can be set up by emailing her on: ag@stbedes.catholic.edu.au

Course Matrices

The [COURSE MATRICES 2019](#) guide will give students an idea of ATAR scores and other selection requirements required for similar courses at different universities. The ATAR scores and prerequisites shown in this guide are for last year's cohort of Year 12 students. Please use it as a guide as scores can fluctuate each year but it can be a **very useful starting tool**. Prerequisites generally stay the same.

VCE Studies: St Bede's College 2019

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.

	Semester 1			Semester 2		
Year 11	Unit 1 English or English Language	Unit 2: Texts and Traditions	5 x Unit 1 subjects	Unit 2 English or English Language	Unit 2: Religion and Society	5 x Unit 2 subjects
Year 12	Unit 3 English or English Language	House R.E.	4 x Unit 3 subjects	Unit 4 English or English Language	House R.E.	4 x Unit 4 subjects

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 in Year 11 is in addition to the normal VCE load.

SUBJECT	LEARNING AREA
Accounting (1-4)	Humanities and Commerce (Mr Kelliher)
Art (1-4)	The Arts - Visual (Mr Morrison)
Australian and Global Politics (1-4)	Humanities and Commerce (Mr Kelliher)
Australian History (3-4)	Humanities and Commerce (Ms McCormick)
Biology (1-4)	Science (Mr Fordham)
Business Management (1-4)	Humanities and Commerce (Mr Kelliher)
Chemistry (1-4)	Science (Mr Fordham)
Economics (1-4)	Humanities and Commerce (Mr Kelliher)
English – (English, Literature and English Language – 1-4)	English (Ms Dimitrokalis)
Environmental Science (1-4)	Science (Mr Fordham)
Geography (1-4)	Humanities and Commerce (Ms McCormick)
Health and Human Development (1-4)	Health & Physical Education (Mr Rafferty)
History (1-4)	Humanities and Commerce (Ms McCormick)
Computing (1-4)	Digital Technology (Mr Comas)
LOTE - All (1-4)	LOTE (Ms Dux)
Legal Studies (1-4)	Humanities and Commerce (Mr Kelliher)
Mathematics - All	Mathematics (Mr Wilson)
Media (1-4)	The Arts – Media (Mr Morrison)
Music	The Arts - Performing (Mr Hambly)
Outdoor Education (1-4)	Health & Physical Education (Mr Rafferty)
Physical Education (1-4)	Health & Physical Education (Mr Rafferty)
Physics (1-4)	Science (Mr Fordham)
Product Design and Technology (1-4)	Technology (Mr Danckert)
Psychology (1-4)	Science (Mr Fordham)
Texts and Traditions (1-4)	Religious Education (Miss Greene)
Religion and Society (1-4)	Religious Education (Miss Greene)
Religious Education – Year 12 House RE	Religious Education (Miss Greene)
Systems Engineering (1-4)	Technology (Mr Danckert)
Theatre Studies (1-4)	The Arts – Drama (Mr Parton)
Visual Communication & Design (1-4)	The Arts - Visual (Mr Morrison)

Some variations may occur in the Units offered in 2019. 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.: Distance Education Victoria, Victorian School of Languages 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) Contacting the Deputy Principal (Teaching & Learning), Ms Haggett.
- b) You must then enrol in units outside St Bede's College and pay your fees (if applicable).
- c) Provide necessary enrolment forms from your institution to St Bede's College.

If this applies to you, please contact the college prior to the end of 2018.

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.	<ul style="list-style-type: none">• 80% or above in English• 80% or above in two other core subjects.
2.	<ul style="list-style-type: none">• A letter of support from a parent/guardian
3.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• St Bede's students – go to this booking site to book an interview time with Mr Reidy. NOTE: To access the booking site from a hard copy handbook type the following URL https://docs.google.com/forms/d/e/1FAIpQLSfymPX-ijwKh8Yf18zJC8UJztnDGPLEpAtzftbRgsdd3DgeaQ/viewform• St James students - this interview will take place on July 26 at St James College

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.

Key Dates

Date	Event
July 17	Year 10 into 11 Subject Selection Assembly Senior Pathways <u>Information Evening</u> (Year 10 St Bede's and St James) (LALs, other Learning Area staff)
July 18	Year 11 into 12 Subject Selection Assembly
July 25	Year 8 into 9 <u>Parent Information Session</u> (7pm – 7.30pm) Year 9 into 10 <u>Parent Information session</u> (8pm – 8.30pm)
July 26	Year 10 St James College Interviews from 1.30pm
July 30	Solomon Year 10 Interviews (8.30am – 11am – Resource Centre) McCristal Year 10 Interviews (8.30am – 11am – Resource Centre)
August 1	Acceleration Interviews for Year 10 students seeking direct entry into Units 3 & 4
August 10	Solomon & McCristal Year 10 Subject selections due (online). Year 11 Subject Selections due (online) St James Subject Selections due (online)
August 14	LaSalle Year 10 Interviews (8.30am – 11am – Resource Centre) Benilde Year 10 Interviews (8.30am – 11am – Resource Centre)
August 17	Lasalle and Benilde Year 10 Subject Selections due (online)
Term 4	<i>Confirmation of 2019 Subjects</i>
Nov 26	<i>VCE Seminar Day (Compulsory for all year 12 students)</i> <i>Induction for St James College students attending St Bedes in 2019</i>
Nov 27	<i>Flying Start – 2019 Classes begin for two weeks</i>

Accounting

Learning Area Leader: Mr Kelliher

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 the role of accounting in determining the success or failure of a business. Students analyse, interpret and evaluate to make recommendations regarding the suitability of business as an investment.

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.

Outcomes continued

- Apply accounting skills to evaluate financial and non-financial information in order to make informed decisions for a small business.

Assessment

- Exercises
- Case studies
- Tests
- Assignments

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 that is accounting for inventory
- Managing accounts receivable and accounts payable successfully to ensure adequate cash flow for a business.
- Determine the correct processes for valuing non-current assets

Outcomes continued

- Select and use financial and non-financial information to evaluate a business and suggest strategies that will improve business performance.

Assessment

- Exercises
- Case studies
- Tests
- Assignments
- End of year exam on Units 1 and 2

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. As well as, the ethical considerations of business owners when making financial, social & environmental decisions

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)

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.

Written Examination = 50%
Units 3 & 4 Coursework = 50%

Learning Area Leader: Mr Morrison

Career Paths / Future Directions:

Advertising, Architecture, Art Historian, Designing, Dental Technician, Fashion, Gallery Curator, Industrial design, Jeweller, Landscaping, Media, Museums, Ornamental Blacksmith, Photography, Private Practice, Teaching, Web Design.

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

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 that 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

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 art work S/N

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/or 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%

Australian & Global Politics (Units 1 & 2) / Global Politics (Units 3 & 4)

Learning Area Leader: Mr Kelliher

Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities. Australian Politics increases awareness of the nature of power and its influence. It allows students to become informed observers of, and active participants in, their political system. As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice. Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and contemporary global issues. In doing so, students are provided with the means to meet the opportunities and challenges posed by contemporary international life and the understanding, awareness and critical thinking skills which underpin active citizenship.

Career Paths / Future Directions:

Communications, Education, Government, Journalism, Law (International), Marketing, Multimedia, Public policy, Research, Diplomacy

Unit 1 – Ideas, actors and power (Code: POLG11)

Description

In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

Outcomes

Power and ideas
Political actors and power

Assessment

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

Unit 2 – Global connections (Code: POLG22)

Description

This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

Outcomes

Global links
Global co-operation and conflict

Assessment

- Written Research Report (Globalisation)
- Test: NGOs / TNCs
- Contemporary International Case Studies: 1. Cooperation 2. Conflict
- Examination

Unit 3 – Global Actors (Code: POLG33)

Description

In this unit students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which ONE Asia-Pacific state uses power to achieve its objectives.

Outcomes

Global actors
Power in the Asia-Pacific region

Assessment

- Analysing 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

Unit 4 – Global Challenges (Code: POLG44)

Description

In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding TWO ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.

Outcomes

Ethical issues and debates
Crises and responses

Assessments

Analysing and evaluating a range of written documents to build both 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

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

Learning Area Leader: Mr Fordham

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

Students should be able to:

- Analyse and evaluate evidence from practical investigations related to biochemical processes.
- Describe and explain the use of the stimulus-response model in co-ordination 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

Students should be able to:

- 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 Kelliher

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.

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)

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.

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

Unit 3 – Managing a business (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.

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 4 – Transforming a business (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

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

Learning Area Leader: Mr Fordham

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

Group	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	1 H																	2 He
2	3 Li	4 Be											5 B	6 C	7 N	8 O	9 F	10 Ne
3	11 Na	12 Mg											13 Al	14 Si	15 P	16 S	17 Cl	18 Ar
4	19 K	20 Ca	21 Sc	22 Ti	23 V	24 Cr	25 Mn	26 Fe	27 Co	28 Ni	29 Cu	30 Zn	31 Ga	32 Ge	33 As	34 Se	35 Br	36 Kr
5	37 Rb	38 Sr	39 Y	40 Zr	41 Nb	42 Mo	43 Tc	44 Ru	45 Rh	46 Pd	47 Ag	48 Cd	49 In	50 Sn	51 Sb	52 Te	53 I	54 Xe
6	55 Cs	56 Ba	+	72 Hf	73 Ta	74 W	75 Re	76 Os	77 Ir	78 Pt	79 Au	80 Hg	81 Tl	82 Pb	83 Bi	84 Po	85 At	86 Rn
7	87 Fr	88 Ra	++	104 Rf	105 Db	106 Sg	107 Bh	108 Hs	109 Mt	110 Ds	111 Rg	112 Cn	113 Nh	114 Fl	115 Mc	116 Lv	117 Ts	118 Og
				57 La	58 Ce	59 Pr	60 Nd	61 Pm	62 Sm	63 Eu	64 Gd	65 Tb	66 Dy	67 Ho	68 Er	69 Tm	70 Yb	71 Lu
				89 Ac	90 Th	91 Pa	92 U	93 Np	94 Pu	95 Am	96 Cm	97 Bk	98 Cf	99 Es	100 Fm	101 Md	102 No	103 Lr

Learning Area Leader: Mr Fordham

Career Paths / Future Directions:

Analytical Chemist, Education, Engineering, Food Science, Forensic Science, Health Sciences, Industrial Chemist, Medical Sciences, Medicine

Unit 3 – How can chemical processes be designed to optimise efficiency? (Code: CHEM33)

Description

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Area of Study 1

In this area of study students focus on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.

Area of Study 2

On completion of this unit the student should be able to apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

Outcome 1

On completion of this unit the student should be able to compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.

Outcome 2

On completion of this unit the student should be able to apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries

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 – How are organic compounds categorised, analysed and used? (Code: CHEM44)

Description

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

Area of Study 1

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

Area of Study 2

Students study the major components of food with reference to their structures, properties and functions. They examine the hydrolysis reactions in which foods are broken down, the condensation reactions in which new biomolecules are formed and the role of enzymes, assisted by coenzymes, in the metabolism of food.

Outcome 1

On completion of this unit the student should be able to compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.

Outcome 2

On completion of this unit the student should be able to distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.

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 Coursework	= 20%
Unit 4 Coursework	= 20%
End of year Examination	= 60%

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 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%

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 this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3.

Unit 4 - Areas of Study:

- Unit 4: Area of Study 1 - Students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress.
- Unit 4: Areas of Study 2 - Students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Unit 3 & 4 Assessment:

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

Learning Area Leader: Mr Kelliher

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 is 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.
- Text book exercises.
- Written reports.
- Tests.

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.

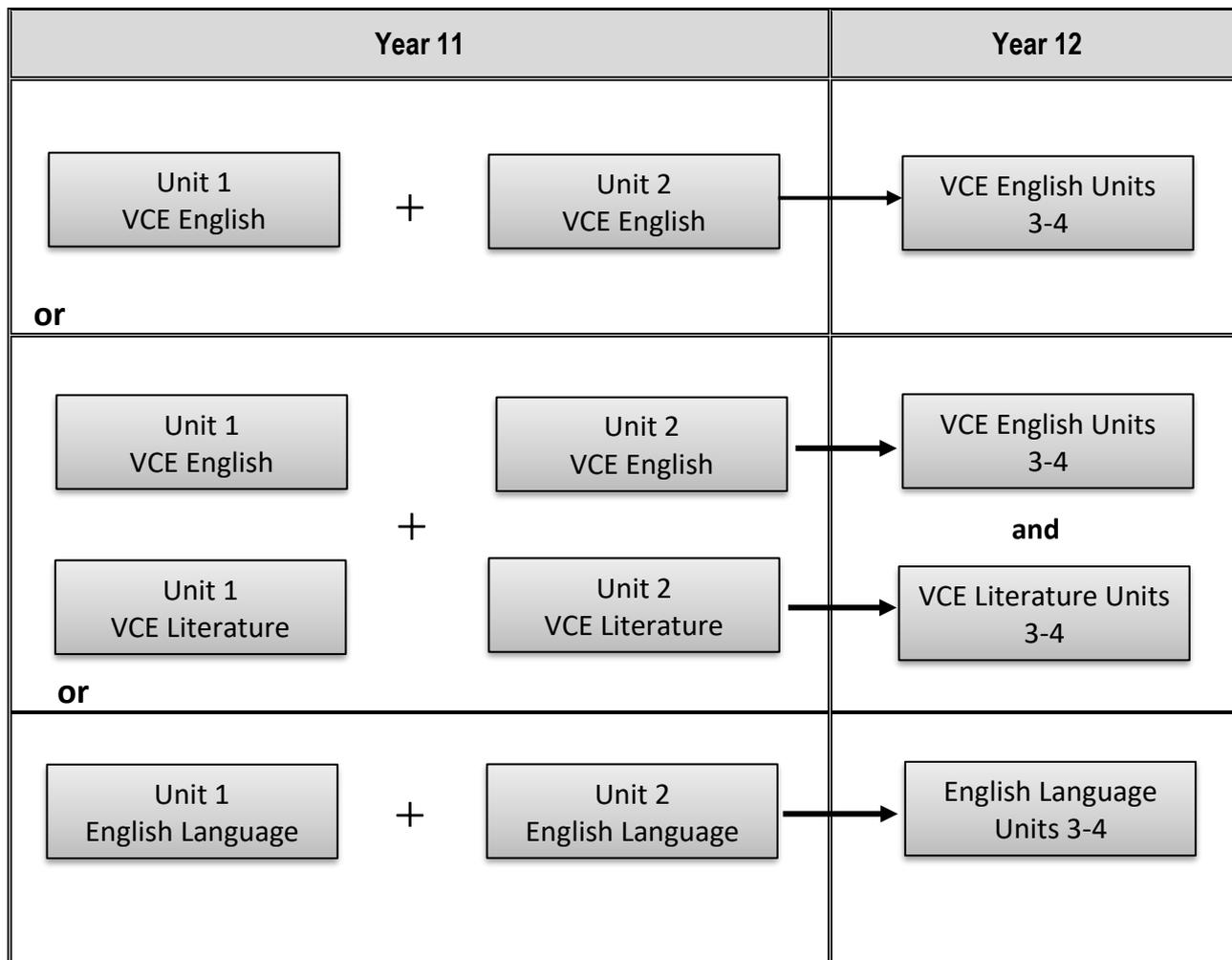
Assessment

- Maintaining a log of current events.
 - Analysis and interpretation of economic data, Government and Reserve Bank media releases and newspaper articles.
 - Text book exercises.
 - Written reports.
 - Tests.
 - 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:



NOTE:

- For the calculation of the ATAR, a **maximum of two** English scores can contribute to the primary four.
- **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.

Learning Area Leader: Ms Dimitrokalis

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.

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.

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

- 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.

Learning Area Leader: Ms Dimitrokalis

Career Paths / Future Directions:

Advertising, Editing, Film and Radio, Journalism, Law, Librarian, Policy Development, Politics, Public Relations, Publishing, Script Editing and Writing, Teaching

Unit 3 – English (Code: ENGL33)

Description

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Areas of study

The course is divided into three areas of study:

- Reading and Creating Texts
- Analysing Argument

Outcomes

There are two outcomes in Unit 3 which correspond to the areas of study

- An analytical interpretation of a selected text, and a creative response to a different selected text.
- 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.

Assessment

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

Unit 4 – English (Code: ENGL44)

Description

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.

Areas of Study

This course is divided into two areas of study

- Area of Study One; Reading and Comparing Texts
- Area of Study Two; Presenting Argument

Outcomes

There are two outcomes in Unit 3 which correspond to the areas of study

- A detailed comparison, which analyses how two selected texts present ideas, issues and themes.
- An oral presentation of a sustained and reasoned point of view on an issue currently debated in the media.

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 Dimitrokalis

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 way 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: Ms Dimitrokalis

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 – Approaches to 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:

Outcomes (cont)

- A personal response to one or more texts.
- A critical and/or creative response to the ways in which texts comment on the interests and ideas of individuals and particular groups in society.
- Analysis of a non-print text and the ways it represents an interpretation of ideas and experiences.

Assessment

- Reading journal/multi-modal presentation
- Analytical text response
- Creative responses: written or oral
- Film study
- Examination

Unit 2 – Context and connections (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:

Outcomes (cont.)

- An analysis both critical and creative of the ways in which a text from a past era reflects or comments on the ideas and concerns of individuals and groups at that time.
- A comparative piece of interpretative writing.

Assessment

- Discussion Forums
- Reading journal
- Views and values essay/creative presentation
- Comparative analysis
- Close analysis
- Examination

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 ; Adaptations 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)

- An analysis of the extent to which meaning changes when a text is adapted to a different form
- A creative response to a text where students comment on the connections between the text and the response

Assessment

- Reflections/Evaluations
- Views and values essay
- Comparative analysis
- Close analysis

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.

Outcomes (cont)

- An analysis of the features of texts and justifications of interpretations of texts. (This outcome must include two separate responses on two different texts)

Assessment

- Creative response
- Close analysis
- Discussion papers

Examination

At the end of the year there is a two hour examination. Two pieces of close analysis are required.

Units 3 and 4 Assessment

Unit 3 Coursework	= 25%
Unit 4 Coursework	= 25%
Written Examination 1	= 50%

Environmental Science

Learning Area Leader: Mr Fordham

Career Paths / Future Directions:

Biology, Environmental Management, Teaching, Resource Management, Education, Forestry

Unit 1 – How are earth’s systems connected? (Code: ENVI11)

Description

In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems.

Areas of Study and Assessment

Areas of Study:

- How is life sustained?
- How is earth a dynamic system?
- Practical investigation

Learning Activities:

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

Unit 2 – How can pollution be managed? (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:

- When does pollution become a hazard?
- What makes pollution management so complex?
- Case study

Learning Activities:

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

Unit 3 – How can biodiversity and development be sustained? (Code: ENVI33)

Description

In this unit students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

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 – How can the impacts of human energy be reduced? (Code: ENVI44)

Description

In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.

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%

Learning Area Leader: Ms McCormick

Career Paths / Future Directions:

Administration, Agriculture, Business, Environmental Management & Research, Journalism, Local Government, Public Policy, Science, Social Research, Teaching, Urban Planning & Development, Economist, Lawyer, Diplomacy, Mining, Real Estate, Meteorology, Cartography.

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%

Health and Human Development

Learning Area Leader: Mr Rafferty

This study enables students to develop a broad view of health and wellbeing, examining how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age.

Career Paths / Future Directions:

Community Health, Education, Food Science, Health Administration, Health Sciences, Nursing, Social Welfare

Unit 1 – Understanding Health and Wellbeing (Code: HEHD11)

Description

This area of study takes a broad, multidimensional approach to health and wellbeing.

Areas of Study:

- Health perspectives and Influences
- Health and Nutrition
- Youth health and wellbeing

Outcomes

- explain indicators used to measure health and analyse factors that contribute to variations in health status of youth.
- apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information
- interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Unit 2 – Managing Health and Development (Code: HEHD22)

Description

Students look at changes and expectations that are part of the progression from youth to adulthood. This unit examines adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Areas of Study:

- Development from youth to adulthood
- Health Care in Australia

Outcomes

- explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood
- describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community.

Unit 3 – Australia's Health in a globalised world (Code: HEHD33)

Description

This unit looks at health and wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry.

Areas of Study:

- Understanding health and well being
- Promoting health and well being

Outcomes

- explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.
- explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Unit 4 –Health & Human Development in a global context (Code: HEHD44)

Description

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

Areas of Study:

- Health and wellbeing in a global context
- Health and the Sustainable Development Goals

Outcomes

- analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.
- analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

Units 3 and 4 Assessment

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

Learning Area Leader: Ms McCormick

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 1918-1939
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 Conflict 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: Ms McCormick

Over the last two hundred years the 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 Kelliher

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

Career Paths / Future Directions:

Administration, Legal Secretary, Business and Commerce, Correctional Services, Criminology, Justice system, Law, Paralegal, Public Service, Social Work, Teaching

Unit 1 – Guilt and liability (Code: LEGA11)

Description

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

Outcomes

- describe the main sources and types of law, and assess the effectiveness of laws.
- explain the purposes and key concepts of criminal law
- explain the purposes and key concepts of civil law
- apply legal reasoning

Unit 2 – Sanctions, remedies and rights (Code: LEGA22)

Description

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Outcomes

- explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.
- explain and evaluate the processes for the resolution of civil dispute.
- evaluate the ways in which rights are protected in Australia,
- Report (written, visual, oral or multi-media)
- Examination based on Units 1 and 2
- Case study on Murder
- Folio and report

Units 1 & 2 Assessment

- Structured assignment
- Essay
- Visit to Law Courts

Unit 3 – Rights and Justice (Code: LEGA33)

Description

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system.

Outcomes

- explain the rights of the accused and of victims in the criminal justice system
- analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

Unit 4 – The people and the law (Code: LEGA44)

Description

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution.

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 – 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

Unit 1 – LOTE Code: Indonesian: LOIN11) (Code: Italian: LOIT11)

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.

Outcomes

- Demonstrate that you can understand longer spoken and written texts to obtain information and respond in writing.
- Demonstrate that you can respond orally or in writing to a text focussing on real or imaginary experience.

Assessment

- An informal conversation or a response to a personal letter, fax or email.
- Reading and listening to LOTE texts and responding to them in writing, in either LOTE or English.
- An oral presentation or a review or an article.

Unit 2 – LOTE (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.

Outcomes

- Demonstrate that you can use information and ideas from spoken and written texts in the LOTE language to produce your own text.
- Demonstrate that you can speak or write in LOTE about real or imaginary experiences.

Assessment

- A role-play or interview or a formal letter, fax or email.
- Listen to, read, and extract and use the information and ideas from spoken and written texts.
- A journal entry or a personal account or a short story.

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

Students selecting LOTE (LOTE Units 3/4) should have **met satisfactory requirements 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: 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

Mathematics Advice and Offerings: Current Year 10 Students

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 demanding subjects

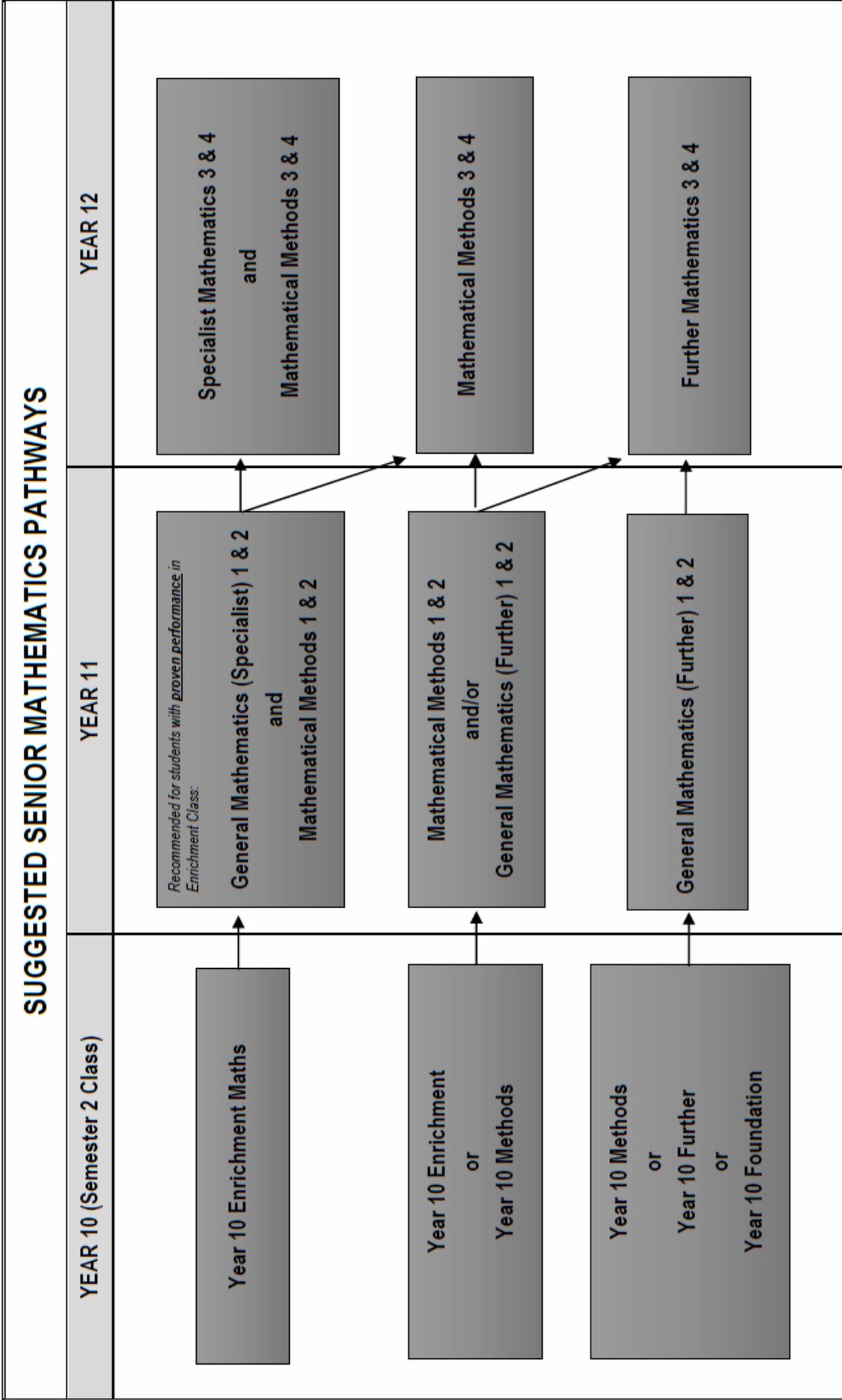
How should you make your decision?

- 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.
 3. When advising you, the St Bede's Pathways team will look at all available data, including from the PAT testing completed in Term 2.
- **St James Students:** St Bede's College will use your PAT Maths results. You should also speak with your Year 10 maths teacher and ask for his/her recommendation.



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).

Units 3 and 4 Assessment

Written Examination 1	= 33%	(Calculator and one bound reference permitted in Examinations 1 and 2)
Written Examination 2	= 33%	
Units 3 and 4 Coursework	= 34%	

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

Written Examination 1	= 22%	(No calculators or notes permitted in Examination 1)
Written Examination 2	= 44%	(Calculator and <u>one</u> bound reference permitted in Examination 2)
Units 3 and 4 Coursework	= 34%	

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

Written Examination 1	= 22%	No calculators or notes permitted in Examination 1
Written Examination 2	= 44%	A calculator and one bound reference permitted in Examination 2
Units 3 and 4 Coursework	= 34%	

Learning Area Leader: Mr Morrison

Career Paths / Future Directions

Advertising, Graphic Design, Interior Design, Marketing, Media Industry, Multimedia

Unit 1 – Media forms, representations and Australian stories (Code: MEDI11)

Description

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Outcomes

- On completion of this unit the student should be able to explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.

Outcomes

- On completion of this unit the student should be able to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
- On completion of this unit the student should be able to analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

Assessment

- Analysis of Representation Test
- Production of Representation
- Comparative analysis of representations in Australian fictional and/or non-fiction essay.

Unit 2 – Narrative across media forms (Code: MEDI22)

Description

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society.

Outcomes

- On completion of this unit the student should be able to analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.

Outcomes

- On completion of this unit the student should be able to apply the media production process to create, develop and construct narratives.
- On completion of this unit the student should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Assessment

- Analysis media narrative report
- Media Production
- New media and industry report
- End of Year Examination

Unit 3 – Media Narrative and pre-production (Code: MEDI33)

Description

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Outcomes

- Analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.

- Research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production.
- Develop and document a media production design in a selected media form for a specified audience.

Assessment

- Media Narrative Report (SAC)
- Production Design Plan

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

Description

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Outcomes

- Produce, refine and resolve a media product designed in Unit 3.

Outcomes

- On completion of this unit the student should be able to discuss issues of agency and control in the relationship between the media and its audience

Assessment

- Agency and Control (SAC)
- Unit 3 & 4 Assessed Coursework SACs 20%
- School Assessed Task (SAT) 40%
- End of year examination 40%

Music – VET Music Industry: Certificate III in Sound Production

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

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 Sound Production involves music Industry knowledge, along with specialist training in audio technology both in 'Live' and 'Studio Based' environments.

Outcome

Completion of six (6) units of competence including:

- Contribute to health and safety of self and others
- Implement copyright arrangements
- Work effectively in the Music Industry
- Apply knowledge of style and genre to music industry practice
- Develop simple musical pieces using electronic media
- Develop basic audio skills and knowledge

Assessment

Assessment may involve:

- Practical demonstration of skills
- Operating a P.A. System
- Operating equipment safely
- Digital Audio workstations using Pro Tools software
- Completion of basic recordings.

Students who complete the Unit 1 & 2 sequence but do not progress to Units 3/4 of Sound 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 Sound 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:

- Operate sound reinforcement systems
- Record and mix a basic music demo
- Install and disassemble audio equipment
- Mix music in a studio environment
- Manage audio input sources

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 Industry - Sound Production will earn the student a Certificate III in Music Industry - Sound Production (VET).

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

Students who choose not to receive a study score may still receive the VET Certificate III in Music Industry - Sound 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, musicianship and performance skills of instrumentalists. Students present performances of selected group and solo music works. They study the work of other performers and refine selected strategies to optimize their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and devise methods to address these challenges. Students develop their listening, aural, singing, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances

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

- *Prepared Performances (Repertoire presented in Unit 2 for assessment should be different from Unit 1)*
- *Preparing for Performance (technical work) presentation*
- *Music Language test (Theory, Aural and Analysis)*
- *Practical Aural Assessment*
- *Composition Work (Unit 2)*

Units 3 and 4 – Music Performance (Code: MUSP33/44)

Unit 3 focuses on building and refining performance and musicianship skills, while unit 4 focusses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination (external). Students will identify the technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and construct methods to address these challenges. Students also develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

There are three outcomes each semester unit:

1. Performance: prepare and perform informed interpretations in a program of group and solo works, and demonstrate a diverse range of techniques, expressive qualities and understanding of a wide range of music styles and performance conventions.
2. Performance Technique: demonstrate and discuss techniques relevant to refining the performance of selected works.
3. Music Language: identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

Assessment

- Preparing for performance (Technical Presentation)
- Musicianship (Theory, aural and analysis) examination
- Practical Aural assessment
- Group and Solo Performance

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

Career Paths / Future Directions:

Resource Management, Agriculture, Business, Environmental Management & Research, Journalism, Local Government, Public Policy, Social Research, Teaching, Urban Planning & Development, Mining, Real Estate, Sustainability.

PLEASE NOTE:

Units 1-2 - 2019	Units 3-4 - 2019
<ul style="list-style-type: none">Units 1 & 2 carry an additional fee of \$700. Fees and charges for activities are subject to change.	<ul style="list-style-type: none">Can be completed in Year 12 by new students who wish to take part in the course.Units 3 & 4 carry 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.

In this unit students study:

- why Australia is the way it is
- relationship with the environment over time
- roles and uses of environmental movements
- contemporary uses of the environment
- factors that affect our use of the environment

Learning Activities Include:

- 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.

In this unit students study:

- sustainability and sustainable development
- indicators of a healthy environment
- the contemporary state of the environment
- the importance of healthy environments
- conflicts in the environment
- decision making processes to resolve conflict

Learning Activities Include:

- Complete on a weekly basis, questions and learning activities from textbook 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%

Physical Education

Learning Area Leader: Mr Rafferty

Career Paths / Future Directions:

Childcare, Chiropractor, Education, Fitness industry, Health industry, Nursing, Outdoor Education, Physiotherapy, Recreation, Sports Administration, Sports Marketing

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. 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. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Areas of Study:

- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?

Outcomes

- Participate in a variety of practical activities to explain how the musculoskeletal system functions and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.
- Collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and discuss the ethical and performance implications of the use of practices and substances to enhance performance.

Assessment

A range of tasks taken from the following list:

- a written report linking key knowledge and key skills to practical activity
- Case study or Data analysis
- a critically reflective folio/diary of participation in practical activities
- a visual presentation or oral presentation
- a test

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.

Areas of Study

- What are the relationships between physical activity, sport, health and society?
- What are the contemporary issues associated with physical activity and sport?

Outcomes

- Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines.
- Apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

Assessment

A range of tasks taken from the following list:

- a written report linking key knowledge and key skills to practical activity
- Case study or Data analysis
- a critically reflective folio/diary of participation in practical activities
- a visual presentation or oral presentation
- structured questions

Learning Area Leader: Mr Rafferty

Career Paths / Future Directions:

Childcare, Chiropractor, Education, Fitness industry, Health industry, Nursing, Outdoor Education, Physiotherapy, Recreation, Sports Administration, Sports Marketing

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. Students investigate the characteristics of energy systems and their interplay during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Areas of Study:

- How are movement skills improved?
- How does the body produce energy?

Outcomes

- participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles
- use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

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
- structured questions

Unit 4 – Training to improve (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.

Areas of study:

- What are the foundations of an effective training program?
- How is training implemented effectively to improve performance?

Outcomes

- Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.
- Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

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

Units 3 and 4 Assessment

Unit 3 Coursework	= 25%
Unit 4 Coursework	= 25%
Written Examination 1	= 50%

Learning Area Leader: Mr Fordham

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

Assessment

Practical investigation and a selection from the following:

- Practical activities
- Data analysis
- Design, building, testing, and evaluation of a device
- A report
- Modelling
- Media response
- Test

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 direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Outcomes

- Investigate, analyse and mathematically model the motion of particles and bodies.
- Twelve options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world. One option is to be selected by the student
- Design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

Assessment

- A report of a practical investigation (student-designed or adapted); and tasks selected from
- Practical activities
- Data analysis
- Design, building, testing, and evaluation of a device
- A report
- Modelling
- Media response
- Test

Learning Area Leader: Mr Fordham

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 – How do fields explain motion and electricity? (Code: PHYS33)

Description

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

Outcomes

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

Assessment

- Tasks selected from:
- Practical activities
- Data analysis
- Design, building, testing, and evaluation of a device
- A report
- A proposed solution
- Media response
- Test

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

Description

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

Assessment

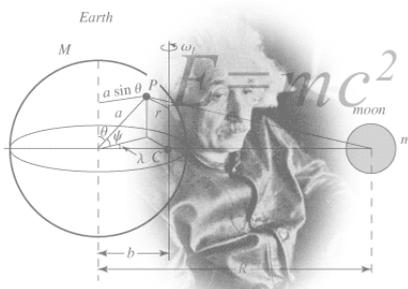
- Scientific poster on a piece of student-directed research; and tasks selected from
- Practical activities
- Data analysis
- Design, building, testing, and evaluation of a device
- A report
- A proposed solution
- Media response
- Test

Outcomes

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

Unit 3 & 4 Assessment

Unit 3 coursework = 21%
 Unit 4 coursework = 19%
 Examination = 60%



Love Physics?

- <http://www.physics.org/careers.asp?contentid=381>
- <http://www.physics.adelaide.edu.au/jobs/Jobs.html>
- <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 – Sustainable product development (Code:DTPD11)

Description

Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

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 in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online.

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 are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

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 engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

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%

Learning Area Leader: Mr Fordham

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, and explain how brain plasticity and brain damage can change psychological functioning

Outcomes

- Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.
- 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

- A report of an investigation into brain function and/or development; and tasks selected from
- Test
- Research analysis
- Media response
- Practical task
- Analysis of data
- Response to structured questions

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.

Outcomes

- 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

- A report of an investigation into internal and/or external influences on behaviour; and tasks selected from
- Test
- Research analysis
- Media response
- Practical task
- Analysis of data
- Response to structured questions

Learning Area Leader: Mr Fordham

Career Paths / Future Directions:

Advertising, Counselling, Education, Human Resources, Marketing, Nursing, Organisational Behaviour, Psychology, Social Work, Teaching

Unit 3 – How does experience affect behaviour and mental processes? (Code: PSYC33)

Description

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Outcomes

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

Assessment

- Tasks selected from:
- Test
- Research analysis
- Media response
- Practical task analysis
- Analysis of data
- Response to structured questions.

Unit 4 – How is wellbeing developed and maintained? (Code: PSYC44)

Description

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Outcomes

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

Assessment

- Scientific poster on a piece of student-directed research; and tasks selected from
- Test
- Research analysis
- Media response
- Practical task analysis
- Analysis of data
- Response to structured questions

Unit 3 & 4 Assessment

Unit 3 coursework	16%
Unit 4 coursework	24%
Examination	60%

Year 11 Religious Education (These are compulsory units)

Religion & Society: VCE Unit 2

Learning Area Leader: Miss Greene/Ms McCullagh

Career Paths / Future Directions:

Business, Medical, Science, Social Sciences, Teaching

Unit 2 – Religion and Ethics

(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.

Outcomes (cont...)

- 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: Miss Greene/ Ms McCullagh

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 – Religion, Challenge and Change (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.

Outcomes (cont.)

- Analyse the interplay between religious beliefs and the developed vision of religious tradition/s for society in response to contemporary challenge.

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.

Learning Area Leader: Mr Parton

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 playscript.

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.

Assessment

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

Outcomes

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

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 playscript 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)
- Analysis & Evaluation – Written Report on Acting/Direction/Design (25)

Outcomes

1. Monologue Interpretation from a playscript to an audience
2. Development of theatrical treatment, interpreting Monologue & proscribed 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 Morrison

Career Paths / Future Directions:

Graphic Design, Advertising, Architecture, Art Director, Creative Business Solutions, Desktop Publishing, Events Coordinator, Fashion Design, Industrial Design, Interior Design.

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

Unit 1 – Introduction to visual communication design (Code: DTVC11)

Description

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Outcomes

- Create drawings for different purposes using a range of drawing methods, media and materials.

Outcomes (cont)

- Select and apply design elements and design principles.
- Describe how visual communications in a design field have been influenced by past and contemporary practices and by social and cultural practice.

Assessment

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

Unit 2 – Applications of visual communication within design fields (Code: DTVC22)

Description

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design.

Outcomes

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

Outcomes (cont)

- manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
- apply stages of the design process to create a visual communication appropriate to a given brief.

Assessment

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

Unit 3 – Visual communication design practices (Code: DTVC33)

Description

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes.

Outcomes

- create visual communications for specific contexts, purposes and audiences.

Outcomes (cont)

- discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.
- apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

Assessment

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

Unit 4 – Visual communication design development, evaluation and presentation (Code: DTVC44)

Description

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

Outcomes

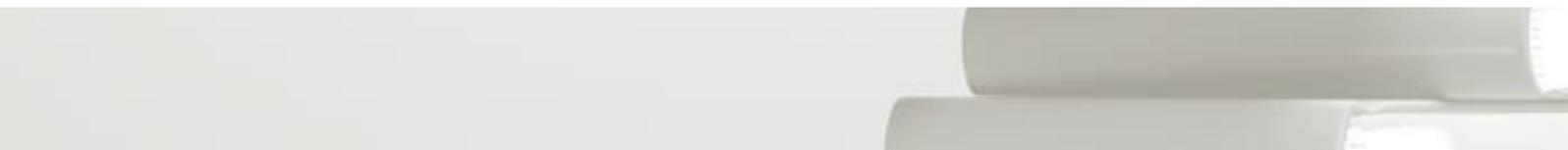
- develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.
- produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

Assessment

- Design Folio – comprising Outcomes 1 and 2.
- Examination



VCAL Program





VCAL Pathway

Learning Area Leader – Mrs McLaren

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 College three days a week
- Students attend a VET course at TAFE.
- Structured Workplace Learning
- **VCAL camp**
- Students (are helped to) apply for School Based apprenticeships/traineeships for Year 12
- **Students attain a VCAL Intermediate Certificate**
- *Please note:* there is a subsidy of \$300 to undertake a VET course. Parents are liable for this fee when notified by St Bede's College accounts department. If a student withdraws from a VET course after the first week in March, or at any time throughout the year, parents will be liable for the full, *unsubsidised* VET course fees, which are between \$1000-\$2000, in addition to loss of the \$300 subsidy already paid.

Course Structure:

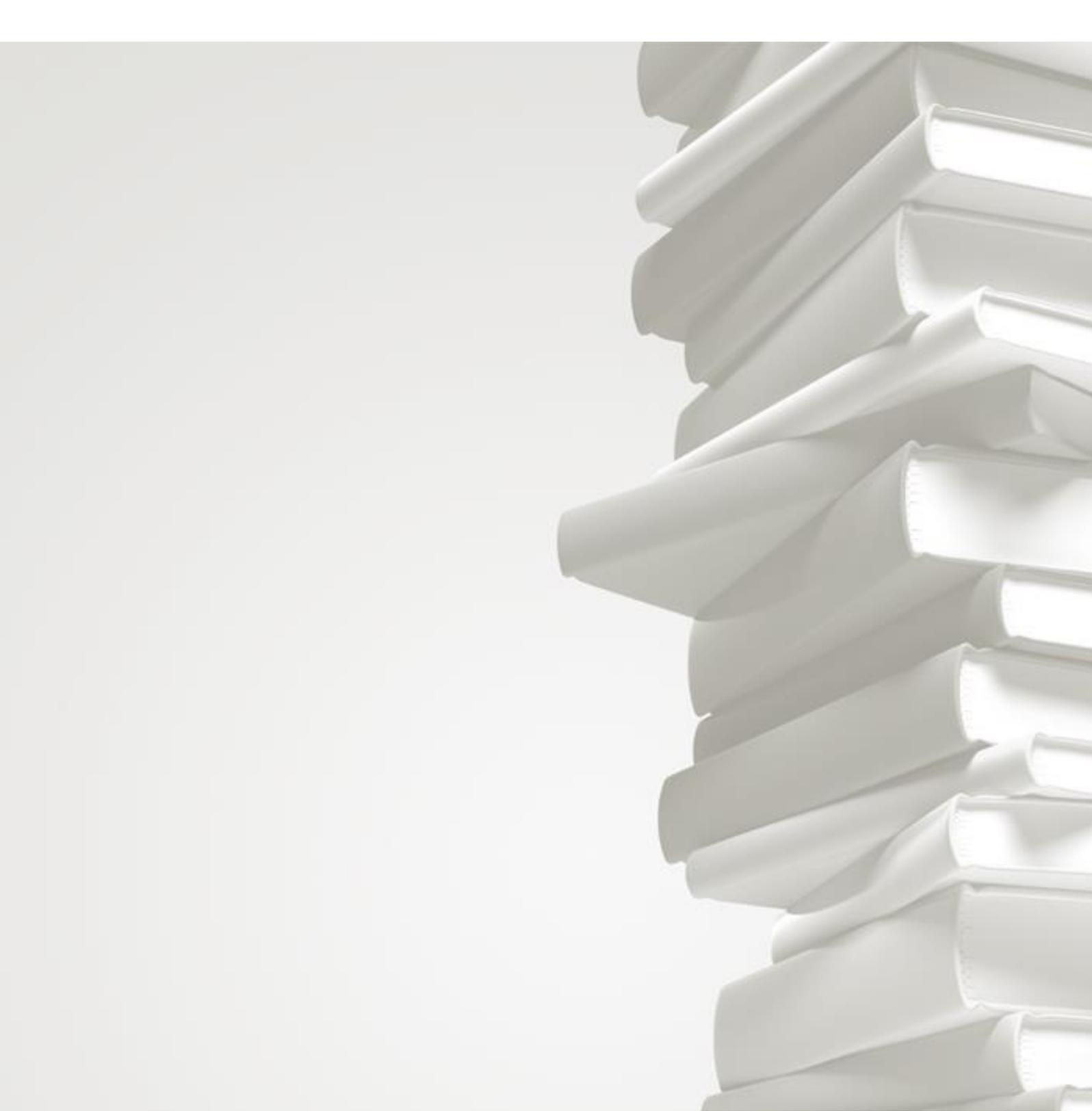
- Literacy
- Numeracy
- Personal Development Skills incorporating a community service focus
- Personal Development Skills incorporating a PE & Health focus
- Work Related Skills
- Practical Elective Subjects
- Religious Education
- A VET Certificate depending on student interests

Year 12 – VCAL

- Students are at St Bede's College three days a week
- Students attend a VET course at TAFE one day per week, beginning March 2019.
- Structured Workplace Learning
- **Course completed at end of Term 3**
- *Please note:* there is a subsidy of \$300 to undertake a VET course. Parents are liable for this fee when notified by St Bede's College accounts department. If a student withdraws from a VET course after the first week in March, or at any time throughout the year, parents will be liable for the full, *unsubsidised* VET course fees, which are between \$1000-\$2000, in addition to loss of the \$300 subsidy already paid.

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 VET Certificate depending on student interests



Planning Documents



PLANNER - Year 11 (2019) VCE Subject Selection

To be completed by current Year 10 Students prior to confirming your selections online.

STUDENT NAME: _____ TUTOR GROUP: _____

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

2019	R. E.	ENGLISH	SELECTED UNITS				
SEMESTER ONE	Religious Education	English or English Lang					
SEMESTER TWO	Religious Education	English or English Lang					

Plan 2

2019	R. E.	ENGLISH	SELECTED UNITS				
SEMESTER ONE	Religious Education	English or English Lang					
SEMESTER TWO	Religious Education	English or English Lang					

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, 2019

2019	R. E.	ENGLISH	SELECTED UNITS				
SEMESTER ONE	House R. E.	English or English Lang					
SEMESTER TWO	House R. E.	English or English Lang					

PLANNER - Year 12 (2019) VCE Subject Selection

To be completed by current Year 11 Students prior to confirming your selections online.

STUDENT NAME: _____ TUTOR GROUP: _____

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 2018? 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

2019	R. E.	ENGLISH	SELECTED UNITS			
SEMESTER ONE	House R. E.	English or English Lang				
SEMESTER TWO	House R. E.	English or English Lang				

Plan 2

2019	R. E.	ENGLISH	SELECTED UNITS			
SEMESTER ONE	House R. E.	English or English Lang				
SEMESTER TWO	House R. E.	English or English Lang				

Choose 2 reserve preferences

Reserve 1: _____

Reserve 2: _____

If you enjoy these subjects at school	... here are some related courses	... and some related careers
English, History, Literature, Drama,	CREATIVE ARTS	Screenwriter, novelist, journalist, copywriter, editor, publisher
Geography, History, Aust. & Global Politics, Media, Literature, LOTE, Text & Traditions	INTERNATIONAL RELATIONS	Policy analyst/adviser, diplomat, political advocate, Foreign correspondent
English, History, Media, Global Politics, LOTE, T&T, R&S	JOURNALISM	Journalist, producer, director, screenwriter, Public Relations, writing, audiovisual technician
English, Health & Human Development, Psychology, Legal Studies, Literature, History, LOTE, T&T, R&S	HUMANITIES & CULTURE, HUMAN SERVICES	Social and community services, counselling, social welfare, social research, policy and planning, historian, curator, librarian, museum, translator

Humanities and Culture

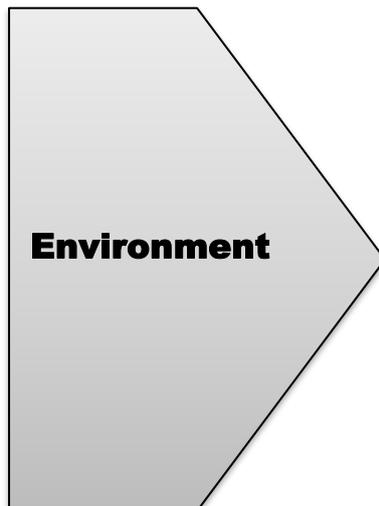
Art, Product Design & Technology, Maths, Environmental Science, Visual Communication	ARCHITECTURE	Architect, design studios, consultancy, international work opportunities, project work
Economics, Maths, Accounting, Product Design & Technology, Business Management	CONSTRUCTION & PROJECT MANAGEMENT	Construction manager (high rise projects, factories, hotels, hospitals, large tourism projects, project manager, property developer, quantity surveyors
Art, Media, Drama, Visual Communication, Product Design & Technology	INTERIOR DESIGN, INDUSTRIAL DESIGN	Consultancy, Entertainment, own business design, teaching, product design companies, manufacturing
Business Management, Economics, Maths, Accounting	PROPERTY AND VALUATION	Property fund/asset management, real estate, property developers, valuers, property research

Architecture and Built Environment

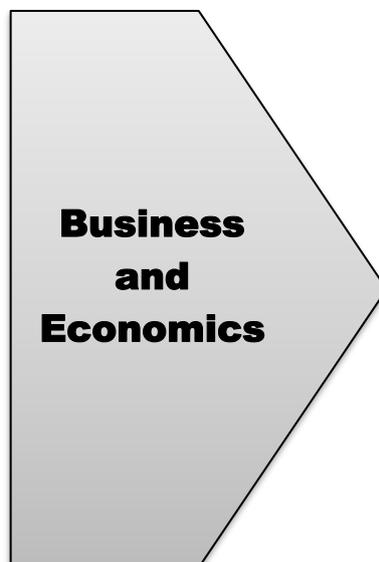
Art, Media, Design & Technology, Visual Communication, History	ART, FINE ARTS, DESIGN, FURNITURE MAKING	Practicing artist, branding, curator, arts writer, furniture designer, museums, galleries
Visual Communication, Art, Information Technology, Media	FASHION, PHOTOGRAPHY	Fashion houses, photographer, advertising, video production, teaching, colour management, pattern design
Visual Communication, Art, Information Technology, Media	GRAPHIC DESIGN, VISUAL MERCHANDISING	Interactive Media, print, digital publishing, Advertising, Film and Television, magazine layout, packaging, exhibition design

Creative Arts

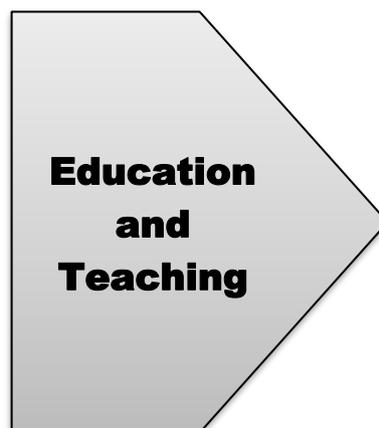
If you enjoy these subjects at school	... here are some related courses	... and some related careers
Environmental Science, Geography, Biology, Maths, Legal Studies	ENVIRONMENT MANAGEMENT	Park ranger, conservation field officer, catchment manager, environmental analyst& consultant
Biology, Maths, Outdoor & 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.



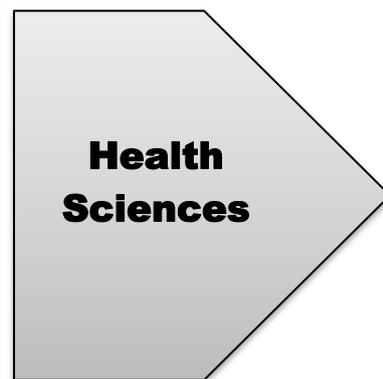
Accounting, Business Management	ACCOUNTING OR BUSINESS	Business manager, corporate manager, strategic planner, human resource manager
Economics, Mathematical Methods, Further Maths Specialist Maths	ECONOMICS COMMERCE	Policy adviser/analyst, economist, public servant, financial planner, marketing consultant, 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



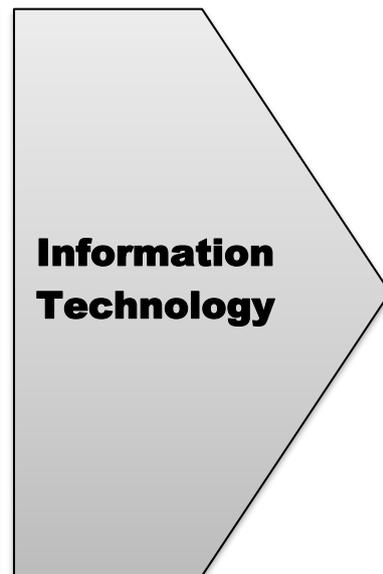
Outdoor & Environmental Studies, Geography, Physical Education, Environmental Science	OUTDOOR RECREATION	Nature guide, ecotourism travel guide, adventure tour leader, recreation & facilities, parks and services
English, Health and Physical Education, Physical Education (PE)	PHYSICAL EDUCATION	Physical 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



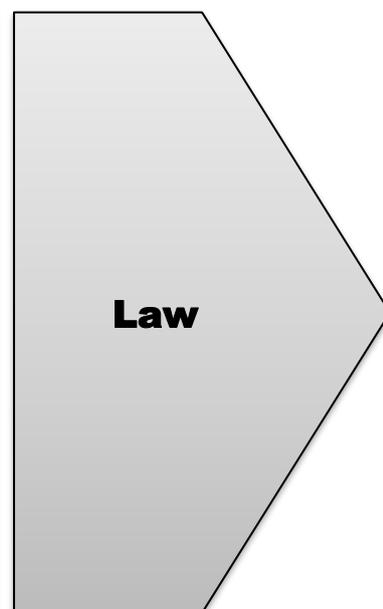
If you enjoy these subjects at school	... here are some related courses	... and some related careers
Biology, Health & Human Development, Maths, Psychology, PE	HEALTH SCIENCE	Nutritionist, occupational therapy, sports psychologist, public health and health promotion, social work
Biology, Health & Human Development, Maths, PE, Psychology	PARAMEDICS NURSING	Paramedic, nursing, midwifery, medicine, mental health nurse
English, International Politics, Psychology, Legal Studies, Health and Human Development, Biology	DISABILITY STUDIES, SOCIAL WORK	Social and welfare work, disability worker, youth projects officer, mental health coordinator, child protection officer, health counsellor



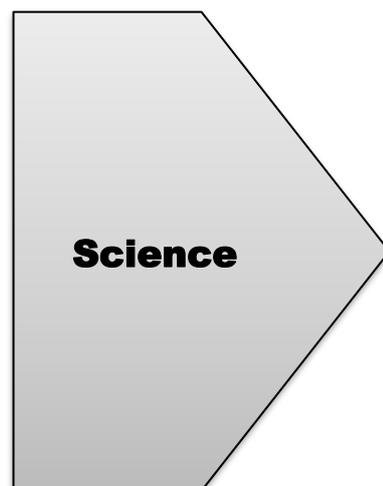
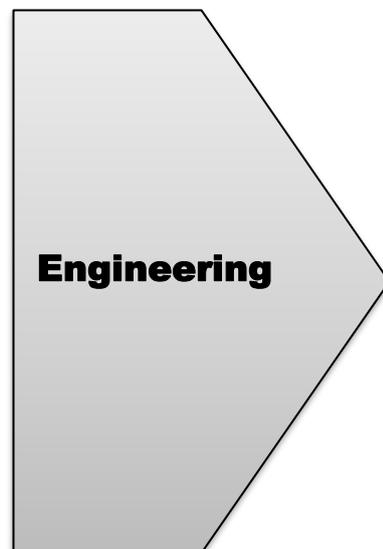
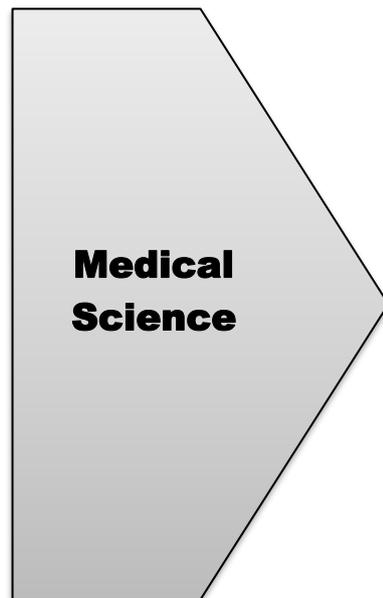
Information Technology, Maths, Systems Engineering, VET, Computing	INFORMATION TECHNOLOGY	Business manager, corporate manager, strategic planner, human resource manager, systems programmer,
Information Technology, Maths especially Maths Methods, Systems Engineering, VET, Computing	COMPUTER SCIENCE	Computer systems developer, forensic IT investigator, programmer, data communications manager, systems analyst, software engineer
Information Technology, Maths, Business Management, Economic, Accounting, VET Computing	BUSINESS INFORMATION SYSTEMS	Security specialist, E-Business project manager, business analyst, risk analyst
Information Technology, VET, Computing, Maths, Visual Communication	GAMES TECHNOLOGY, MOBILE & APPS DEV.	Games designer, web developer, graphics programmer, application architect/developer, multimedia systems developer



Legal Studies, Economics, Maths, Business Management, LOTE, Text & Traditions	LAW/ECONOMICS	Economics solicitor, corporate solicitor, economist, community bodies solicitor, public service
Geography, Australian & Global Politics, History, Legal Studies, English, Literature, LOTE, Text & Traditions, Religion & Society	LAW/ARTS or INTERNATIONAL STUDIES	Diplomat, immigration solicitor, foreign correspondent, political advocate, intelligence, customs, community organisations including Amnesty International
Legal Studies, LOTE, Media, Religion & Society, History, Global Politics, T&T, R&S	LAW/ARTS	Media solicitor, copyright solicitor, talent agent solicitor, advertising, marketing, PR, politics
Biology, Chemistry, Physics, Environmental Science, Legal Studies, Maths Methods, T&T, R&S	LAW/SCIENCE	Forensic scientist, biotechnology, Intellectual property, mining law, lobbyist, policy analyst and adviser, industrial solicitor



If you enjoy these subjects at school	... here are some related courses	... and some related careers
Chemistry, physics, biology, Maths especially Maths Methods	BIOMEDICAL SCIENCE, PHARMACY	Biotechnologist, pharmaceutical industries, bioscience research, diagnostic labs, drug development
Chemistry, Biology, Mathematical Methods, Further & Specialist Maths, Physics	MEDICINE PHYSIOTHERAPY OSTEOPATHY	Medical practitioner and specialist, surgeon, physiotherapist, osteopathy, chiropractor, veterinary doctor
Chemistry, Biology, Maths, Health & Human Development	NUTRITION & DIETETICS, PODIATRIST	Dietetics, Food Industry, product development, health promotion, podiatry, speech pathologist, nursing
Physics, Math Methods, Biology, Specialist Maths	RADIOGRAPHY & MEDICAL IMAGING	Medical Imaging, Radiographer, ultrasound, mammography, computed tomography
Engineering		
Math Methods, Specialist Maths, Chemistry, Physics	ENGINEERING	Chemical, civil, Electrical, materials, mechanical, construction management, automotive, road & traffic, water, ship building engineering
Math Methods, Specialist Maths, Chemistry, Physics, Information Technology	AEROSPACE AND SOFTWARE	Guidance & control systems for planes, missiles and spacecraft, passenger aeroplane, complex software systems
Math Methods, Specialist Maths, Chemistry, Physics	MECHATRONICS & ROBOTICS	Nanotechnology, robotics, bioengineering, industrial sensors.
Math Methods, Specialist Maths, Chemistry, Physics, Information Technology	COMPUTER SYSTEMS ENGINEERING	Mobile phones, energy management systems, telecommunications, heart pace makers and industrial robotics
Science		
Chemistry, Biology, Mathematical Methods, Physics, Specialist Maths, Further Maths	ASTRONOMY, CHEMISTRY, GENETICS, MATHEMATICS & STATISTICS, ATMOSPHERIC & EARTH SCIENCE	Astronomer, chemistry, pharmaceutical industry, Biomedical researcher, laboratory scientist, food microbiologist, science journalist, teacher, (list goes on.)
Chemistry, Biology, Mathematical Methods, Physics, Further Maths	BIOTECHNOLOGY, PSYCHOLOGY	Biotechnologist, food production, human health, agricultural industries, psychologist, sports Psychology, neurological work
Chemistry, Biology, Mathematical Methods, Physics, Further Maths, Environmental Science	ZOOLOGY AND ANIMAL SCIENCE	Animal science, keeper, animal husbandry, working in zoos, farms, wildlife and stock scientist



If you enjoy these subjects at school	... here are some related courses	... and some related careers
Physical Education, Health & Human Development	EXERCISE & SPORTS SCIENCE	Exercise physiologist, health promotion coordinator, sports coach, sports nutritionist, sport scientist, personal trainer, fitness instructor, corporate health adviser
Physical education, Business Management, Maths	SPORTS MANAGEMENT & RECREATION MANAGEMENT	Community sport and recreation manager, event manager, player and athlete manager, sports marketing consultant, facilities management,
Outdoor and Environmental studies, Physical Ed.	SPORT & OUTDOOR RECREATION	Outdoor recreation, tourism guides, recreation parks, recreation & leisure, health and wellbeing consultant
Physical Education, Maths, Health & Human Development	PHYSICAL EDUCATION TEACHING	Health and physical education teacher
Sport		
Music, Theatre Studies, VET, music industry	MUSIC	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
Music, Theatre Studies, VET, music industry	PERFORMING ARTS	Arts Management, event coordination, music or drama performance (stage, film and television), production, direction and arts administration, theatre production, actor, teacher, dancer.
Music, Theatre Studies, VET, music industry, Media	FILM & TELEVISION	Writer, director, screenwriter, editor, cinematographer, film or television producer.
Music, Theatre Studies, VET, music industry	PRODUCTION	Costume or set designer, freelance theatre technician, lighting or sound designer, stage manager, wardrobe manager
Performing Arts		

The information above is to be used as a guide only, and students should check VCOMPUTING 2021 for correct prerequisite information.

Please Note:

These diagrams offer general advice only



Use this space to take notes if required