SWIFTS CREEK SCHOOL

2011

VCE VET VCAL HANDBOOK
THE VCE

OVERVIEW

The Victorian Certificate of Education (VCE) is a certificate which recognises the successful completion of a student’s secondary education.

To obtain the VCE, students must satisfactorily complete sixteen units of study, usually undertaken over two years. These units may include VCE VET programs.

At Swifts Creek School, we offer a large number of units as subjects taught at the College, where students enjoy enviable student/teacher ratios. Students can access an even wider range of VCE units by Distance Education, and receive full use of school facilities and a high level of teacher support to complete these.

Swifts Creek School also offers a range of VET subjects. Some of these are taught at the school while others are provided at Bairnsdale TAFE, and yet others are provided by other Registered Training Organisations.

VCE GRADUATION REQUIREMENTS

To attain your VCE, you must satisfactorily complete a total of no fewer than 16 units.

These units must include

- three units from the English Group (Units 1,2,3 and 4) and
- three sequences of units 3 and 4 studies other than English.

The 16 units may include an unlimited number of units of Vocational Education & Training.

At Swifts Creek School students usually choose 6 subjects in Year 11 and 5 in Year 12.

VCE subjects are broken into units. A unit is designed to last for one semester or half a year. Typically students select Units 1 and 2 in Year 11 and Units 3 and 4 in Year 12. However, this often varies to meet individual needs and preferences. For example, a Year 10 student may undertake VCE 1 and 2 Units, or a Year 11 student may take some Unit 3 and 4 courses. VCE can be spread over three years, or longer, with no disadvantage.

VET

VET (Vocational Education and Training) subjects are designed to provide training in skills related to a specific industry. Students can undertake VET subjects as part of their VCE or VCAL program.

Advantages of VET in VCE and VCAL are:

- Two full certificates at the same time: VCE or VCAL, and a Vocational Education and Training Certificate
- Reduced time taken to complete both
- Discounted cost
- Cam contributes to the ATAR score
- Marketable job skills
- Pathways into TAFE programs
- No Higher Education Contributions (HECS) fees
- National recognition of all VET qualifications

VCAL

The Victorian Certificate of Applied Learning (VCAL) is an alternative “hands-on” option for Years 11 and 12 students.

The VCAL gives you 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. And, like the VCE, it is a recognised qualification.

At Swifts Creek School VCAL students are required to undertake a Work Placement for one day per week, and they are required to undertake at least one VET subject. Students may also choose to include a VCE subject in their VCAL program.

The VCAL can be also be used as part of a School Based Apprenticeship or Traineeship.

Students who choose to do the VCAL are likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing school.
CHOOSING YOUR PROGRAM

When choosing a program you should consider your interests, abilities and strengths and link these with appropriate work/career choices.

Tertiary entrance

Victoria’s universities and TAFE colleges have a joint selection system administered by the Victorian Tertiary Admissions Centre (VTAC). VTAC’s job includes:

- Organising the application procedures
- Receiving and processing applications
- Forwarding the appropriate applications and accompanying information to the relevant tertiary institution
- Making offers to prospective students on behalf of tertiary institutions

Each year VTAC produces a publication with which you should become familiar, the VTAC Guide to University and TAFE Courses. VTAC also produces a booklet called Tertiary Entrance Requirements, which gives details of prerequisites for entry into University Courses. The school has copies of these.

Credit into TAFE courses

The Vocational Education and Training (VET) programs which are offered at Swifts Creek School may lead into TAFE Courses with advanced standing.

Employment

Individual employers have their own particular requirements. You might like to explore the ways in which a VCE program of studies will help you with employment applications.

HOW YOUR WORK WILL BE ASSESSED IN VCE

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 Learning Outcomes. Each unit has between two and four Learning Outcomes.

2. Level of Performance

Units 1 and 2 are school assessed. You will receive grades as an assessment of your level of performance. However, they will not be included on your official statement of results provided by the VCAA.

In every Unit 3 / 4 study, one or more examinations will be given as part of the assessment in the study. VCE studies also have a system of graded assessment based on ‘School Assessed Coursework’ (SAC). Some studies will also have ‘School Assessed Tasks’ (SAT). Each Unit description contained in this book gives details of Assessment.

SAC’s and SAT’s are assessed initially by the school and then the scores will be statistically moderated by the VCAA to match the level spread of the combined examination and General Achievement Test (GAT) scores for the students at Swifts Creek School doing that study.

DISTANCE EDUCATION

If students select subjects that cannot be resourced at the School they may enrol with the Distance Education Centre of Victoria (DECV).

DECV courses use both traditional and modern methods of distance learning. Communication is not only through written materials but also via a wide range of technologies, including email, on-line forums and blogs.

In most courses students receive packages containing about eight weeks work. As soon as this work is completed it is returned by mail, email or fax, to the teacher for comment. Swifts Creek School appoints a supervising teacher to students studying through DECV. Wherever possible this staff member will have teaching experience of the subject being studied.

The DECV has a high pass rate. This mode of studying encourages discipline and independence, qualities worth developing for students who move on to further studies.

WORK EXPERIENCE

All Year 11 students will undertake a Work Experience placement in a block of two weeks duration. Work Experience will be arranged in consultation with the Careers Teacher and the Senior School Coordinator.

FURTHER INFORMATION

For more detailed information on all aspects of VCE and VET refer to “Where To Now, Guide to VCE, VCAL and Apprenticeships and Traineeships for 2011”. This booklet, published by the Victorian Curriculum and Assessment Authority, includes information on:

- Requirements of the VCE
- VET
- Full lists of subjects available in VCE, VET, Apprenticeship and Traineeship Programs and Approved Extension Studies
- Assessment
- The GAT
- Reporting of results
- VCAL

You can also access relevant information at the VCAA website at www.vcaa.vic.edu.au
VCE STUDIES
THAT MAY BE OFFERED AT SWIFTS CREEK SCHOOL

Accounting  
Business Management  
Economics  
English  
Geography  
Health and Human Development  
History – 20th Century Units 1 & 2  
History (Revolutions) Unit 3 & 4  
International Politics  
Legal Studies  
Literature  
Media  
Outdoor and Environmental Studies  
Physical Education  
Studio Arts  
Visual Communication & Design

Agricultural and Horticultural Studies  
Biology  
Chemistry  
Design and Technology  
Food and Technology  
Information Technology  
Information Technology Applications  
Information Systems Units 1&2  
Foundation Maths Units 1&2  
Further Maths Units 3&4  
General Maths Units 1&2  
Maths Methods  
Specialist Maths Units 3&4  
Physics  
Psychology

VET CERTIFICATES
THAT MAY BE OFFERED AT OR THROUGH SWIFTS CREEK SCHOOL

Agriculture  
Building and Construction  
Community Services Work  
Equine Studies  
Hospitality  
Media

Automotive Technology Studies  
Business  
Engineering Studies  
Furnishing (Cabinet Making)  
Hospitality (Operations)  
Outdoor Recreation


Further information about these subjects is given in the following pages.

Please note that details of unit content and assessment may change from year to year. It is essential that you seek up-to-date information for each subject from the teacher named as ‘Contact Person’ and/or from the VCAA website.
ACCOUNTING – VCE
Contact Person: John O'Neill

Rationale
This study focuses on the procedures of accounting and finance and the way in which these may be used. The study examines the processes of recording and reporting financial information to provide users with appropriate information for planning, control and effective decision-making.

Structure
The study is made up of four units:
Unit 1: Financial management
Unit 2: Financial operations
Unit 3: Financial decision making
Unit 4: Financial issues

All units focus on accounting and finance for sole-proprietor small business. It is expected that students will be introduced to the use of information technology in accounting procedures in all units.

Unit 1 Financial Management
This unit focuses on accounting and financial management of a small business. The unit introduces the fundamental processes of gathering, recording, reporting, analysing, interpreting and evaluating financial information for use by the individual in a small business. It uses single entry recording and reporting is restricted to the cash basis. Information technology should be used in undertaking accounting procedures.

Unit 2 Financial Operations
This unit introduces an accounting system based on single entry recording, the cash Method of revenue and expense recognition and reporting using the modified cash approach and the accrual approach. It also examines the impact of credit transactions on recording and reporting. Students are to use information technology in the completion of the accounting procedures. Small business in service and trading contexts are looked at with trading firms employing their physical method of stock recording. A predominantly single entry approach is taken but double entry can be introduced.

Unit 3 Financial Decision Making
This unit focuses on accounting and financial decision making of a small business. It introduces a double entry system using the accrual basis of accounting. Students are required to use electronic software in completing some of the learning outcomes. The double entry recording will involve recording from verifiable, source documents into journals and ledger accounts. Trading businesses using perpetual method of stock recording are the focus.

Unit 4 Financial Issues
This unit further develops the role of accounting as an information system giving weight to alternative approaches in accounting and their effect on outcomes. It further covers recording and reporting for trading businesses using perpetual inventory and budgeting for cash profit and financial position is introduced. Report preparation will include reporting for multiple activity businesses where one trading department and one service department exists.

Entry
There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to Unit 4.

Assessment
Satisfactory Completion
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The VCAA will publish annually an assessment guide, which will include advice on the scope of the assessment tasks and the criteria for assessment.

Completion of a unit will be reported on the Statement of Results issued by the VCAA as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

Levels of Achievement
Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Unit 3 and 4
The VCAA will supervise the assessment of all students undertaking Units 3 and 4. In Accounting the student’s level of achievement will be determined by school-assessed coursework and examination.

Percentage contributions to the final assessment are as follows:
• Unit 3 school-assessed coursework: 17%
• Unit 4 school-assessed coursework: 17%
• Mid-year examination: 33%
Rationale
Agricultural and Horticultural Studies is designed to give greater understanding of the operations and practices of agricultural and horticultural systems.
The focus is on human interaction with the earth and its organisms. The goal of this interaction is to develop an economically and ecologically sustainable system. Throughout this study students apply their acquired knowledge in managing an agricultural or horticultural enterprise.

Structure
The study is made up of four units:
Unit 1: Agricultural and Horticultural operations
Unit 2: Production
Unit 3: Technology
Unit 4: Management

Unit 1
In this unit students study local agricultural and horticultural operations and the factors that influence these operations, including historical, environmental, social and economic factors.

Unit 2
This unit focuses on the analysis of production systems in terms of physical, biological, social and economic factors and time.

Unit 3
This unit focuses on technology i.e. the equipment and processes that can be used to maintain and enhance efficiency and effectiveness of agricultural and horticultural systems.

Unit 4
This unit focuses on the management of agricultural/ horticultural systems within the context of ecological sustainability.

Entry
There are no prerequisites for entry into Units 1, 2, and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory Completion:
Achievement of the set of outcomes specified for the unit

Levels of Achievement
Units 1 and 2
The individual school will determine the level of achievement.

Unit 3 and 4
School-assessed work and end-of-year examination
- Unit 3 school-assessed coursework: 33 %
- Unit 4 school assessed coursework: 33 %
- Unit 3 and 4 examinations: 34 %
STUDIO ARTS – VCE
Contact Person: Nikki Murphy

Rationale
VCE Studio Arts has been designed to develop in students the ability to establish effective art practices through the application of a design process and the production of a cohesive folio of artworks.

Structure
The study is made up of four units.

Unit 1: Artistic inspiration and techniques
This unit focuses on using sources of inspiration and ideas as the basis for artworks and exploring a range of materials and techniques as tools for translating ideas, observations and experiences into visual form.

Unit 2: Design exploration and concepts
This unit focuses on establishing and using a design process to produce artworks.

Units 3: Studio production and professional practices
This unit focuses on implementation of the design process leading to the production of a range of potential solutions.

Unit 4: Studio production and art industry contexts
This unit focuses on the production of a cohesive portfolio of finished artworks.

Entry
There are no prerequisites for entry into Units 1, 2, and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory Completion:
Achievement of the set of outcomes specified for the unit

Levels of Achievement
Units 1 and 2
Individual teacher assessment

Units 3 and 4
School assessed task, school-assessed coursework and an end-of-year examination
- Unit 3 school-assessed coursework: 10%
- Unit 4 school-assessed coursework: 1%
- Units 3 & 4 school-assessed coursework: 50%
- Units 3 and 4 examination: 30%
AUTOMOTIVE TECHNOLOGY – VET CERTIFICATE II
Contact Person: Robert Boucher

Rationale:
The aims of this program are to:
- provide students with the skills and ability to achieve competencies which will enhance their employment and further training prospects within the Automotive and Allied Industries
- provide students with “work ready” knowledge and skills applicable to a variety of career paths in the Automotive Industry

ENTER Bonus: The contribution of the Certificate II in Automotive to the ENTER is as follows:
- Any contribution to the ENTER is subject to satisfactory completion of the Unit 3 / 4 sequence
- Students who successfully complete the Unit 3 / 4 sequence will receive one ENTER increment. An increment is calculated as 10% of the average of the scaled scores of the student’s primary four VCE studies

Contributes:
- Up to 4 VCE Units.
  - 2 at Units 1 and 2 level
  - 2 at Units 3 and 4 level
- Designated Group B study

Workplacement: minimum 10 days that will be individually negotiated and may take place during vacation time

Duration: 2 Years

Additional Costs:
Will be incurred in this Certificate as a result of requirements for Certification by the Registered Training Organisation and extra certification (for example First Aid Course), materials costs and field trips/excursions.
Some of these costs will be included on the booklist and some will be charged during the course of the program.
Rationale

Biology is the study of living organisms, of life processes, and of the different levels of organisation from the cell to the biosphere. It includes the study of interactions between organisms and between organisms and their environments. It considers the unity and continuity of life as well as diversity and change.

Structure

The study is made up of four units:

Unit 1: Unity and Diversity
Unit 2: Organisms in their environments
Unit 3: Signatures of Life
Unit 4: Biological continuity and change

Unit 1

This unit examines the similarities and differences between cells of all organisms, adaptations to the environment and body systems such as the cardiovascular, urinary, respiratory and reproductive.

Unit 2

This unit examines communities of living organisms and their non-living surroundings. The complex interactions that sustain life on Earth, and the nature and effects of environmental change are also considered.

Unit 3

This unit examines the molecules and biochemical processes that are indicators of life. Nucleic acids, proteins, lipids and carbohydrates and their biochemical reactions are studied. Organism response to their environment, the nature of infection and the structure and function of the nervous, endocrine and urinary systems are investigated.

Unit 4

This unit explores the mechanisms of inheritance, genes, DNA, mitosis and meiosis, and the causes of variation, leading to investigation of the origins and diversity of living organisms. Recent advances in technology, including biotechnology are also considered.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. However, students who enter the study at Unit 3 may need to do preparatory work based on Unit 1 and Unit 2, as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion:
Achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
The individual school will determine levels of achievement.

Units 3 and 4
School-assessed coursework, a mid-year examination and an end-of-year examination.

- Unit 3 school-assessed coursework: 17%
- Mid-year examination: 33%
- Unit 4 school-assessed coursework: 17%
- End-of-year examination: 33%
BUSINESS MANAGEMENT – VCE
Contact Person: John O'Neill

Rationale

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. The study recognises that there is a range of management theories rather than a single theory of management. Each unit examines some of these theories and through exposure to real business scenarios and/or direct contact with business, tests them against management in practice.

Structure

The study is made up of four units:
- Unit 1: Small Business Management
- Unit 2: Communication & Management
- Unit 3: Corporate Business
- Unit 4: Managing People & Change

Unit 1: Small Business Management
This unit studies generic business concepts, which apply to the management or organisations of varying size, complexity or industry setting. It also involves a consideration of the range of activities related to planning and operation of a small business.

Unit 2 Communication & Management
This unit studies the importance of effective communication in achieving business objectives including marketing & public relations.

Unit 3 Corporate Business
This unit examines the role and importance of large-scale organisations to the Australian economy. It considers management styles and skills and the operations management function.

Unit 4 Managing People & Change
This unit examines practices and processes in large-scale organisations in Australia, and the management of change.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion:
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment asks designated for the unit. Designated assessment tasks are provided in the details for each unit.

Levels of Achievement

Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA.

Units 3 and 4
The VCAA will supervise the assessment of all students undertaking Units 3 and 4. In Business Management the student's level of achievement will be determined by school-assessed coursework and examination. Percentage contributions to the final assessment are as follows:
- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- Units 3 and 4 examination: 50%
BUSINESS – VET CERTIFICATE II
Contact Person: John O’Neill

Rationale:
The aims of this program are to:
- Provide participants with knowledge and skills to achieve competencies which enhance their employment prospects within the Clerical-Administrative workforce
- Provide experience and knowledge of a range of specific jobs in the Clerical-Administrative workforce therefore participants can make a more informed choice of vocational and career paths
- Foster the development of social and personal skills relevant to participation in the Clerical-Administrative workforce
- Provide an understanding of the nature of work and specific jobs within the Clerical-Administrative area
- Enable participants to gain a recognised credential and where appropriate credits in further education and training

Study Scores and ENTER Contribution: A study score is available for students undertaking Business (Office Administration). This will be determined via a program of internal assessment and an exam held at the end of second year. The study score will then be used in the calculation of a student’s ENTER score.

Contributes:
- Up to 4 VCE Units.
  - 2 at Units 1 and 2 level
  - 2 at Units 3 and 4 level
- Designated Group A study

Duration: 2 years

Additional Costs: Will be incurred in this Certificate as a result of requirements for module booklets.
Rationale
Chemical processes are important in improving human health; preventing environmental problems and rehabilitating degraded environments. In this study of chemistry a thematic approach has been adopted, and throughout the study contexts have been provided to apply chemical knowledge to technology and society. Students will investigate, explore and solve qualitative and quantitative problems and discuss chemical concepts and issues.

Structure
The study is made up of four units.

Unit 1
This unit examines a range of chemical processes and activities through the study of common materials. The chemical nature of useful materials is explored through an investigation of their properties and their modification. All areas of study in this unit involve the design and performance of experiments.

Unit 2
This unit examines a wide range of chemical reactions with the emphasis on the writing of chemical equations and performance of calculations based upon them. Students are encouraged to evaluate the environmental impact of human activity on the biosphere. All areas of the study involve the design and performance of experiments.

Unit 3
This unit adopts a global perspective by examining the large-scale industrial production of some chemicals. The work of chemists in these industries is examined. Again design and performance of experiments is important in the unit.

Unit 4
This unit examines the relationship between the production and use of energy in inanimate and living systems. It revisits concepts discussed earlier in the course and illustrates the development of chemical ideas within the content of the periodic table. Again design and performance of experiments is important in the course.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Unit 2 or 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual schools determine levels of achievement.

Units 3 and 4
School assessed coursework, a mid-year examination and an end-of-year examination.
- Unit 3 school-assessed coursework: 17%
- Unit 4 school-assessed coursework: 17%
- Unit 3 examination: 33%
- Unit 4 examination: 33%
COMMUNITY SERVICES – VET CERTIFICATE II
Contact Person: Barbara Napthine

Rationale:
The aims of this program are to:
- Provide access to a range of potential career paths within the community Services Industry
- Provide training and skill development for the achievement of competence in areas such as case work, community development and advocacy.

Study Scores and ENTER Contribution: From 2002, a study score will be available for students undertaking Community Services (Community Work) This will be determined via a program of internal assessment and an exam held at the end of 2nd year. The study score will then be used in the calculation of a student's ENTER score.

Contributes:
- Up to 4 VCE Units.
  - 2 at Units 1 and 2 level
  - 2 at Units 3 and 4 level
- Designated Group A study

Required VCE Subjects:
English 1, 2, 3 and 4

Workplacement: Minimum 20 days, which will be individually negotiated but may take place during vacation time.

Duration: 2 years

Additional Costs:
Will be incurred in this Certificate as a result of requirements for Certification by the Registered Training Organisation and extra certification (for example First Aid Course), materials costs and field trips/excursions. Some of these costs will be included on the booklist and some will be charged during the course of the program.
ECONOMICS – VCE
Contact Person: Robert Boucher

Rationale
Economics focuses on decisions about how production occurs, how resources are allocated and how proceeds of production are distributed. These economic decisions not only affect the well-being of particular nations and their people but also increasingly influence living standards regionally and globally.

Structure
The study is made up of four units:
Unit 1: The Australian economy
Unit 2: Australia and the global economy
Unit 3: Economic activity and objectives
Unit 4: Economic management

Unit 1 The Australian Economy
The focus of this unit is the study of economic decision-making and economic issues of importance to the Australian economy in the twenty-first century.

Unit 2: Australia and the Global Economy
The focus of this unit is the study of Australia's external relationships and economic issues of importance in the global economy in the twenty-first century.

Unit 3: Economic Activity and Objectives
The focus of this unit is the study of economic activity in Australia and the factors that affect achievement of the objectives of the Australian economy.

Unit 4: Economic Management
The study of this unit is the study of the management of the Australian economy, which concentrates on budgetary, monetary and macroeconomic policy used by the Australian government.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory Completion
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment asks designated for the unit. Designated assessment tasks are provided in the details for each unit. The VCAA will publish annually an assessment guide, which will include advice on the scope of the assessment tasks and the criteria for assessment.
Completion of a unit will be reported on the Statement of Results issued by the VCAA as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

Levels of Achievement
Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Unit 3 and 4
The VCAA will supervise the assessment of all students undertaking Units 3 and 4. In Economics the student's level of achievement will be determined by school-assessed coursework and examination. Percentage contributions to the final assessment are as follows:-

- Unit 3 school-assessed coursework: 25 %
- Unit 4 school-assessed coursework: 25 %
- Units 3 and 4 examination: 50 %
ENGLISH – VCE
Contact Person: Barbara Naphthine

Rationale
This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education, and participation in a democratic society. It emphasises the integration of reading, writing, speaking, listening and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

Structure
The study is made up of 4 units.

Unit 1
The focus of this unit is the reading of a range of texts, with comprehension, enjoyment and discrimination, development of competence and confidence in writing, and the use of and response to oral language in different contexts.

Unit 2
The focus of this unit is on a variety of forms of response to texts, experimentation with different written forms, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

Unit 3
The focus of this unit is the development of critical responses to both print and non-print texts, including media texts, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

Unit 4
The focus of this unit is the development of critical responses to both print and non-print texts and the achievement of competence and confidence in writing for different purposes and audiences in a variety of forms.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
The individual school will determine levels of achievement.

Units 3 and 4
School-assessed coursework and examinations.
- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End-of-year examination: 50%
Rationale:
The aim of the VCE VET Equine Industry program are to:
- Provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the equine or equine related industries.
- Enable participants to gain a recognised credential and make a more informed choice of vocational and career paths.

Study Score:
A study score is available for the Certificate II in Equine Industry in 2004. To be eligible for a study score students must:
- achieve all the units of competence designated as the Unit 3-4 sequence
- be assessed in accordance with the tools and procedures specified in the Equine Industry Assessment Guide
- undertake an examination in the end-of-year examination period. This examination is not compulsory.
- The study score will then be used in the calculation of student’s ENTER score.

Contributes:
- Up to 4 VCE Units.
  - 2 at Units 1 and 2 level
  - 2 at Units 3 and 4 level
- Designated Group B study

Duration: 2 years

Workplacement:
To be individually negotiated but may take place during vacation time.

Additional Costs:
Will be incurred in this Certificate as a result of requirements for Certification by the Registered Training Organisation and extra certification (for example First Aid Course), materials costs and field trips/excursions. Some of these costs will be included on the booklist and some will be charged during the course of the program.
FOOD AND TECHNOLOGY – VCE

Contact Person: Eugene Wain

Rationale

Food and Technology is designed to give students a greater understanding of food as a commodity and knowledge of food preparation and production from a small-scale perspective to mass production in industry. The food production industry is diverse and constantly changing. New and modified products are developed to meet the changing social, economic and environmental needs of society. There has been a rapid development of technology related to the manufacture of food. This has influenced the way food is produced, processed, packaged, and marketed.

Throughout the four units students will develop skills in the planning, preparation and evaluation of food products.

Structure

The study is made up of four units.
Unit 1: Food and its preparation
Unit 2: Planning and development
Unit 3: Food product development
Unit 4: Food production and food controls

Units 1 and 2

These units will enable students to study the physical and chemical properties of food, and the way these properties influence food preparation, storage and presentation within a small-scale operation. A small-scale operation includes a small business, food technology laboratory, home economics centre and (or domestic setting). Students will be encouraged to explore a wide variety of food products and their preparation taking into account the social, cultural and economic factors.

Units 3 and 4

These units will enable students to study the production of food on an industrial scale, and in commercial setting. They explore the development, analysis and marketing of food products. Students will also study the controls on food supply and production that influence the type, nature and quality of food available to Australian consumers.) Various preparations and cooking techniques will be studied including cook-chill and cook-freeze methods.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion:
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Unit 1 and 2
Individual school decision on levels of achievement.

Unit 3 and 4
School-assessed coursework and examinations.
- Unit 3 school-assessed coursework: 30%
- Unit 4 school-assessed coursework: 10%
- Unit 4 school-assessed task: 30%
- End-of-year examination: 30%
Rationale:
AIMS:
The overall aim of this program is to provide young people with the opportunity to gain comprehensive entry level training in the furnishing industry. The program covers broad based and core skills in furnishing and specific skills in cabinet making. Completion will enhance students’ prospects for employment and enable them to make better informed choices relating to their future careers.

Study Scores and ENTER Contribution: From 2002, a study score will be available for students undertaking Furnishing (Cabinet Making Stream). This will be determined via a program of internal assessment and an exam held at the end of 2\textsuperscript{nd} year. The study score will then be used in the calculation of a student's ENTER score.

Contributes:
- Up to 7 VCE Units.
  - 5 at Units 1 and 2 level
  - 2 at Units 3 and 4 level
- Designated Group B study

Required VCE Subjects:
Design and Technology (Wood) 1, 2, 3 and 4

Workplacement: To be determined

Duration: 2 years

Additional Costs:
Will be incurred in this Certificate as a result of requirements for Certification by the Registered Training Organisation and extra certification (for example First Aid Course), materials costs and field trips/excursions. Some of these costs will be included on the booklist and some will be charged during the course of the program.
Rationale

Geography is the study of where geographical features are located and why they are there, what makes one place different from another, and how and why these differences matter. This study investigates patterns and processes of physical geography and their interaction with aspects of human geography. Geographers use mapping, statistics, GIS and fieldwork (at least 4 hours per unit) to help them investigate, interpret and explain these patterns. This allows them to understand their world from a spatial perspective and participate effectively as global citizens in the sustainable use and management of the world’s resources.

Structure and Units

Unit 1: Natural Environments: including coasts, mountains, deserts, rivers, volcanoes, glaciers, oceans and tropical rainforests. Issues such as deforestation, global warming, tourism, urban expansion, irrigation and drainage works, mining, pollution and conservation are studied.

Unit 2: Human Environments: Rural environments such as farms, forests, mine, fishing areas and rural settlements. Urban environments such as the central business district, inner urban areas, rural-urban fringe areas, retail precincts and leisure areas. Issues include the size and function of human environments, impact of population changes, the changing nature and location of industries and employment, movement within and between human environments, urban renewal and sustainability of the human environment.

Unit 3: Regional Resources: Use and management of the Murray-Darling Basin and a local resource, eg, Mt Hotham.

Unit 4: Global Perspectives: Issues of global significance such as climate change, fishing, migration, tourism, desertification and wetlands are all considered.

Entry

There are no prerequisites for entry into Units 1, 2, and 3. Students must undertake Unit 3 prior to undertaking Unit 4. There is no restriction on the number of histories a student may take.

Assessment

Satisfactory completion:
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
Individual school decision

Unit 3 and 4
School-assessed work and end-of-year examination
- Unit 3 school-assessed coursework: 25 %
- Unit 4 school assessed coursework: 25 %
- Unit 3 and 4 examinations: 50 %
HEALTH & HUMAN DEVELOPMENT – VCE
Contact Person: Suzanne De Vries-Fitzpatrick

Rationale
The central focus of the Health and Human Development study is to examine the factors that promote well being in individuals, families and communities. This study aims to develop an understanding of the relationship between health and human development.

Structure
The study is made up of four units:
Unit 1: Adolescence
Unit 2: Families
Unit 3: Australia's health - nutrition focus
Unit 4: An international perspective on development and health

Unit 1
This unit examines the physical, social and emotional development associated with adolescence and the resources available to young people during this stage of their development. In adolescence the child moves from a dependent person to a more independent young adult and assumes many new roles and responsibilities.

Unit 2
Families play a major role in providing for the physical, social and emotional requirements of their members. This unit examines diversity in, and the changing roles of family within the broader social and cultural context of Australian society.

Unit 3
This unit examines the health status of Australians and changing community expectations and approaches taken to improve the health of all. It includes a study of nutrition and nutritional requirements across the lifespan, and the effects of food selection on people's health. The role and responsibility of government and other agencies in enhancing the health of all Australians through nutrition policies and food selection programs are evaluated.

Unit 4
This unit examines the development and health of people in industrialised and developing countries. The focus for the study is optimal development and health across the lifespan. The operation of local health-care programs and the role of governments and international health-care agencies in improving development and health will be evaluated.

Entry
There are no prerequisites for entry into Units 1, 2, and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at Unit 3 may need to undertake preparatory work as specified by the teacher.

Assessment
Satisfactory completion:
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision

Unit 3 and 4
School-assessed coursework and an end-of-year examination.
• Unit 3 school-assessed coursework: 25%
• Unit 4 school-assessed coursework: 25%
• Units 3 and 4 examination: 50%
Rationale

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records. The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within a framework of the values and interests of that time.

Structure and Units

The study is made up of fourteen units, organised as follows:

Unit 1: Applied History in the local community.
Unit 1: Conquest & Resistance (Asian History).

Unit 2: Koorie History.
Unit 2: People & Power

Unit 1: Twentieth-Century History (1900-1945).
Unit 2: Twentieth-Century History (since 1945)

Units 3 and 4: Australian History

Units 3 and 4: Renaissance Italy.

Units 3 and 4: Revolutions.

Each pair of Units 3 and 4 is designed to be taken as a sequence. Each history is treated as a separate study with its own structure, key knowledge and skills and assessment.

Entry

There are no prerequisites for entry into Units 1, 2, and 3. Students must undertake Unit 3 prior to undertaking Unit 4. There is no restriction on the number of histories a student may take.

Assessment

Satisfactory completion:
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
Individual school decision

Units 3 and 4
School-assessed work and end-of-year examination
- Unit 3 school-assessed coursework: 25%
- Unit 4 school assessed coursework: 25%
- Unit 3 and 4 examinations: 50%
Rationale:
The aims of this program are to:
- Provide access to a range of potential careers paths within the Hospitality industry
- Provide training and skill development for the achievement of competence in areas such as commercial cookery, front office management, house keeping and food and beverage service.

Study Scores and ENTER Contribution: From 2002, a study score will be available for students undertaking Hospitality (Operations). This will be determined via a program of internal assessment and an exam held at the end of 2nd year. The study score will then be used in the calculation of a student’s ENTER score.

Contributes:
- Up to 4 VCE Units,
  - 2 at Units 1 and 2 level
  - 2 at Units 3 and 4 level
- Designated Group B study

Workplacement: Minimum 20 hours will be individually negotiated but may take place during vacation time.

Duration: 2 years

Additional Costs:
Will be incurred in this Certificate as a result of requirements for Certification by the Registered Training Organisation and extra certification (for example First Aid Course), materials costs and field trips/excursions. Some of these costs will be included on the booklist and some will be charged during the course of the program.
Rationale

This study focuses on the processing of data and the management of information to meet a range of individual and societal purposes. Students learn to use information technology and also about its power, scope and limitations. Students are encouraged to perceive the potential of information technology and to understand the way in which social relations and cultural values also influence its use.

Structure

The study is made up of six units:

Unit 1: IT in action
Unit 2: IT pathways
Units 3 and 4: IT applications
Units 3 and 4: Software development

Unit 1

This unit focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information.

Unit 2

This unit focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal and clients’ needs. They also examine how networked information systems are used within organisations.

Units 3 & 4: IT applications

In Unit 3, students use web authoring and database management software to solve information problems. Unit 3 focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace. In Unit 4, they use web authoring or multimedia authoring software as well as spreadsheet software to solve information problems. Students develop and acquire knowledge and skills in creating solutions and information products using spreadsheet software that can be re-used in the future with new sets of data.

Units 3 & 4: Software development

Unit 3 focuses on the techniques and procedures for determining the ability of networked information systems to meet organisational needs and on how the development of purpose-designed software, using a programming language, helps fulfil these needs. Unit 4 focuses on techniques, procedures and strategies to develop, implement and evaluate proposed networked information systems.

Entry

No prerequisites or entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory completion:
Achievement of the set of outcomes specified for the unit

Levels of Achievement

Unit 1 and 2
The individual school will determine the level of achievement.

Unit 3 and 4 ITA and SD
School-assessed work and end-of-year examination
- Unit 3 school-assessed coursework: 25%
- Unit 4 school assessed coursework: 25%
- End of year examination: 50%
INTERNATIONAL STUDIES – VCE
Contact Person: Barbara Napthine

Rationale
This study seeks to provide students with an introduction to politics, government and international relations. Students will study different political systems, international cooperation and conflict, the Australian political system and recent global issues.

Structure
The study comprises:
Unit 1: Politics, people and power
Unit 2: The global picture
Units 3 and 4: National Politics
  • Unit 3: Democracy in the making
  • Unit 4: The challenge of power
Units 3 and 4: International Studies
  • Unit 3: Global Issues and conflicts
  • Unit 4: International relations

Unit 1
This unit introduces key concepts and processes in different political structures. Students compare a democratic and non-democratic system and study post-WWII leaders.

Unit 2
This unit examines international relations. Students consider the exercise of international power and a current area of conflict.

Unit 3: Democracy
This unit provides an overview of the Australian political system, and a comparison with the system of the United States.

Unit 4: Power
This unit considers influences and challenges to Australian domestic and foreign policy making.

Unit 3: Global Issues and Conflict
This unit investigates global politics, globalisation and internationalism. The post-Cold war world and terrorism are studied.

Unit 4: International Relations
This unit focuses on the Asia-Pacific region and examines the nature of Australia’s position in the region and the world.

Entry
There are no prerequisites for entry into Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory completion:
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
The individual school will determine the level of achievement.

Units 3 and 4
School-assessed work and end-of-year examination
  • Unit 3 school-assessed coursework: 25 %
  • Unit 4 school assessed coursework: 25 %
  • Unit 3 and 4 examinations: 50 %
Rationale
Literature involves the study and enjoyment of a wide range of literary texts: classical, popular, traditional and modern. Its distinctive focus is on the use of language to illuminate and give insight into the nature of experience.

Literature is an interactive study between the text, the social/political/economic context in which the text was produced, and the experience of life and of literature that the reader brings to the text.

Structure
The study is made up of 4 units.

Unit 1
This unit enables students to develop effective reading strategies, to examine the ideas and views of life that are presented in the literature studied and to relate what they read to their own lives. The unit covers various kinds of literature with a special focus on post 1950 texts.

Unit 2
This unit focuses on developing reading strategies and personal responses to literature, and to an understanding of how themes and ideas in texts relate to personal and social experiences. It covers a variety of forms of literature with an emphasis on works from periods prior to 1950.

Unit 3 and 4
The study of literature is a means of exploring human experience. It involves asking questions such as: Whose experiences and what experiences are given voice in the text? How are they created through the texts, use of language and literary devices? What does the text's representation of characters and events suggest about the values and views of the text? These units examine such questions and involve students in analysing a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

Assessment
Satisfactory completion:
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
The individual school will determine levels of achievement.

Units 3 and 4
School-assessed coursework and an end-of-year examination.
- Unit 3 – school-assessed coursework: 25%
- Unit 4 – school-assessed coursework: 25%
- Unit 3 and 4 examination: 50%
LEGAL STUDIES – VCE
Contact Person: Barbara Napthine

Rationale
This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

Structure
The structure is made up of four units:
Unit 1: The individual and the law
Unit 2: The law in operation
Unit 3: Making and changing the law
Unit 4: Evaluation of the legal system

Unit 1 The Individual and the Law
This unit introduces sources of law, the need for law, the nature of criminal and civil law, and the role of law enforcement agencies.

Unit 2 The Law in Operation
This unit explores legal issues relating to the law in society. In particular, it focuses on the factors involved in the determination of legal rules.

Unit 3 Making and Changing the Law
This unit focuses on the institutions, which determine laws, and the processes by which laws are made.

Unit 4 Evaluation of the Legal System
This unit focuses on the courts, tribunals and alternative avenues of dispute resolution, and processes and procedures, which operate with the legal system.

Entry
There are no prerequisites for entry to Unit 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory Completion
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment asks designated for the unit.

Levels of Achievement
Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Unit 3 and 4
Determined by school-assessed coursework and examination.
- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- Units 3 and 4 examination: 50%
MATHEMATICS – VCE
Contact Persons: Belinda Neville

RATIONALE
Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, providing, applying, investigating, modelling and problem solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

All students in all the mathematical units offered would apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

POSSIBLE COMBINATIONS:

2 Units
- General Mathematics 1 (Foundation)
- General Mathematics 2 (Foundation)

4 Units
- General Mathematics 1 (Advanced)
- General Mathematics 2 (Advanced)
- Mathematical Methods 1
- Mathematical Methods 2

or

- General Mathematics 1 (Standard)
- General Mathematics 2 (Standard)
- Further Mathematics 3
- Further Mathematics 4

6 Units
- General Mathematics 1 (Advanced)
- General Mathematics 2 (Advanced)
- Mathematical Methods 1
- Mathematical Methods 2
- Further Mathematics 3
- Further Mathematics 4

or

- General Mathematics 1 (Standard)
- General Mathematics 2 (Standard)
- Mathematical Methods 1
- Mathematical Methods 2
- Mathematical Methods 3
- Mathematical Methods 4

8 Units
- General Mathematics 1 (Advanced)
- General Mathematics 2 (Advanced)
- Mathematical Methods 1
- Mathematical Methods 2
- Mathematical Methods 3
- Mathematical Methods 4
- Specialist Mathematics 3
- Specialist Mathematics 4

or

- General Mathematics 1 (Standard)
- General Mathematics 2 (Standard)
- Mathematical Methods 1
- Mathematical Methods 2
- Mathematical Methods 3
- Mathematical Methods 4

In all but the most exceptional cases: Mathematical Methods Unit 2 should not be attempted without having first completed Mathematical Methods Unit 1; Mathematical Methods Units 1 & 2 should only be attempted in conjunction with or after completion of General Mathematics Units 1 & 2; Further Mathematics Units 3 & 4 should not be attempted without having first completed General Mathematics Units 1 & 2; Mathematical Methods Units 3 & 4 should not be attempted without having first completed Mathematical Methods Units 1 & 2; Specialist Mathematics Units 3 & 4 should not be attempted without having first completed General Mathematics Units 1 & 2, Mathematical Methods Units 1 & 2 and in conjunction with or after completion of Mathematical Methods Units 3 & 4. Your Mathematics teacher should approve any exceptions to this in writing.

Units 1 and 2: Foundation Mathematics

Foundation Mathematics provides for the continuing mathematical development of students entering VCE needing mathematical skills to support their other VCE subjects including VET studies and who do not intend to undertake Unit 3 and 4 studies in VCE mathematics in the following year.

In Foundation Mathematics, there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study. Students are encouraged to use appropriate technology in all areas of their study. The areas of study for these units are 'Space and Shape', 'Patterns in Number', 'Handling Data' and 'Measurement and Design'.
Units 1 and 2: General Mathematics

General Mathematics provides courses for diverse groups of students and may be implemented in a number of ways. The areas of study are ‘Arithmetic’, ‘Data analysis and simulation’, ‘Algebra’, ‘Graphs of linear and non-linear relations’, ‘Decision and Business mathematics’ and ‘Geometry and Trigonometry’.

Unit 1 and 2: Mathematical Methods

These units are designed in particular as preparation for Mathematical Methods Units 3 and 4. The areas of study for Unit 1 are ‘Functions and graphs’, ‘Algebra’, ‘Rates of change and calculus’ and ‘Probability’.

Units 3 and 4: Further Mathematics

Further Mathematics consists of a compulsory area of study ‘Data analysis’ and then a selection of three from six modules in the ‘Applications’ area of study.

- Number patterns
- Geometry and trigonometry
- Graphs and relations
- Business related mathematics
- Networks and decision mathematics
- Matrices

Unit 3 and 4: Mathematical Methods

Mathematical Methods Unit 3 and 4 consists of the following areas of study: ‘Functions and graphs’, ‘Algebra’, ‘Calculus’ and ‘Probability’ which should be covered in a progression from Unit 3 to Unit 4 with an appropriate selection of content for each of Unit 3 and Unit 4.

Unit 3 and 4: Specialist Mathematics

Specialist Mathematics consists of the following areas of study: ‘Functions, relations and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors’ and ‘Mechanics’. The development of course content should highlight mathematical structure and proof. All of this material should be covered in a progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout each unit and course. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, dynamic geometry systems, statistical analysis systems, and computer algebra systems. In particular, students are encouraged to use graphics calculators, spreadsheets or statistical software for probability and statistics related areas of study, and graphics calculators, dynamic geometry systems, graphing packages or computer algebra systems in the remaining areas of study systems both in the learning of new material and the application of this material in a variety of different contexts.

Entry

There are no prerequisites for entry to Foundation Mathematics Units 1 and 2, General Mathematics Units 1 and 2, General Mathematics Units 1 and 2 or Mathematical Methods Units 1 and 2. However, students attempting Mathematical Methods, in particular, are expected to have a sound background in algebra, function and probability. Some additional preparatory work will be advisable for any student who is undertaking Unit 2 without completing Mathematical Methods Unit 1. Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study. Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of Mathematical Methods Unit 3 and 4.

Assessment

Satisfactory Completion:
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
The assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4
The student’s level of achievement will be assessed through school-assessed coursework and examination as follows:

Further Mathematics
Unit 3 school-assessed coursework: 20 per cent
Unit 4 school-assessed coursework: 14 per cent
Unit 3 and 4 examination (Facts, skills and applications): 33 per cent
Unit 3 and 4 examination (analysis task): 33 per cent  
Mathematical Methods  
Unit 3 school-assessed coursework: 20 per cent  
Unit 4 school-assessed coursework: 14 per cent  
Unit 3 and 4 examination (Facts, skills and applications): 33 per cent  
Unit 3 and 4 examination (analysis task): 33 per cent  
Specialist Mathematics  
Unit 3 school-assessed coursework: 14 %  
Unit 4 school-assessed coursework: 20 %  
Unit 3 and 4 examination (Facts, skills and applications): 33 %,  
Unit 3 and 4 examination (analysis task): 33 %

MEDIA – VCE
Contact Person: Barbara Napthine

**Rationale**
The media have a significant impact on people's lives. The media entertain, educate, inform and provide channels of communication. The media not only comment on culture, they reflect the society that creates them. The study of media includes media forms such as the press, radio, film, TV, and photography, and media processes such as publishing, advertising, news production and popular culture.

**Structure**
The study is made up of four units:  
Unit 1: Representation and technology  
Unit 2: Media production and the Australian media industry  
Unit 3: Narrative and media production design  
Unit 4: Media process, social values and media influence

**Unit 1**
The main purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. Students also develop practical and analytical skills in a study of the production of media products.

**Unit 2**
The main purpose of this unit is to enable students to develop an awareness of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills and analyse issues concerning the media production process.

**Unit 3**
The main purpose of this unit is to enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional media texts. Students also develop practical skills through designing media productions.

**Unit 4**
The main purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Students also develop an awareness of the role of social values in the construction of media texts and critically analyse issues raised about the role and influence of the media.

**Entry**
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

**Assessment**
Satisfactory Completion: Demonstrated achievement of outcomes specified for the unit.

**Levels of Achievement**
Unit 1 and 2  
Individual school decision on levels of achievement.

Unit 3 and 4  
School-assessed coursework, a school-assessed task and an end-of-year examination  
- Units 3 & 4 school-assessed coursework: 20  
- Units 3 & 4 school-assessed task: 30%  
- Unit 3 and 4 examination: 50 per cent.
Rationale
This study explores the relationships humans have with the outdoor environment, which includes natural environments subject to both minimal and extensive human intervention. Outdoor recreation activities are undertaken to create learning experiences which enable students to understand how human-nature relationships have been constructed.

Structure
The study is made up of four unit.

Unit 1: Understanding Nature
The unit focuses on human-nature relationships, different understandings of nature and different types of outdoor environments. It also develops an understanding of nature through practical experiences and investigation of particular outdoor environments.

Unit 2: Environmental Impacts
This unit focuses on human-related impacts on natural environments at local, regional and state levels. It includes historical and contemporary analyses of human conceptions of nature and human interactions with nature, including nature's impact on humans. Outdoor recreation provides the major focus for studying this impact, as well as the ecological, social and economic implications of human impact on the environment. The unit also provides an opportunity to evaluate state and local conservation policies and environmental legislation. Students should experience one or more outdoor environments that have characteristics of natural environments and evidence of human intervention. The experiences provide the basis for comparison and opportunities to develop knowledge and skills in classroom and practical settings.

Unit 3: Relationships with Outdoors
This unit considers the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. It examines the impact of those relationships on the outdoor environment.

Unit 4: The future of Natural Environments
This unit focuses on the conservation and use of natural environment. It acknowledges the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world's human population. It emphasises the need to develop a balance between human requirements and the conservation of natural environments.

Please Note. In these units, students will be required to undertake practical activities including extended (overnight) outdoor experiences. These activities will involve extra cost to cover accommodation, food, transport, equipment hire, etc.

Entry
There are no prerequisites for entry into Units 1, 2, and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory Completion:
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Unit 1 and 2
Individual school decision on levels of achievement.

Unit 3 and 4
School-assessed coursework, a school-assessed task and an end-of-year examination
- Units 3 & 4 school-assessed coursework: 25%
- Units 3 & 4 school-assessed task: 25%
- Unit 3 and 4 examination: 50%.
Rationale
Psychology is the systematic study of thoughts, feelings and behaviour. As a science, psychology aims to describe, explain and predict behaviour, in doing so it relies on empirical procedures rather than intuition. The application of research methods in psychology allows students to develop useful skills in analytical and critical thinking and in making inferences. VCE Psychology is not intended as a prerequisite for tertiary studies in psychology. Rather, it provides a challenging yet accessible introduction to the science of psychology, allowing students to increase their knowledge of human behaviour.

Structure
The study is made up of four units.

Unit 1
In this unit students are introduced to the nature and scope of psychology as a scientific discipline. Behaviour in groups is considered together with the ways attitudes develop and influence how we relate to others. The application and appreciation of research methods and ethical issues are also introduced.

Unit 2
In this unit an understanding of perceptual and cognitive development is examined together with the ways of describing normality, and its application to the constructs of intelligence and personality.

Unit 3
This unit develops understanding of the biological bases of behaviour, visual perception and states of consciousness. It includes the role of the nervous system in understanding human behaviour, and the ways in which information is acquired, processed stored and used.

Unit 4
This unit develops understanding of the related areas of memory and learning. It is designed to enable students to develop knowledge and skills in research methods in psychology, and to relate the areas of study of learning and memory to everyday experience.

Entry
There are no prerequisites for entry in Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at unit 3 may need to undertake preparatory work.

Assessment
Satisfactory Completion:
Demonstrated achievement of the set of outcomes specified in the unit.

Levels of Achievement
Units 1 and 2
Individual school decision.

Units 3 and 4
School-assessed coursework and examination
- Unit 3 school-assessed coursework: 17 %
- Unit 4 school-assessed coursework: 17 %
- Unit 3 mid-year examination: 33 %
- Unit 4 end-of-year examination: 33 %
PHYSICAL EDUCATION – VCE
Contact Persons: John O'Neill

Rationale

Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this study that is approached through both the study of, and participation in, physical activity.

Structure

The study is made up of four units:
Unit 1: The nature of physical activity
Unit 2: Improving physical activity
Unit 3: The physiology of fitness
Unit 4: Participation and performance

Unit 1

This unit introduces students to an understanding of physical activity, including the relationship between body systems and physical activity; the place of physical activity in contributing to wellbeing in students' own lives as well as within the wider community, and the classification of physical activity in terms of type and experience.

Unit 2:

This unit focuses on the general processes that are common to analysing physical performance, learning physical skills and the biomechanical principles of movement involved in these skills. It explores the biomechanics of physical skills from the perspective of improving physical performance.

Unit 3:

This unit introduces students to an understanding of physical activity from a physiological perspective. It examines the concept of physical fitness and the contribution of energy systems to performance in physical activity.

Unit 4:

This unit examines the factors that influence an individual's initial and life-long involvement in physical activity.

Entry

There are no prerequisites for entry in Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4

Assessment

Satisfactory Completion:
Demonstrated achievement of the set of outcomes specified in the unit.

Levels of Achievement

Units 1 and 2
Individual school decision.

Unit 3 and 4
School assessed coursework and an end-of-year examination
- Unit 3 school-assessed coursework: 25 %
- Unit 4 school-assessed coursework: 25 %
- Units 3 and 4 examination: 50 %
PHYSICS - VCE
Contact Person: John O'Neill

Rationale
The study of Physics, by increasing understanding of the physical and social environment, has led to developments which have profoundly influenced the world. A contextual approach to the study has been adopted so that students appreciate the relevance of physics to the physical, technological and social worlds.

Unit 1
Students will study the physics of
1. Light - in the context of seeing with the eyes, photography or optical instruments
2. Heat - in the context of protection from heat and cold, heat and the environment, or food preparation
3. Radioactivity - within one social context such as medical diagnosis and treatment, or environmental radiation
4. Nuclear energy - in the context of the development of the Bomb, or nuclear power

Unit 2 Movement and Electricity
Students will study the physics of
1. Movement - through either the context of ‘wheels’ or ‘on your own two feet’. Concepts investigated will include velocity and acceleration, forces, and work, energy and power.
2. Electricity - in the context either of domestic electricity supply or of a car electrical system. The area of study will include current, voltage, charge and energy in series and parallel circuits, cells, batteries and power supplies and electric shock and safety.

Unit 3
This unit covers the areas of sound, in the context of music making and sound reproduction, electric power, electronic systems and principles of investigation.

Unit 4:
This Unit covers the areas of motion, gravity, structures and materials, ideas about light and matter and principles of investigation.

Entry
There are no prerequisites for entry in Units 1, 2 and 3, although students are advised to take Unit 2 before Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4. Mathematics is a basic tool of physics. The VCE physics course assumes that students are competent in basic mathematical skills.

Assessment
Satisfactory Completion:
Demonstrated achievement of the set of outcomes specified in the unit.

Levels of Achievement
Units 1 and 2
Individual school decision.

Unit 3 and 4
School assessed coursework and an end-of-year examination
- Unit 3 school-assessed coursework: 17%
- Unit 4 school-assessed coursework: 17%
- Mid-year examination: 33%
- End-of-year examination 33%
Rationale
In Design and Technology students assume the role of a designer-maker and develop knowledge and skills to produce effective and creative responses to design challenges. Students acquire and apply knowledge of a range of design factors and fundamentals to develop solutions to meet specific requirements.

Structure
The study is made up of four units:
Unit 1: Design modification and production
Unit 2: Collaborative design
Unit 3: Design, technological innovation and manufacture
Unit 4: Product development, evaluation and promotion

Unit 1
This unit focuses on the analysis, modification and improvement of a product design. It provides a structured approach towards the design process, and looks at examples of design practice used by a designer, and analysis and evaluation of a design.

Unit 2
In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product.

Unit 3 and 4
In these units, students investigate a client or end-user’s needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Unit 1 and 2
Individual school decision.

Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In Design and Technology the student’s level of achievement will be determined by school-assessed coursework, a school-assessed task and an end-of-year examination. Percentage contributions to the study score in Design and Technology are as follows:
- Unit 3 school-assessed coursework: 12 per cent
- Unit 4 school-assessed coursework: 8 per cent
- School-assessed task: 50 per cent
- End-of-year examination: 30 per cent
VISUAL COMMUNICATION AND DESIGN – VCE  
Contact Person: Nikki Murphy

Rationale
Visual communication is a bridge between an idea and its intended audience. In the fields of architecture, engineering, graphic, industrial and multimedia design, advertising and marketing, cartography and fashion visual communicators use text and/or image to communicate information. The visual form that the communication takes may be imaginative and original or it may conform to conventions and accepted rules.

Structure
The study is made up of four units

Unit 1
The main purpose of this unit is to enable students to develop an understanding of using drawing equipment as well as freehand drawing from observation.

Unit 2
In the development of visual communications, this unit enables students to develop an awareness of how the design process facilitates exploration and experimentation and how information and ideas are communicated.

Units 3 and 4
In these units student apply the design process to satisfy specific communication needs. Students apply their practical skills to the development and production of final presentations.

Entry
There are no prerequisites for entry into Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory completion:
Achievement of the set of outcomes specified for the unit

Levels of Achievement
Units 1 and 2
Individual teacher assessment

Units 3 and 4
School assessed coursework, school assessed task and an end of year examination
Unit 3: school assessed coursework: 30%
Unit 4: school assessed task: 30%
Units 3 and 4 examination: 30%