The foundation of every town is the education of its youth

Maximising individual learning pathways through expanded multi school curriculum offerings enabling every student to seamlessly progress in lifelong learning

Senior Students Pathways Guide 2017

Developing Pathways and Creating Opportunities in Public Education
Key Dates

<table>
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<tr>
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<th>McGuire College</th>
<th>Mooroopna Secondary College</th>
<th>Shepparton High School</th>
<th>Wangenui Park Secondary College</th>
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<tbody>
<tr>
<td>Parent / Student</td>
<td>Thursday 27th July in the Presentation Room at 6.30pm</td>
<td>Monday 27th July Senior School Into Night in W Wing at 6.30pm</td>
<td>Wednesday 3rd August in the Hall at 7pm For Parents and Students going into Years 10, 11 or 12 in 2017</td>
<td>Tuesday 26th July 6.30pm For Parents of Year 9 students re VCE Early Entry in Staff Room 7.30pm For parents of Year 10 11 and 12 students re VCE VCE/VET courses and subjects</td>
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<td>Information Nights</td>
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<td>Year 10, VCE &amp; VCAL</td>
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<td>subject information night</td>
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<td>For Parents and Students entering Years 10, 11 or 12 in 2017</td>
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<td>Course Selection</td>
<td>Friday 26th August</td>
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<td>November 7th - 11th</td>
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<td>Year 11 into Yr 12</td>
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</tbody>
</table>

Key Course Advisors

McGuire College
Mr Des Quirk - Transition Pathways Senior School
Ms Carly Hooper - Educational Leadership Senior School
Ms Lynda Hancon - Careers Coordinator

Mooroopna SC
Ms Lynn Bentley - Senior School Student Engagement Leader
Mr Craig Parker - Whole School Curriculum Coordinator
Ms Ruth O'Brien - VET/VET/VCAL Coordinator and Careers

Shepparton High School
Ms Christine Cole - Senior School Team Leader
Ms Mary Ann Linehan - Careers Coordinator
Mr Dentig Lythgo - VET/VCAL Coordinator

Wangenui Park Secondary College
Mr Greg Bristol - VCE Leader
Mr Graeme Crosby - Careers Coordinator
Mr Jamie Kelly - VET/VCAL Coordinator

Vocational Education Training (VET)

VET subjects can be undertaken as part of a VCE Program and are an essential part of a VCAL Program.

Victorian Curriculum and Assessment Authority - responsible for curriculum, assessment and certification at Years 11 and 12 in Victoria.

The student must formally notify the college: forms are available from the VCE Coordinator and the Year 12 Coordinator.

Satisfactory Completion of Units
Satisfactory completion of all Units of Study will be based on the teachers’ judgement that students have demonstrated achievement of the Learning Outcomes prescribed for the Unit of Study. Where illness or other factors affect performance, students may seek special consideration.

School Assessed Coursework (SAC)
Assessment in the revised VCE is completed in class time. These tasks are collectively called SACs.

School Based New Apprenticeships
School Based New Apprenticeships can be undertaken as part of a VCE or VET Program.

School Assessed Task (SAT)
A form of assessment completed in and out of class time.

Special Provision
When a student has a disability, or has been ill, or if personal circumstances have affected their work to a significant degree during the semester of VCE studies, they may be eligible to have this taken into consideration.

The student must formally notify the college: forms are available from the VCE Coordinator and the Year 12 Coordinator.

Study Design
The study design is a publication designed by the Victorian Curriculum Assessment Authority (VCAA) and describes the Units in VCE and the Learning Outcomes and SACs which must be completed.

VCAA
Victorian Curriculum and Assessment Authority - responsible for curriculum, assessment and certification at Years 11 and 12 in Victoria.

Victorian Certificate of Education (VCE)
A VCE Program is a set of semester length units undertaken over a minimum period of two years. This Program is designed by students to meet their needs within the roles laid down by the Victorian Curriculum and Assessment Authority (VCAA).

Victorian Certification of Applied Learning (VCAL)
The Victorian Certificate of Applied Learning (VCAL) is a ‘hands-on’ option for students in Years 11 and 12. 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.

Vocational Education Training (VET)
Vocational Education Training (VET) subjects can be undertaken as part of a VCE Program and are an essential part of a VCAL Program.

Australian Tertiary Admission Rank. All Australian states and territories (except Queensland) have adopted a nationally agreed name for their tertiary entrance ranks. ATAR replaces the ENTER of previous years. This is a change in name only. There will be no change to the calculation.

English as an Additional Language (EAL)
A student is eligible for EAL status if he or she has been a resident in Australia for no more than 7 calendar years immediately prior to 1 January of the year in which the study is undertaken at Units 3 and 4. For students undertaking Unit 3 and 4 EAL in 2017 that means 1 January 2010.

General Achievement Test (GAT)
All scored VCE and VET students undertaking a Unit 3 & 4 study are required to complete a General Achievement Test as part of their mid-year test cycle. The results are recorded with the VCE results in December.

Learning Outcomes
These define what students will know and be able to do as a result of undertaking a study. The teacher will award 5 for a Unit based on their judgement that the student has demonstrated achievement of the outcomes.

Prerequisite Studies
Prerequisite studies are those nominated by individual tertiary course authorities as studies which must be satisfactorily completed by all applicants seeking admission to that course. Applicants who do not meet this selection criteria will not be considered for entry into this course. If a prerequisite study must be included in the best Four studies for scoring purposes, this will be indicated by the phrase “studies which must be included in the best Four”.

Most course offer a choice from a list of prerequisite studies. You should check requirements carefully, referring to a publication called “Tertiary Entrance Requirements” (See your Careers teacher).

Entry into Tertiary Courses requires not only the satisfactory completion of VCE but also the satisfactory completion of at least 3 units of English including Units 3 & 4.

Satisfactory Completion of Units
Satisfactory completion of all Units of Study will be based on the teachers’ judgement that students have demonstrated achievement of the Learning Outcomes prescribed for the Unit of Study. Where illness or other factors affect performance, students may seek special consideration.

Shared Resources
The four Better Together Alliance schools endeavor to ensure students can undertake a VCE / VET subject that is not available at their home school by sharing our VCE / VET resources and teachers at any one of the Alliance schools, subject to availability on the timetable and suitable numbers by sharing our VCE / VET resources and teachers.

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Dear families

We are pleased to present this Pathways Guide to the senior students of Greater Shepparton.

In 2014 the four government schools of Greater Shepparton formed the Better Together Alliance to provide greater diversity of educational pathways education for every young person in Greater Shepparton. The Better Together Alliance ensures that students’ pathways are enhanced by the schools working together through sharing resources so that students can access VCE and VCAL subjects across the four schools in order to broaden their choices and opportunities.

The Better Together Alliance has a strong partnership with both La Trobe University and GOTAFE. Our students now have greater access to senior pathways and courses and so are able to experience a more seamless transition to tertiary education without leaving Shepparton if that is their choice.

Mr. P. Squire
Shepparton High School
Phone: 03 5821 4322
Principal: Phil Squire
squire.phil.r@edumail.vic.gov.au

Mr. B. Moyle
McGuire College
Phone: 03 5858 9800
Principal: Brad Moyle
moyle.bradley.j@edumail.vic.gov.au

Ms. L. Emmerson
Mooroopna Secondary College
Phone: 03 5825 3244
Principal: Lynn Emerson
emmerson.lynn.d@edumail.vic.gov.au

Mr. K. Murray
Wanganui Park Secondary College
Phone: 03 5820 9900
Principal: Ken Murray
murray.ken.j@edumail.vic.gov.au
McGuire College
Wilmot Road, Shepparton 3630
P.O. Box 6605, Shepparton 3632
Tel: (03) 5858 9800 Fax: (03) 5831 2404
E-mail: mcguire.co@edumail.vic.gov.au
www.mcguireco.vic.edu.au
Principal: Mr. Brad Moyle
Assistant Principals: Mr Ashley Robinson and Ms Megan Michalaidis

Mooroopna Secondary College
Cnr Echuca and MacIsaac Roads, Mooroopna 3629
Tel: (03) 5825 2344 Fax: (03) 5825 3747
E-mail: mooroopna.sc@edumail.vic.gov.au
www.mooroopnasc.vic.edu.au
Acting Principal: Ms Lynn Emmerson
Assistant Principals: Mr Stephen Bolton, Mr Craig Parker and Ms Lynn Bentley

Shepparton High School
31-71 Hawdon St, Shepparton 3630
Tel: (03) 5821 4322 Fax: (03) 5821 5595
Email: Shepparton.hs@edumail.vic.gov.au
www.shs.vic.edu.au
Principal: Mr Phil Squire
Assistant Principals: Ms Kimberley Tempest and Ms Debbie Oliver

Wanganui Park Secondary College
Parkside Drive, Shepparton, Victoria, 3630.
Tel: (03) 5820 9900 Fax: (03) 5820 9999
Email: wanganuipark.sc@edumail.vic.gov.au
www.wanganuipsc.vic.edu.au
Principal: Mr Ken Murray
Assistant Principals: Mr Xavier Tanner, Mr Gerry Vecchio and Ms Karen Ubter

A partnership between GOTAFE and regional schools to deliver first class vocational training
Wanganui Rd, Shepparton 3630
Jon Lee
Commercial Manager VETiS
Tel: (03) 5833 2987
Email: JLee@gotafe.vic.edu.au
www.gotafe.vic.edu.au/tec/
Narelle Lowe
TEC Coordinator
Tel: (03) 5833 2987
Email: nlowe@gotafe.vic.edu.au
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Pathway Choices

There are two broad pathways offered to students:
1. The Victorian Certificate of Education (VCE) see this page;
2. The Victorian Certificate of Applied Learning (VCAL)

Vocational Education Training (VET) subjects can be undertaken as part of a VCE program and are an essential part of a VCAL program.

School Based New Apprenticeships (SBNA) can be undertaken as part of a VCE or VCAL program.

Choosing a Program

- Identify your interests and strengths and link these with appropriate work/career choices.
- Read the information on Pathways to get some ideas about how to select a VCE program that leaves your options open for University or TAFE.
- Seek help from careers teachers regarding prerequisite subjects you may need for University courses that interest you.
- Read information related to a VCAL program. Discuss with your classroom teachers and year level coordinator, to identify if this program suits your learning needs and future pathways.
- If you are interested in Vocational Education (VET) Program read the relevant sections

Assistance with Pathway Choices

When making choices about your program for 2017, you should seek advice and information from your classroom teachers, your year level coordinator and careers teacher.

Choosing a Year 12 Subject in Year 11

Students may choose a Year 12 3/4 unit for completion in Year 11 (Fast Tracking).

This option is best suited to students who:
- are well organised, with demonstrated time management and work completion record;
- are achieving above average grades within the subject or similar subject area they would like to select as their Year 12 unit.
- have completed a 1/2 unit at Year 10.

Course Restrictions

Units offered throughout this Program Guide will only run if minimum class sizes are met and teachers are available.

What is a VCE Program?

A VCE Program is a set of semester length units undertaken over a minimum period of two years.

This program is designed by students to meet their needs within the rules laid down by the Victorian Curriculum and Assessment Authority (VCAA).

VCAA Requirements

Students must successfully complete 3 units of English.

Any other units may be chosen to make up the program, ensuring that the balance of subjects suits the students’ post-VCE pathway.

Students must satisfactorily complete a minimum of 16 units including:
- 3 units of English;
- 3 other unit 3/4 sequences (6 units).

The 16 units may include an unlimited number of units of Vocational Education and Training (VET).

For the purposes of obtaining an ATAR, students must complete a 3/4 sequence from the English grouping and at least 3 other scored 3/4 sequences, scored VET studies or 10% non scored VET studies.
What is a VCE, VCALPathway?

Why Pathways?

1. To help you and your parents identify connections between VCE, VCAL TAFE and University.
2. To provide coherence to your program of studies.
3. To provide purpose and direction to your program of studies.

How to use the Pathways

This section is meant to guide you to the correct source of information rather than supply the information. It is important to remember that prerequisites for courses and careers change from year to year; so it is vital that you seek out the most recent information, and then regularly update it.

Course selection is important in determining a career direction. Once the career direction is identified, you should work ‘backwards’ to decide which VCE, VCAL Pathway and combination of units will lead you there.

At this stage you should ask yourself three questions:

1. Do I have some ability in the units I wish to pursue?
2. Do I enjoy that field of work they would lead me to?
3. How do these units relate to my career intention?

See your Careers Adviser for further details.

Students are strongly advised to consult the VTAC Guide for advice on subject choice, tertiary courses and pathways.
Biological

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

<table>
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<tr>
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<th>Compulsory Units</th>
<th>Recommended Units</th>
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<td>First Year</td>
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<td>Unit 1</td>
<td>An English 1</td>
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<td>Maths Methods 4</td>
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<td>Physics or Biology 4</td>
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<td>Chemistry 4</td>
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This program may lead to:

Related Units
You could complete your program by choosing from:
- Environmental Science
- General Maths
- Specialist Maths 3 & 4
- Agriculture and Horticulture
- Geography

Tafe
- Associate Diplomas,
- Advanced Certificates and Certificates in:
- Horse Studies
- Horticulture
- Resource Management
- Urban Park Operations

University
- Bachelor Degrees in:
  - Agriculture
  - Applied Biology
  - Health
  - Horticulture
  - Forest Science
  - Biological Science
  - Veterinary Science

Employment
- Agriculture
- Animal Care
- Conservation
- Environmental Science
- Farming Fisheries
- Forestry
- Horticulture

Childcare and Nursing

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

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<td>Psychology 1</td>
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This program may lead to:

Related Units
You could complete your program by choosing from:
- Chemistry
- Legal Studies
- Physical Education
- Physics
- Maths
- Studio Arts
- Drama
- VET Community Service

Tafe
- Associate Diplomas,
- Advanced Certificates and Certificates in:
- Child Care Assistant
- Social Science - Childcare

University
- Bachelor Degrees in:
  - Early Childhood Studies
  - Teaching - Early Childhood
  - Applied Science - Nursing

Employment
- Early Childcare Education
- Home Care
- Nursing
- Pre-School Care
- Youth/Welfare Work
Commerce

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

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<td>Economics 2</td>
</tr>
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</tr>
<tr>
<td>Unit 4</td>
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<td>Economics 4</td>
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</tbody>
</table>

### Related Units

You could complete your program by choosing from:
- Business Management
- Legal Studies
- History
- Information Technology
- LOTE
- Mathematics
- VET Business

### This program may lead to:

<table>
<thead>
<tr>
<th>Tafe</th>
<th>University</th>
<th>Employment</th>
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</thead>
<tbody>
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<td>Commerce</td>
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<td>Public Relations</td>
</tr>
<tr>
<td></td>
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<td>Real Estate</td>
</tr>
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</table>

Computing

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
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<td>Maths Methods 1</td>
</tr>
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<td>Unit 2</td>
<td>An English 2</td>
<td>Maths Methods 2</td>
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<td>Unit 3</td>
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<td>Maths Methods 3</td>
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<td>Unit 4</td>
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<table>
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</table>

### Related Units

You could complete your program by choosing from:
- Mathematics
- Business Management
- Chemistry
- Physics
- VET Information Technology
- Design & Technology

### This program may lead to:

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<th>Employment</th>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Design &amp; Manufacture</td>
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Engineering

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

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<td>Maths Methods 2</td>
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<td>Unit 3</td>
<td>Maths Methods 3</td>
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This program may lead to:

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<tr>
<th>Tafe</th>
<th>University</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Engineering</td>
<td>Applied Science</td>
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<td>Technology (various)</td>
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<td></td>
<td>Technology</td>
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</tbody>
</table>

Related Units

You could complete your program by choosing from:

- Chemistry
- VET Engineering

Electrical/Electronics

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirement and check the VTAC Guide.

<table>
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<tr>
<th>First Year</th>
<th>Compulsory Units</th>
<th>Recommended Units</th>
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<td>Unit 1</td>
<td>An English 1</td>
<td>Design &amp; Tech 1</td>
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<td>Unit 2</td>
<td>An English 2</td>
<td>Design &amp; Tech 2</td>
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<td>Unit 3</td>
<td>Design &amp; Tech 3</td>
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<td>An English 3</td>
<td>Computing 3</td>
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<td>Visual Comm. &amp; Design 3</td>
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<td>An English 4</td>
<td>Design &amp; Tech 4</td>
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<tr>
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<td></td>
<td>Visual Comm. &amp; Design 4</td>
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</table>

<table>
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<tr>
<th>Tafe</th>
<th>University</th>
<th>Employment</th>
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<tbody>
<tr>
<td>Associate Diplomas, Advanced Certificates and Certificates in:</td>
<td>While the above program may lead to some TAFE Associate Diploma and University Bachelor Degree courses, the Science - Engineering Program would be more appropriate for these</td>
<td>Electrical Sales/Store Person</td>
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<tr>
<td>Electrical &amp; Electronics</td>
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<td>Electrical Mechanic</td>
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<tr>
<td>Basic Electronics</td>
<td></td>
<td>TV/Video Repair person</td>
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<tr>
<td>Industrial Electronics</td>
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<td>Instrument Tradesperson</td>
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<tr>
<td>Instrument Technology</td>
<td></td>
<td>Refrigeration Mechanic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electrical Technician</td>
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</table>
## Environmental Science/Studies

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
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<td></td>
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</tr>
<tr>
<td>Unit 1</td>
<td>An English 1</td>
<td>Maths Methods or General Maths 1</td>
<td>Enviro Science 1</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Chemistry or Biology 1</td>
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</tr>
<tr>
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<td>An English 3</td>
<td>Maths Methods or Further Maths 3</td>
<td>Enviro Science 3</td>
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<td>Chemistry or Biology 3</td>
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<tr>
<td>Unit 4</td>
<td>An English 4</td>
<td>Maths Methods or Further Maths 4</td>
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<tr>
<td></td>
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<td>Chemistry or Biology 4</td>
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</tbody>
</table>

### Related Units

You could complete your program by choosing from:
- Physics
- Information Technology
- Outdoor and Environmental Education
- Agriculture and Horticulture
- Geography
- VET Water Industry Operations
- Conservation Land Management
- Specialist Maths 3 & 4

### Tafe

- Associate Diplomas, Advanced Certificates and Certificates in:
  - Resource Management
  - Parks Management
  - Travel & Tourism

### University

- Bachelor Degrees in:
  - Engineering (Environmental)
  - Tourism
  - Environmental Science
  - Environmental Management
  - Science
  - Public Health
  - Geomatics

### Employment

- Environmental Management
- Teaching
- Engineering
- Law
- Environment Science
- Town Planning/Surveying
- Cartography
- Meteorology Tourism
- Landscape Architecture

## Food/Catering

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

<table>
<thead>
<tr>
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<th>Compulsory Units</th>
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</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
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<tr>
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<td>Business Management 1</td>
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<td>Health &amp; Human Development 1</td>
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<tr>
<td>Unit 2</td>
<td>An English 2</td>
<td>Food Technology 2</td>
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<td>Health &amp; Human Development 2</td>
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<tr>
<td><strong>Second Year</strong></td>
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<td>An English 3</td>
<td>Food Technology 3</td>
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<td>An English 4</td>
<td>Food Technology 4</td>
<td>Business Management 4</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Health &amp; Human Development 4</td>
</tr>
</tbody>
</table>

### Related Units

You could complete your program by choosing from:
- Accounting
- Biology
- Chemistry
- Mathematics
- Information Technology
- Legal Studies
- LOTE
- VET Hospitality

### Tafe

- Associate Diplomas, Advanced Certificates and Certificates in:
  - Bread making & Baking
  - Butchering
  - Cake Decorating
  - Commercial Cooking
  - Food Technology
  - Hospitality Studies

### University

- Applied Science
- Hospitality Studies
- Food Technology
- Business
- Catering Hotel/Management

### Employment

- Baking
- Bartending
- Butchering
- Catering
- Cooking
- Food & Drink Waiting
- Food Technology
- Hospitality
- Hotel Management
Health

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

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<td>Biology 3</td>
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<td>Biology 4</td>
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<td>Further Maths or Maths Methods 4</td>
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<td></td>
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<td>Chemistry 4</td>
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</table>

This program may lead to:

- Associate Diplomas, Advanced Certificates and Certificates in:
  - Health & Human Development
  - LOTE
  - Physical Education
  - Psychology
  - Information Technology
  - Physics
  - Additional Maths
  - VET Community Services
  - Certificate III in Health Services Assistance

<table>
<thead>
<tr>
<th>Tafe</th>
<th>University</th>
<th>Employment</th>
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Humanities: General

This program is recommended to you. It is not a compulsory program and should be modified according to your individual needs. If you are considering further education after completing your VCE it is most important that you thoroughly research Tertiary and/or TAFE requirements and check the VTAC Guide.

<table>
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<th>First Year</th>
<th>Compulsory Units</th>
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<td>Unit 1</td>
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</table>

This program may lead to:

- Associate Diplomas, Advanced Certificates and Certificates in:
  - LOTE
  - Mathematics (any)
  - Environmental Studies
  - Geography
  - Sociology
  - Philosophy
  - International Politics

<table>
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<th>Employment</th>
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</tbody>
</table>

- Degrees in a wide range:
  - History
  - Journalism
  - Language
  - Media Studies
  - Public Relations
  - Social Science

- In a wide range of occupational fields including:
  - Acting
  - Banking
  - Education
  - Law
  - Librarianship
  - Journalism
  - Management and Sales
  - Social Work
Legal

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<tr>
<th>First Year</th>
<th>Compulsory Units</th>
<th>Recommended Units</th>
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<td>Unit 1</td>
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<td>Psychology 4</td>
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<td>Mathematics 4</td>
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</table>

This program may lead to:

- Related Units
  - Economics History
  - Business Management
  - Mathematics
  - LOTE

- Tafe
  - Associate Diplomas,
  - Advanced Certificates and Certificates in:
    - Social & Community Services
    - Law & Security
    - Humanities

- University
  - Bachelor Degrees in:
    - Arts
    - Social Science
    - Law
    - Education
    - Behavioural Science

- Employment
  - Correctional Services
  - Criminology
  - Defence Studies
  - Law
  - Law Enforcement
  - Police
  - Security
## VCE Studies

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<th>The Arts</th>
<th>Health &amp; Physical Education</th>
<th>Studies of Society and Environment</th>
<th>Languages Other Than English</th>
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<th>Technology</th>
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<td>English Language Drama</td>
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<td>French</td>
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<td>Food &amp; Technology</td>
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### Pathways for Newly Arrived Students (EAL Students)

Completion at year 12 or equivalent, may take a longer period than two years.
Frequently Asked Questions about the VCE

Q. How many Units should I choose each semester in the VCE?
A. You should choose 6 Units in each of semesters 1 and 2 (Year 11) and 5 Units in semesters 3 or 4 (Year 12).

Q. How many Units should I choose in total for my VCE?
A. You may choose as low as the minimum of 16 or as high as 26. Your 10 units in Year 12 must include Unit 3 & 4 in English plus a minimum of three additional Unit 3 & 4 sequences. Most full-time students attempt the range of 20-24 Units over the two years or three years; the vast majority of these complete 22 Units (12 in Year 11 and 10 in Year 12).

Q. Can I take longer than 2 years to complete my VCE?
A. Yes. You may spread your VCE over 3 or more years.

Many students select a VCE Unit in their Year 10 program.

Q. Can I do some Unit 3 & 4 studies while in my first year of VCE?
A. Yes. It is actually a very good idea to Fast Track a Year 12 subject particularly if you have Fast Tracked in Year 11 and if you intend going on to University. It gives you the ‘experience’ of the standard of Year 12 and the forms of assessment and also increases your ATAR score.

Q. Can I change my VCE course for the second semester?
A. Yes, for Unit 2. However, Units 3 & 4 must be done as a sequence and so can’t be changed halfway through.

Q. Can I do some Unit 3 & 4 studies while in my first year of VCE?
A. No, you may leave when you like and you will receive credits for the Units you have completed. You may then choose to leave permanently or you may choose to resume your studies at a later date. For instance, you may choose to complete your course at a TAFE College.

Q. What if I am away on the day a SAC is due in?
A. If you are absent then you must provide a medical certificate.

Q. What if I find I am having difficulty with my VCE work?
A. You would need to consult with your teacher firstly, then, if the problem still exists see your Year Level Coordinator or the VCE Coordinator. (A last possible option would be for your course to be reduced).

Q. Can I repeat a Unit?
A. Yes, you can do a Unit twice if you want to but you can only get credit once for your certificate.

Q. What if I have an extended illness/absence and I miss a large section of the work?
A. You will need to consult with your teacher/VCE Coordinator and your options is Special Provision.

NOTE: There may be the possible option of some work expectations being omitted.

Q. Do I have to stay at school until I complete my VCE?
A. No, you may leave when you like and you will receive credits for the Units you have completed. You may then choose to leave permanently or you may choose to resume your studies at a later date. For instance, you may choose to complete your course at a TAFE College.

Q. What does it mean if I decide not to do the SACs?
A. You can enrol in a subject not available at your school at one of the other Alliance schools - subject to the availability on the timetable and suitable numbers for that VCE / VET unit/s.
VCAA provides VTAC with study scores (relative positions). These study scores are scaled in order to calculate scaled aggregates and Australian Tertiary Admission Ranks (ATARs). Candidates are in the 2015 scaling population if, excluding small studies, they have obtained at least one VCAA study score in 2015, at least four in total, at least one in an English study [English, English (SL), English Language or Literature], but do not already have an ATAR. The scaling population is therefore a subset of the entire population. The means and standard deviations below pertain to the scaling population in 2015.

The following table gives the 2015 scaled means and standard deviations as well as the VTAC scaled study scores (rounded to the nearest integer) corresponding to the study scores of 20, 25, 30, 35, 40, 45 and 50. The formal aggregation process uses VTAC scaled study scores to two decimal places, but the following information gives an indication of how scaling adjusts scores in the various studies.

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**NOTES:**

1. Small Studies were not scaled by the automatic procedure, since their eligible scaling population was less than or equal to ten. The means and standard deviations are not given in these cases, since they are not as useful.

2. For small VCE Languages, the Language adjustment is the maximum of zero and the average Language adjustment over the previous three years. The following table gives the ATAR Subject Scores for small VCE Languages in 2015.

For more information on scaling in 2015 you can visit: [http://www.vtac.edu.au/reports.html](http://www.vtac.edu.au/reports.html)
VICTORIAN CERTIFICATE of EDUCATION (VCE)
Accounting

Scope of study

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods.

The preparation and presentation of financial statements is governed by Australian Accounting Standards and guided by the Framework for the Preparation and Presentation of Financial Statements (AASB Framework).

Structure

The study is made up of four units:

Unit 1: Establishing and operating a service business................................................. AC01

Outcome 1: Describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.

Outcome 2: Identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.

Unit 2: Accounting for a trading business.......AC02

Outcome 1: Record financial data and report accounting information for a sole trader.

Outcome 2: Record financial data and report accounting information for a single activity sole trader using commercial accounting software, and discuss the use of ICT in the accounting process.

Outcome 3: Select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.

Unit 3: Recording and reporting for a trading business.................................................. AC03

Outcome 1: Record financial data for a single activity sole trader using a double entry system, and discuss the function of various aspects of this accounting system.

Outcome 2: Record balance day adjustments and prepare and interpret accounting reports.

Unit 4: Control and analysis of business performance .................................................. AC04

Outcome 1: Record financial data using double entry accounting and report accounting information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system.

Outcome 2: Prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.

Agriculture & Horticulture

Agricultural and horticultural studies involves a hands on approach to learning about the raising of animals and the growing of plants, factors that affect these and the running of a relevant enterprise. Practical skills are developed outside the classroom with many varied practical activities and excursions to local farms, Seymour Farm Expo, etc. Each student will be expected to plan, manage and evaluate their own agricultural or horticultural enterprise with the aim of making a profit.

Unit 1: Agricultural & Horticultural Operations….... AH01

This Unit focuses on requirements for production in agriculture and horticulture, basic animal and plant biology, raising of animals & plants and the factors that have led to where particular agricultural or horticultural products are produced. Students will carry out experiments in growing and propagating different types of plants, study the rearing of animals of local relevance and run their own enterprise over the whole semester.

Unit 2: Production ................................................. AH02

This Unit looks in more detail at nutrition, reproduction and genetics in plants and animals and how these relate to agricultural and horticultural systems. The roles of agribusiness and horticultural business in adding value to products is studied, especially in relation to where certain types of production are found in Australia and why. Practical work will involve tasks in raising animals and/or growing plants, including methods of plant reproduction and propagation. Students will complete an ATARprise, that they plan, research and carry out over the semester and evaluate as a success or otherwise.

Unit 3: Technology, Innovation and Business Design …………………… AH03

This Unit focuses on requirements for production in agriculture and horticulture, basic animal and plant biology, raising of animals & plants and the factors that have led to where particular agricultural or horticultural products are produced. Students will carry out experiments in growing and propagating different types of plants, study the rearing of animals of local relevance and run their own enterprise over the whole semester.

Unit 4: Sustainable Management………………… AH04

This Unit looks at ways in which the environment is modified for agricultural/horticultural purposes and how technology can be introduced into operations. Aspects such as techniques to deal with pests and disease and modification of soil, climate and topography of the land are examined. We also look at past, present and possible future technology and how this relates to agricultural/horticultural operations. A plant/animal enterprise will be developed by each student and this runs over the course of the year.
Art

Art is about expressing ideas and the focus of these units is to help develop your own ideas in new and creative ways ranging from the traditional to the bizarre and exotic. The practical component will focus on the trialling and development of a variety of techniques and media. Students will select the practical art area(s) they wish to specialise in for Units 3 & 4.

Unit 1: ............................................................. AR01

Art and Meaning
Students investigate the meanings and messages of artworks through analysis, investigation and interpretation. Historical and contemporary artworks from a range of societies and cultures will be studied.

Artmaking and Personal Meaning
Students will present visual creative responses that demonstrate their personal interests and ideas through trialling techniques, materials and processes. Appropriate reflection and documentation will be used to support the artwork.

Unit 2: ............................................................. AR02

Art and Culture
This area of study focuses on the ways in which art reflects and communicates the values, beliefs and traditions of societies. Students will use formal and cultural frameworks to analyse, compare and contrast the artworks of at least 4 artists.

Artmaking and Cultural Expression
Students will explore areas of personal interest and cultural identification to experiment with a range of materials, techniques, art forms and processes to develop their skills in artmaking.

Unit 3: ............................................................. AR03

Interpreting Art
Students undertake research to support analysis of the meanings and messages of artworks using specific frameworks. Students will study and interpret artists and artworks made before and since 1970.

Investigation and Interpretation through artmaking.
In this area of study students develop their own art responses inspired by ideas, concepts and observations. Students will explore personal ideas and concepts through a conceptual and practical investigation including at least one finished artwork. Students will use analytical frameworks to reflect upon and annotate their work.

Unit 4: ............................................................. AR04

Discussing and debating art
Students will discuss and debate art issues and research artworks related to their discussion. At least one art issue and artist will be studied. Students will present informed opinions with the support of commentaries on art, analytical frameworks and analysis of selected artists and artworks.

Realisation and Resolution.
Students will continue to develop the body of artwork commenced in Unit 3 and complete at least one finished artwork. Students will work towards resolved ideas and concepts and apply appropriate analysis, reflection and experimentation.

Australian and Global Politics

Scope of Study
VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these and responses to them.

Australian Politics is the study of how power is gained and exercised. It considers the significant features of the way politics is practised in Australia and the opportunities for young Australians to participate. It evaluates Australian democratic practices against particular ideas and principles that include representation, respect for rights, tolerance of diversity and freedom of speech. Australian Politics compares Australian democracy with other democratic systems. It examines the ways that national governments use their power to make and implement public policy, and the national stakeholders and international challenges that influence that policy.

Global Politics is the study of the political, social, cultural and economic forces that shape interactions between state and non-state actors in the twenty-first century. It examines the interconnectedness of twenty-first century global citizens and the impact of globalisation on culture, language, human rights and the environment. It examines the nature and effectiveness of key global actors in the twenty-first century and global challenges, including human rights, people movements, development issues and weapons proliferation. It explores the nature of global crises such as environmental degradation, war and terrorism, and the effectiveness of responses and proposed solutions by key global actors.

Structure
The study is made up of six units.

Global Politics UNIT 1: The National Citizen
In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored. Students also examine the role and influence of social and political movements as methods of organising political ideas and action.

Global Politics UNIT 2: The Global Citizen
This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness - the global threads - of the world through the process of globalisation. In Area of Study 2, students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.
Global Politics UNIT 3: Global Actors
In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary 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 interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

Global Politics UNIT 4: Global Challenges
In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. 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 solving them.

Biology
The study of Biology is the study of life. Biology is about understanding the natural world. It involves studying living organisms, life processes and the interactions of organisms with their natural environments and with each other. The relevance of new technologies and modern life to organisms and their survival is a key area of the course.

Unit 1: How do living things stay alive? ........ BI01
In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet’s biodiversity is classified and the factors that affect the growth of a population.

A student practical investigation related to the survival of an organism or species is undertaken.

Unit 2: How is continuity of life maintained? . BI02
In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is to be undertaken.

Unit 3: How do cells maintain life? ............... BI03
In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors...
to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.

Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

**Unit 4: How does life change and respond to challenges over time? .........................BI04**

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population’s gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species.

Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

**Business Management**

Business Management combines theoretical study with business contact in the community involving small and large businesses. The contact will take the form of on-site visits, guest speakers, interviews, videos and other activities. Students will assess both large and small business with focuses on human resource management, operations management, public relations, advertising and corporate management.

**Unit 1: Planning a Business.........................BM01**

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 the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

**Unit 2: Establishing a business ..................BM02**

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. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

**Unit 3: Managing a business.........................BM03**

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

**Unit 4: Transforming a business ..................BM04**

Businesses are under constant pressure to adapt and change to meet their objectives. 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 a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.
Chemistry

Chemistry gives us an understanding of how materials are formed and how they interact with us. These units draw heavily on applications of chemistry in everyday life and on current developments in this subject, such as the synchrotron, synthesis of medicines, green chemistry and environmental issues. Chemical principles are used to explain these applications and others, and to relate the subject to everyday life.

Unit 1: How can the diversity of materials be explained? CH01

In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

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. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Unit 2: What makes water such a unique chemical? CH02

In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water 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. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Unit 3: How can chemical processes be designed to optimise efficiency? CH03

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.

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday’s laws to calculate quantities in electrolytic reactions.

Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier’s principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

Unit 4: How are organic compounds categorised, analysed and used? CH04

In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. 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 purpose of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.
Computing

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems. VCE Computing is underpinned by four key concepts: approaches to problem solving, data and information, digital systems and interactions and impact.

Unit 1: Computing ........................................ CO01
This unit focuses on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. Students collect primary data and create a digital solution that graphically presents the findings of an investigation. Students also examine wireless and mobile networks, and security controls to protect stored and transmitted data. They also acquire and apply knowledge of information architecture and web authoring skills when creating a website.

Unit 2: Computing ........................................ CO02
This unit focuses on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students develop their computational thinking skills when using a programming or scripting language to create solutions. Students develop an understanding of data and how a range of software tools can be used to extract data and present it in a clear, usable and attractive manner. Students will also use problem-solving methodology to create a solution using database management software.

Unit 3: Informatics ........................................ CO03
This unit focuses on data, information and information systems. Students investigate the way organisations acquire data using interactive online solutions, such as websites and applications. They create the first part of a project, framing a hypothesis and selecting, acquiring and organising data from multiple data sets using spreadsheets or databases to help analyse and interpret it.

Unit 4: Informatics ........................................ CO04
This unit focuses on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. Students draw on the analysis and conclusion of their hypothesis from Unit 3 and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. Students will also explore how different organisations manage the storage and disposal of data and information.

Unit 3: Software Development ....................... CS03
This unit focuses on the application of a problem-solving methodology and underlying skills to create purpose designed solutions using a programming language. Students use a programming language to create working software modules. They also 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: Software Development ....................... CS04
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 transform their detailed design prepared in Unit 3 into a software solution. Students also apply systems thinking skills when explaining the relationship between two information systems that share data.

Dance

In the study students use sources of inspiration to generate, choreograph and present performances of complete dance works. VCE Dance prepares students to be creative, innovative, skilled and productive contributors to the art form, as well as discerning, reflective and critical viewers. It provides pathways to training and tertiary study in dance performance and dance criticism.

Unit 1 ........................................................... DA01
Dance Perspectives - Outcome 1
On completion of this unit the student should be able to describe and document the expressive and technical features of their own and other choreographers’ dance works, and discuss influences on their own dance-making.

Choreography and performance - Outcome 2
On completion of this unit the student should be able to choreograph and perform a solo or group dance work and complete structured improvisations.

Dance technique and performance - Outcome 3
On completion of this unit the student should be able to safely and expressively perform a learnt solo or group dance work.

Awareness and maintenance of the dancer’s body - Outcome 4
On completion of this unit the student should be able to describe aspects of the physiology, and demonstrate the safe use and maintenance, of the dancer’s body.

Unit 2 ........................................................... DA02
Dance Perspectives - Outcome 1
On completion of this unit the student should be able to analyse use of the elements of movement – time, space and energy – in selected dance traditions, styles and dance works.

Choreography, performance and dance-making analysis - Outcome 2
On completion of this unit the student should be able to choreograph and perform a solo or group dance work, complete structured improvisations, and describe the dance-making processes and performance practices used in their own works.

Dance technique, performance and dance analysis - Outcome 3
On completion of this unit the student should be able to choreograph and perform a solo or group dance work, complete structured improvisations, and describe the dance-making processes and performance practices used in their own works.

Unit 3 ........................................................... DA03
Dance perspectives - Outcome 1
On completion of this unit the student should be able to analyse selected solo dance works.
Choreography, performance and dance-making analysis - Outcome 2
On completion of this unit the student should be able to choreograph, rehearse and perform a solo dance work and analyse the processes and practices used.

Dance technique, performance and analysis - Outcome 3
On completion of this unit the student should be able to learn, rehearse and perform a group dance work created by another choreographer and analyse the processes and practices used.

Unit 4 ............................................................. DA04

Dance Perspectives - Outcome 1
On completion of this unit the student should be able to analyse a selected group dance work.

Choreography, performance and dance-making analysis - Outcome 2
On completion of this unit the student should be able to choreograph, rehearse and perform a solo dance work and analyse the processes and practices used.

Drama
Drama gives students the opportunity to rehearse and perform in front of an audience. They explore character development and look at different forms of drama. Students learn about stagecraft and have the opportunity to see a live theatre performance.

Unit 1: Dramatic storytelling ......................... DR01

Outcome 1
On completion of this unit the student should be able to use play-making techniques to devise solo and/or ensemble drama work/s based on experiences and/or stories, as well as describe the dramatic processes used to shape and develop this performance work/s.

Outcome 2
On completion of this unit the student should be able to use expressive skills, theatrical conventions and stagecraft to perform stories and characters to an audience.

Outcome 3
On completion of this unit the student should be able to analyse the development and performance of work created and presented in Outcomes 1 and 2.

Outcome 4
On completion of this unit the student should be able to identify and evaluate use of performance styles, and describe use of theatrical conventions, stagecraft and dramatic elements, as well as analyse the portrayal of stories and characters in a drama performance.

Unit 2: Creating Australian Drama ............... DR02

Outcome 1
On completion of this unit the student should be able to use a range of stimulus material to create a solo or ensemble performance work as well as document and record the play-making techniques used to shape and develop this performance work.

Outcome 2
On completion of this unit the student should be able to demonstrate the effective use and manipulation of dramatic elements, theatrical conventions and stagecraft in the presentation of a performance work to an audience.

Outcome 3
On completion of this unit the student should be able to analyse and evaluate the creation, development and performance of characters, as well as the use and manipulation of theatrical conventions, stagecraft and dramatic elements as applied to the performance style/s of the student’s own performance work.

Outcome 4
On completion of this unit the student should be able to identify use of theatrical conventions, describe performance style/s and analyse and evaluate how dramatic elements have been used in a drama performance.
Unit 3: Ensemble Performance .......................... DR03

**Outcome 1**
On completion of this unit the student should be able to develop and present characters within a non-naturalistic ensemble performance.

**Outcome 2**
On completion of this unit the student should be able to analyse play-making techniques used to construct and present ensemble works including the work created for Outcome 1.

**Outcome 3**
On completion of this unit the student should be able to analyse and evaluate a non-naturalistic performance selected from the prescribed play list.

Unit 4: Solo Performance ......................... DR04

**Outcome 1**
On completion of this unit the student should be able to create and present a short solo performance based on stimulus material, and evaluate the processes used.

**Outcome 2**
On completion of this unit the student should be able to create, develop and perform a character or characters within a solo performance in response to a prescribed structure.

**Outcome 3**
On completion of this unit the student should be able to describe, analyse and evaluate the creation, development and presentation of a solo performance.

Economics

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the effect that these decisions may have on living standards.

Economics is a compulsory subject in most first year university Business/Commerce courses. Therefore, it is highly recommended for students who are considering this future pathway. The study of Economics may lead a student into a variety of career and study options including:

- Business/Commerce/Arts Degrees
- Journalism
- Politics
- Any career in the business world – including in banking, financing, human resources, public relations, accounting, marketing & sales, logistics & distribution

Unit 1: The Behaviour of Consumers and Businesses.................................ECO01

The Australian economy uses the market-based system to allocate resources. This unit looks at the role of consumers and businesses in the economy, and the factors that influence their decision making. Students will investigate one or more key markets (e.g., Fitness and personal training market) to determine how prices and quantities traded change within the market. An examination of how various factors may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Unit 2: Contemporary Economic Issues ..........ECO02

This unit looks at the meaning and importance of economic growth, and its effect on living standards. Economic growth is generally thought to promote improvements in living standards, however there may be a trade-off between the goal of economic growth and the goal of environmental sustainability. Students consider the effect of economic growth on future generations and begin to appreciate some of the current environmental challenges that have been created from economic decisions. Students will also investigate the factors that may lead to income disparity in Australia and one other nation, and why the income of some people is below the poverty line. A global economic issue is also studied in Unit 2.

Unit 3: Australia’s Economic Prosperity ..........ECO03

The Australian economy is constantly evolving. In this unit students investigate the role of the market in answering the key economic questions of what and how much to produce, how to produce and for whom to produce. Using a recent case study, students will identify instances where the market fails to allocate resources efficiently, and assess if Government intervention leads to a more efficient allocation of resources. Australia’s economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students will analyse how international transactions are recorded, and the impact of these transactions on the Australian economy. The Australian Government’s goals of low inflation, strong and sustainable economic growth and full employment are also studied.

Unit 4: Managing the Economy ..................ECO04

This unit examines how the Australian Government and the Reserve Bank can utilise budgetary and monetary policy to influence the level of aggregate demand in the economy. They evaluate the relative effectiveness of each policy by focusing on its strengths and weaknesses, and explain how each policy has been utilised by the Australian Government in the past two years. Students will examine the important role of aggregate supply policies in creating a stronger macroeconomic environment so that domestic macroeconomic goals can be more easily achieved. They investigate the different approaches that government may take to promoting competition and efficiency.
Bridging EAL  
(Bridging English as an Additional Language)

Bridging English as an Additional Language (EAL) is the intensive and explicit study of English language in a range of socio-cultural contexts and for a range of purposes, including further education and the workplace.

Students develop their language skills and confidence, assisting them to communicate effectively in a range of contexts, including academic and everyday, using a range of registers of spoken and written Standard Australian English. This contributes to students being able to participate effectively in Australian life.

Bridging EAL focuses on language skills needed by students for whom English is an additional language. Students develop knowledge and skills in speaking, listening, reading, viewing, writing and thinking, and progress from informal use of language to more formal, academic and technical language use.

Unit 1: .............................................................EB01

In this unit, students build their understanding of how spoken and written Standard Australian English (SAE) is used to communicate effectively in a variety of contexts and for a range of purposes. Students develop the ability to listen, speak, read and write for everyday and academic purposes. They explore how language features, structures and conventions can be used to express ideas and opinions, and to create their own spoken and written texts.

Outcome 1
English for everyday and academic purposes

Outcome 2
English for self-expression

Unit 2: .............................................................EB02

In this unit the elective areas of study enable students to extend their understanding of how English is constructed and used to communicate in a variety of contexts and for a range of purposes.

Two of the following areas of study must be selected for study in Unit 2:

- Area of Study 1: English for academic purposes
- Area of Study 2: English literature
- Area of Study 3: English in the media
- Area of Study 4: English for the workplace

Each area of study in Unit 2 has key knowledge and key skills specific to each outcome.

Outcome 1
English for academic purposes

Outcome 2
English literature

Outcome 3
English in the media

Outcome 4
English for the workplace

VCE English focuses on how English Language is used to create meaning in written, spoken and multimodal texts of varying complexity. The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity.

Unit 1: .............................................................EN01

In this unit students respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Outcome 1: Produce analytical and creative responses to texts
Outcome 2: Analyse how argument and persuasive language can be used to position readers and create texts intended to position readers.

Unit 2: .............................................................EN02

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Outcome 1: Compare the presentation of ideas, issues and themes in two texts.
Outcome 2: Identify and analyse how argument and persuasive language are used in texts that attempt to influence an audience and create a text which creates a point of view.

Unit 3: .............................................................EN03

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

Outcome 1: Produce an analytical interpretation of a selected text, and a creative response to a different selected text.
Outcome 2: Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently in the media.

Unit 4: .............................................................EN04

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.

Outcome 1: Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
Outcome 2: Construct a sustained and reasoned point of view on and issue currently debated in the media.
English as an Additional Language

EAL English is a common study that encourages students to regard reading, writing, listening, speaking and thinking as active and integrated processes. The study of English encourages the development of literate individuals capable of critical and imaginative thinking and creativity.

A student is eligible for EAL status if he or she has been a resident in Australia for no more than 7 calendar years immediately prior to 1 January of the year in which the study is undertaken at Units 3 and 4. For students undertaking Unit 3 and 4 EAL in 2017 that means 1 January 2009.

Unit 3:
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Outcome 1: Produce an analytical interpretation of a selected text, and a creative response to a different selected text.

Outcome 2: Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently in the media.

Outcome 3: Comprehend a spoken text.

Unit 4:
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.

Outcome 1: Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

Outcome 2: Construct a sustained and reasoned point of view on and issue currently debated in the media.

English Language

VCE Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. In this study students read widely to develop their analytical skills and understanding of linguistics. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use, as well as consider a range of written and spoken texts.

Unit 1: Language and Communication............ EL01
In this unit students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others.

Outcome 1: The nature and function of human language.

Outcome 2: Language Acquisition

Unit 2: Language Change .............................. EL02
In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process.

Outcome 1: English across time.

Outcome 2: The global spread of English

Unit 3: Language Variation and Social Purpose ...EL03
In this unit, we investigate English Language in the Australian social setting, considering how texts are influenced by the situation and cultural contexts in which they occur. We focus primarily on the differences between informal and formal texts.

Outcome 1: Informal language

Outcome 2: Formal language

Unit 4: Language Variation and Identity........EL04
In this unit, we focus on the role of language in creating, establishing and challenging different identities. This includes a focus on accent, regional variations, social variation, and attitudes to these variations.

Outcome 1: Language variation in Australian society

Outcome 2: Individual and group identities

In all areas of English Language, you will be required to read regularly and widely, write using Standard English and participate in class discussions. An interest in English and more specifically language would be of some benefit for those of you contemplating doing English Language. If you enjoy English, then English Language will enhance your knowledge, assist your writing skills and develop your understanding. This is an excellent subject to consider for fast-tracking if you are a good English student.
Foundation English

Unit 1 & 2 .................................................FE1 & FE2

All students complete

Essentials of English
This area of study focuses on developing learning strategies and literacy skills.

Outcome 1
On completion of this unit the student should be able to write summaries of short texts.

Outcome 2
On completion of this unit the student should be able to write for a specific purpose for a workplace, personal or community audience.

Students complete two areas of the following.

Communication and the workplace
This area focuses on developing the skills in effective workplace communication.

Outcome 1
On completion of this unit the student should be able to write work-related documents.

Outcome 2
On completion of this unit the student should be able to make an oral presentation for a work-related context.

Technology and communication
This area of study focuses on strategies for using information and communications technology to improve students’ knowledge of various information technologies.

Outcome 1
On completion of this unit the student should be able to present to an audience ideas and information in print and non-print form, using information and communications technology.

Outcome 2
On completion of this unit the student should be able to make an oral presentation using information and communications technology.

The study of texts
This area of study focuses on developing the skills required to read a range of texts, including literary, factual, media, multimodal, visual and everyday texts, and develop oral and written responses.

Outcome 1
On completion of this unit the student should be able to identify and comment on similarities and differences between short literary, everyday or media texts, in written responses.

Outcome 2
Students should be able to present and give considered reasons for an oral interpretation of a key aspect of a short literary, everyday or media text.

The analysis and construction of argument
This area of study focuses on developing the ability to analyse the oral and written arguments of others, and the skills to support an argument orally and in writing.

Outcome 1
On completion of this unit the student should be able to comment in writing on the oral and written arguments of others.

Outcome 2
On completion of this unit the student should be able to effectively deliver a reasoned point of view in an oral presentation to a familiar audience.

Information literacy
This area of study focuses on developing the students ability to recognise the need for credible information when communicating to an audience. Students develop skills in literacy with the ability to understand and interpret information rather than merely reproduce it.

Outcome 1
On completion of this unit the student should be able to provide written information to an audience about a topic of their choice.

Outcome 2
Student should be able to present an oral report to an audience based on the results of researching relevant information on a topic.
Literature

In VCE Literature students undertake close reading of texts and analyse how language and literary elements function within a text. Students consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. Students are encouraged to be independent, innovative and creative, developing the ability to read widely and to establish and articulate their views through creative and analytical responses.

Unit 1: ........................................................................................................ LI01
In this unit students focus on the ways in which the relationship between the text and reader creates meaning.

Outcome 1: Respond to a range of texts and reflect on influences shaping these responses.

Outcome 2: Analyse the ways in which texts reflect or comment on the ideas and concerns of individuals and particular groups in society.

Unit 2: ........................................................................................................ LI02
In this unit students explore the ways literary texts connect with each other and with the world.

Outcome 1: Analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.

Outcome 2: Compare texts considering the dialogic nature of texts and how they influence each other.

Unit 3: ........................................................................................................ LI03
These units involve students analysing a range of texts from different periods, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

Outcome 1: Students complete a written response on how meaning changes when the form of a text changes.

Outcome 2: Students analyse the views and values in a text.

Outcome 3: Students evaluate views of a text and make comparisons with their own interpretation.

Unit 4: ........................................................................................................ LI04
This unit follows on from Unit 3 and continues studies of novels, plays and some poems.

Outcome 1: Students respond imaginatively to a text in a piece of writing and in a second piece comment on the connections between the text and the response.

Outcome 2: Students complete a written analysis of features of a text relating them to an interpretation of the text as a whole.

Environmental Science

Environmental Science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change.

The subject is ideal for students who are interested in and concerned about the environment, or for those wishing to pursue a career in an environmental area. It would provide important background to courses such as environmental engineering, environmental law, environmental architecture, town planning as well as park ranger other resource management areas.

Unit 1: How are the Earth’s systems connected? .................. EVo1
This unit examines Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students explore the physical requirements for life and consider the effects of natural and human-induced changes in ecosystems. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

Unit 2: How can pollution be managed? ...... EVo2
This unit explores the concept of pollution and associated impacts on the Earth’s four systems. Students analyse the effects of pollutants on the health of humans and the environment. Students compare three pollutants of national and/or global significance with reference to their effects in the atmosphere, biosphere, hydrosphere and lithosphere, and discuss management options. This unit includes an in-depth case study of the management strategies that apply to a pollutant of local concern related to ecosystem monitoring and/or change.

Unit 3: How can biodiversity and development be sustained? ............... EVo3
This unit focuses on environmental management through the examination and application of sustainability principles. Students analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students investigate through field and practical activities how biodiversity is measured. They also explore definitions of sustainability and consider how these may be interpreted and applied in addressing environmental issues.

Unit 4: How can the impacts of human energy use be reduced? .............. EVo4
This unit looks at the social and environmental impacts of energy production and use on society and the environment. Students investigate through field and practical activities the extent, availability, consequences, and alternative forms of energy available while considering the environmental, social and ethical challenges involved. They will also compare natural and enhanced greenhouse effects and their significance for sustaining ecological integrity.
Food & Technology

Food and Technology focuses on the importance of food in our daily lives from both a theoretical and practical point of view. Students apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation. They also consider the importance of environmental issues and sustainability practices in food production, as well as the important role of technology in food product development and the way food is produced, processed, packaged and marketed.

The study may provide a foundation for pathways to food science and technology, consumer science, home economics, child care and education, community services and aged care, the hospitality and food manufacturing industries, and nutrition and health studies.

Unit 1: Food Origins ....................................... FY01
Students study food from historical and cultural perspectives. They investigate the origins and roles of food through time and across the world. Students explore how food has historically been sourced, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. They consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Students examine Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. They investigate cuisines that are part of Australia's culinary identity today. Furthermore they consider the influence of technology and globalisation on food patterns.

Throughout this unit students complete practical tasks to enhance, demonstrate and share their learning with others.

Unit 2: Planning and preparation of food...... FY02
In this unit students investigate food systems in contemporary Australia. They focus on commercial food production industries and look at food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life.

In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Unit 3: Food in daily life .................................FY03
Students investigate the many roles and everyday influences of food. They explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies.

Unit 4: Food issues, challenges and futures .. FY04
Students examine debates about global and Australian food systems. They focus on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.
Geography

The study of geography is underpinned by several key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could it change in the future? How is it different from other places and phenomena? How are places and phenomena connected? These questions are explored through fieldwork and the investigation of a wide range of secondary sources.

Unit 1: Hazards and disasters .......................GE01
This unit includes the study of hazards and the responses to them by people. Students will undertake a study of several specific hazards that may include, coastal erosion, alien animal invasion, floods and oil spills amongst others. Students also explore the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning, as well as actions taken after hazards become harmful and destructive disasters.

Unit 2: Tourism ...........................................GE02
This unit involves investigating the characteristics of tourism including, where it has developed, its various forms, how it has changed and its impacts on people, places and environments. Students will investigate in detail at least one tourism location using appropriate fieldwork techniques as well as one other location elsewhere in the world.

Unit 3: Changing the land .........................GE03
This unit involves the study of changes to land use over time as well as changes to natural land cover. Land use change in the local area is studied through fieldwork and secondary sources of information. The study of changes to natural land cover will look into deforestation, desertification and melting glaciers and ice sheets. Students investigate the processes of these changes as well as the global responses to the impacts of land cover change.

Unit 4: Human population - trends and issues .....................................GE04
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. This study is supported with examples from within and between countries with different economic and political conditions and social structures.

Health & Human Development

The central focus of the Health & Human Development study is to investigate health and human development in local, Australian and global communities. This study aims to develop an understanding of the relationship between health and human development. It explores the physical, social and emotional aspects of health, beginning with the individual and progressing to family, community and an international perspective.

Each unit within the study explores the impact of lifestyle, social and economic environments on health and development and the possibilities for change to promote well-being and improve and sustain health and development.

Unit 1: The health and development of Australia’s youth .....................HH01
This unit examines the physical, social and emotional development associated with Australia’s youth. Students identify issues that have an impact on the health and individual human development during youth. They investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

Unit 2: Individual human development and health issues ....................HH02
This unit focuses on the health and individual human development during the lifespan stages of prenatal, childhood and adulthood. Students identify issues that affect the health and individual development of Australia’s mothers, babies, children and adults. They analyse personal, community and government strategies and programs that affect the health and development of individuals.

Unit 3: Australia’s health ................................HH03
This unit examines the health status of Australia’s population compared to other developed countries and explains the variations in health status of different population groups within Australia. Students will discuss the role of the National Health Priority Areas in improving Australian’s health. They will analyse the approaches to health and health promotion and learn about the different roles of the government and non-government organisations in promoting health.

Unit 4: Global health and human development ...............................HH04
This unit takes a global perspective on achieving sustainable improvements in health and human development. Students will analyse factors contributing to variations in health status in developing countries. They will examine and evaluate the implementation of health-care programs by international and Australian government and non-government organisation and analyse the interrelationships between health, human development and sustainability across many countries.
History

History helps you to organize ideas, draw conclusions based on observations and evidence; understand the present and anticipate the future; and interpret a variety of representations. The subject is valued by tertiary institutions for its insight into the nations' background and for the research and analysis skills developed by the study. The subject also is a nice compliment to other subjects because it helps you to write effective essays and teaches you skills important in developing new ideas.

Unit 1: Global Empires ................................ Hi11
This unit examines how the Portuguese, Spanish, French, British and Dutch empires harnessed new ideas and technologies to seize the power of the established empires of Venice, China and the Ottoman Empire. Students will investigate the reasons for European voyages of exploration and analyse the motivations of new globally oriented empires. Students will also examine how new ideas and discoveries challenged old certainties and strengthened European empires.

Unit 2: Global Empires ................................ Hi12
This unit explores the operation of European colonies and the challenges they faced from within and without. In each Area of Study, students will examine in depth at least one European colony in the Americas, Africa or the Caribbean. Students will analyse the methods used by European powers to establish colonies and investigate the difficulties faced by colonial powers and their effectiveness at dealing with these challenges and assess the empire's global standing by 1775.

Unit 1: 20th Century History ................................ Hi01
This unit explores the nature of political, social and cultural change in the period between the world wars. Students will investigate the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two. Students will also focus on their studies on the profound changes to social life and culture, and analyses the factors which influenced change in the inter-war years.

Unit 2: 20th Century History ................................ Hi02
This unit explores the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. Students will investigate the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War. Students will also 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.

Unit 1: Ancient History .................................... Hi11
This unit is an in depth investigation into Ancient Mesopotamia. Students investigate the creation of city-states and empires. They will examine the invention of writing – a pivotal development in human history. This unit highlights the importance of primary sources (the material record and written sources) to historical inquiry about the origins of civilisation. The study of Ancient Mesopotamia provides important insights about the growth of cities.

Unit 2: Ancient History .................................... Hi12
This unit examines the foundation and development of either Ancient Egypt or Early China.

Ancient Egypt:
Students will explore the distribution of power in Old Kingdom Egypt and the First Intermediate Period, the social, political and economic reasons for the construction of pyramids, and Egyptian beliefs concerning the afterlife. Students will also explore the use and representation of power in Middle Kingdom Egypt and the Second Intermediate Period.

Early China:
Students will explore the development of civilisation in Ancient China and examine the rise and fall of the Qin and Han empires.

Unit 3 & Unit 4: Ancient History .......... Hi13 & Hi14
In each of Units 3 and 4, students explore the structures of either: Ancient Egypt, Greece or Rome and a period of crisis in its history. Students will investigate how life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, all three societies experienced dramatic crises which caused massive disruption. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society. These units highlight the importance of primary sources to historical inquiry about ancient civilisations.

Unit 3: Australian History .............................. HI08
This unit explores the transformation of the Port Phillip District (later Victoria) from the 1830s through to the end of the gold rush decade in 1860. Students will consider the dramatic changes introduced by the British colonisers and examine transformations in the way of life of the Aboriginal peoples and to the environment. Students explore the type of society Australians attempted to create in the early years of the newly federated nation and will evaluate the effect that Australian involvement in World War One had on the country’s egalitarian and socially progressive aspirations.

Unit 4: Australian History .............................. HI09
This unit investigates 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. In Area of Study 1 students focus on one of the crises faced by the nation: The Great Depression or World War Two. In Area of Study 2 students explore social, economic and political changes in the latter part of the twentieth century. Students will 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.

Unit 3 & Unit 4: Revolutions ......................... HI33, HI34
In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

Teachers will select two revolutions to be studied from the following, one for Unit 3 and one for Unit 4:
- The American Revolution of 1776.
- The French Revolution of 1789.
- The Russian Revolution of October 1917.
Industry & Enterprise
VCE Industry and Enterprise investigates work and its place in work settings, industries and society. The study explores the vocational, economic, social and cultural aspects of work and encourages students to undertake a theoretical and practical investigation of these aspects throughout the four units. Students investigate trends and patterns in Australian workplaces and industries and significant issues affecting Australian industries, and analyse the industry responses to these issues. A key feature of VCE Industry and Enterprise is the structured workplace learning that students are required to undertake. Integral to this study are work-related skills, which cover a range of skills that are seen as being important for entry-level employees to develop and for life generally. Students develop work-related skills across a range of personal, community and work settings.

Unit 1: .............................................................. IE01

Workplace participation
This unit prepares students for effective workplace participation. Their exploration of the importance of work-related skills is integral to this unit. Students develop work-related skills by actively exploring their individual career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students build work-related skills that assist in dealing with issues affecting participants in the workplace.

Unit 2: .............................................................. IE02

Being enterprising
In this unit students explore the development of enterprising behaviour, leadership and innovation in different settings within industry and in the context of significant issues faced by industry.

Unit 3: .............................................................. IE03

Enterprise culture
In this unit students focus on the development of enterprise culture in community and/or work settings and within Australian industries. The future of Australian industry relies on the ongoing development of a successful enterprise culture. Work settings within Australian industries are continually affected by ongoing forces for change and to succeed they need to respond in enterprising ways. Integral to understanding enterprise culture is the students’ exploration of the importance of work-related skills.

Unit 4: .............................................................. IE04

Industry change and innovation
Australian industry is faced with ongoing pressures and opportunities for change: the role of government; international competitiveness; changing societal values and attitudes; and environmental sustainability. In this unit students investigate the enterprising responses by industry to these pressures and opportunities and how these are transforming the Australian workplace.

Legal Studies
This study is about the processes of law-making and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on the Australian society. This study also considers basic legal rights and responsibilities.

Unit 1: .............................................................. LS01

Criminal law and justice
This unit explores the difference between legal and non-legal rules, the Victorian court hierarchy, and the process of making laws through Parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the courts. The unit also explores the concepts of fairness and justice within the criminal justice system. Students will cover the following topics:
• Criminal law
• The courtroom

Unit 2: .............................................................. LS02

Civil law and the law in focus
This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims within our legal system. The unit investigates alternative avenues of dispute resolution and judicial procedure used to resolve civil disputes. There will be an opportunity to explore specific areas of law and analyse contemporary legal issues such as sports and the law, marriage and human rights.

Students will cover the following topics:
• Civil disputes
• Civil law in action.
• The law in focus
• A Question of rights

Unit 3: .............................................................. LS03

Law-making
This unit focuses on the institutions, which determine laws, and the processes by which laws are made. On completion of the unit students should be able to:
1. Describe the role and effectiveness of Parliament as a law-making body, evaluate the need for change in the law and analyse the ways in which change can be influenced
2. Explain and evaluate the role of the Commonwealth Constitution as a federal law making body and as a protector of democratic and human rights.
3. Describe the role and evaluate the effectiveness of the courts in law-making and their relationship with Parliament.

Unit 4: .............................................................. LS04

Dispute resolution
This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution. Students develop an understanding of criminal and civil pre-trial and trial processes and procedures. On completion of the unit students should be able to:
1. Look at the effectiveness of institutions in the resolution of criminal and civil cases and investigate alternative dispute resolution methods.
2. Explain the elements of an effective legal system, and evaluate the effectiveness of processes and procedures in the resolution of criminal and civil cases.
L.O.T.E.

The study of L.O.T.E. provides students with the opportunity to learn a language which is different from English; to broaden their knowledge of another culture and people through language and to experience success in communicating in a different language.

The L.O.T.E. course includes a study of the country, its history and traditions through a variety of medium such as cooking, reading, videos and discussion with native speakers. The course concentrates on improving the students’ ability to use the L.O.T.E. in appropriate forms in the four skill areas of speaking, listening, reading and writing.

The main function of the Four Units is to provide students with a personal level of knowledge of the particular LOTE which will enable them to communicate and understand essential information in daily life situations. These Units are designed to increase student’s skill in speaking, understanding, reading and writing.

The topics in each Unit will be chosen to enable students to satisfy their own specific interests and, at the same time, to link the Four Units together as part of the building blocks for any further study.

It is highly recommended that students should have completed both Year 9 and 10 study in the language before attempting VCE LOTE.

Languages currently offered include Auslan LO03; Italian LO14; Japanese LO46

Unit 1: Establish your skills .........................LO01
This Unit will focus on reorganising previous information. Students will be allowed to move at their own level and pace, use the language in familiar situations, link and build vocabulary resource. In order to complement the relevant skills of listening and speaking reading and writing, students will be encouraged to use examples of personal writing to be transformed into a possible conversation or a narration.

Unit 2: Use the language .............................LO02
The purpose of this Unit is to allow the students to use the language in a conversation-interview situation and be able to answer impromptu questions. Practicing and building up vocabulary will be an essential part of the Unit. Students will develop strategies for improving their performance. Audio taping or videotaping could be used to encourage students’ constructive criticism of themselves and others.

Unit 3: Practice your skills with others ..........LO03
Speaking to inform is a vital aspect in any language. This Unit will prepare students to select appropriate discourse to convey the desired messages.

Examples of written activities to help in this task could be presented in the form of set instructions, record of process of events a report or others. Clarity of expression and accuracy of linguistic elements will be considered as part of the outcome of this Unit.

Unit 4: Present your point ............................LO04
In this final Unit, students will further develop the capacity to express and support their view and opinions in their LOTE. In presenting their view to a small audience the students can use some illustrative material and provide some comments to questions. There will also be some reorganisation of written information.

Mathematics

Mathematics is a key subject in the VCE and is often a prerequisite for many courses that require students with well developed analysis and problem solving skills. It promotes the understanding of patterns and change in the world around us so that we may alter them to our advantage eg the gathering, displaying and analysing of data can allow us to find out what particular adjustment causes the best change.

The need for ordered presentation of work, logical stepwise thinking and abstract understanding and explanations ensures that successful students are suited for a variety of employment and further education positions. Mathematics is necessary for simple functions such as checking your grocery bill up to more complex functions such as calculating the average speed of your car that will minimise your total running cost. Plan to maximise your mathematical learning because you will use it for the rest of your life!

Foundation Mathematics Units 1 and 2

Unit 1: .........................................................MA101
Unit 2: .........................................................MA102
Foundation Mathematics has a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. It provides a course of study for the continuing development of students entering VCE who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics.

Foundation Mathematics Units 1 and 2 consists of the areas of study: Space, Shape and Design, Patterns and Number, Data and Measurement.

General Mathematics Units 1 and 2

Unit 1: .........................................................MA071
Unit 2: .........................................................MA072
The Areas of Study can vary depending on student needs and are selected from; ‘Algebra and Structure’, ‘Arithmetic and Number’, ‘Discrete Mathematics’, ‘Geometry, Measurement and Trigonometry’, ‘Graphs of Linear and Non-Linear Relations’, and ‘Statistics’.

General Mathematics Advanced

Unit 1: .........................................................MAA71
Unit 2: .........................................................MAA72
These Units are suitable for students who achieved high grades in Year 10 Extension Mathematics and want to develop their mathematical understanding in Year 11 and intend to attempt Specialist Mathematics and/or Mathematical Methods in Year 12.

The Areas of Study include the following: Statistics and Probability, Arithmetic, Functions and Graphs, Algebra, Geometry and Trigonometry.
Mathematical Methods Units 1 and 2

Unit 1: .......................................................... MA111
Unit 2: .......................................................... MA112


Specialist Mathematics Units 1 and 2

Unit 1: .......................................................... MA091
Unit 2: .......................................................... MA092

Specialist Mathematics provides a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

Specialist Mathematics Units 1 and 2 consists of the areas of study: Algebra and structure, Arithmetic and number, Discrete mathematics, Geometry, measurement and trigonometry, Graphs of linear and non-linear relations and Statistics.

These units along with Units 1 and 2 of Mathematical Methods are required to undertake Specialist Mathematics Units 3 and 4.

Further Mathematics

Unit 3: .......................................................... MA073
Unit 4: .......................................................... MA074

Further Mathematics Unit 3 consists of a compulsory Core area of study comprising of Data Analysis and Recursion and Financial Modelling.

Unit 4 is an Applications area of study consisting of two of the following modules: Matrices, Networks and Decision Mathematics, Geometry and Measurement or Graphs and Relations.

These units are most suitable for students who have completed Units 1 and 2 of General Mathematics.

Mathematics Methods (CAS)

Unit 3: .......................................................... MA113
Unit 4: .......................................................... MA114


Specialist Mathematics

Unit 3: .......................................................... MA093
Unit 4: .......................................................... MA094

These Units are suitable for students who have successfully completed Mathematical Methods 1 and 2 and General Mathematics–Specialist 1 and 2 and require another rigorous Year 12 Mathematics. The Areas of Study are: Functions, Relations and Graphs, Complex Numbers, Circular Functions, Calculus, Vectors, Mechanics and Kinematics.

Media

Scope of Study

The media is a diverse, dynamic and evolving collection of forms used to inform, communicate with and connect people. Media influence the way people spend their time, help shape the way they perceive themselves and others, and play a crucial role in the creation and exchange of personal, social, cultural, national and global identities. The media entertain, educate, inform and provide channels of communication. This takes place within the broader context of: industrial organisation; political and market structures; professional practices; creative processes; traditional, contemporary and emerging technologies; regulation; and the need to attract and maintain audiences. The relationships between such frames of reference and audiences shape media products and the ways in which they are developed, constructed, distributed and consumed.

Notions of audience underlie the creation, distribution, consumption and reception of media texts. Media texts are representations of social, personal and cultural reality, which have been constructed through a process of selection and omission, using media codes and conventions. Codes and conventions may be common to all media products, or specific to individual media forms, texts, genres and styles. VCE Media examines media products as the expression of creative ideas, specific symbolic languages and discourses of society and culture that shape meaning and reflect the society in which they were created.

This study explores a variety of media forms, including audio, audiovisual media, print-based media, digital and interactive media technologies and convergent media processes. Students examine and analyse the relationships between audiences and the media; this analysis is undertaken through a theoretical and practical study that places the student in the role of a media creator.

Unit 1: Representation and technologies of representation ..................... ME01

In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies.

Unit 2: Media production and the media industry ............................. ME02

In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.
Unit 3: Narrative and media production design .............................. ME03
In this unit students develop an understanding of film, television or radio drama production and story elements, and learn to recognize the role and significance of narrative organisation in fictional film, television or radio drama texts. Students examine how production and story elements work together to structure meaning in narratives to engage audiences. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They complete a media production design plan for a specific media form and audience. They present the relevant specifications as a written planning document, with visual representations that employ media planning conventions appropriate to the media form in which the student chooses to work.

Unit 4: Media: process, influence and society’s values .................... ME04
In this unit students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analysed in this unit.

Music Performance
Music Performance Units 1 to 4 aims to broaden and enrich students' musical experience, to assist students to develop personal awareness of the expressive and aesthetic qualities of music and to encourage a life-long engagement with music and music making. Music Performance involves synthesis of the knowledge of the music work/s being performed including their structure, style and context and their expressive qualities. Performance also requires the use of an instrument to interpret and realise the work, and knowledge and understanding of how to use an instrument/s to produce and manipulate sound. Performers use musicianship skills along with instrumental techniques to present musically engaging performances. Through research and analysis of performances by leading practitioners, students become aware of ways that performance conventions, musical nuance and effective communication between performers and audience can facilitate engaging, exciting and meaningful performances. Students expand their musical vocabulary and develop language to articulate their awareness and understanding of the impact that interpretative decisions have on the music they perform, listen to and analyse.

Unit 1: Music Performance ................................................. MC031
At least 4 to 5 years' (longer for Stringed instruments and Piano) experience in learning an instrument/s is recommended before commencing VCE Music Performance. If not then please discuss this with the Music Coordinator. Students must continue lessons through the instrumental staff at school or an approved private teacher. Daily practice of between 30 minutes and 1 hour is required to prepare pieces to a satisfactory standard.

Students:
- Build performance and musicianship skills to present performances of selected group and solo works using one or more instruments.
- Study the work of other performers and explore strategies to optimize their own approach to performance.
- Prepare technical work to address technical, stylistic and expressive challenges found in pieces for performance.
- Develop their listening, aural, theoretical and analysis concepts.

Unit 2: Music Performance ................................................. MC022
Students continue to develop their performance and musicianship skills by continuing to study their chosen instrument through the instrumental staff at school or by an approved teacher. Daily practice of between 45 minutes and 1 hour is required to prepare pieces to a satisfactory standard.

Students:
- Build performance and musicianship skills to present
performances of selected group and solo works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces.

- Study the work of other performers and refine selected strategies to optimize their own approach to performance.
- Identify technical, stylistic and expressive challenges found in pieces for performance and endeavor to address these challenges.
- Develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.
- Devise an original composition or improvisation that uses music language evident in works being prepared for performance.

**Unit 3 and 4: Music Performance .MC023 & MC024**

Students entering Units 3 & 4 must continue to have lessons on their chosen instrument through the instrumental staff at school or from an approved private teacher. Students should be aware that they need to complete at least 1 hour of private practice on their instrument each DAY to complete the course to a satisfactory standard. Students choose whether they will present their external end-of-year performance examination as a member of a group OR as a soloist.

**Students:**

Prepare convincing and refined performances of group and solo works. They prepare a performance program they will present in the end-of-year examination. This exam is worth 50% of the total mark for the study.

- Study the work of other performers and refine selected strategies to optimize their own approach to performance.
- Identify technical, stylistic and expressive challenges found in pieces for performance and endeavor to address these challenges.
- Develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances. This includes the study of works by Australian composers / songwriters since 1980.

**Music Investigation**

(Possibly offered at WPSC. See teacher for details)

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**Music Style and Composition**

In Music Style and Composition Units 1-4 students explore ways sound can be organised in music. Through critical listening, analysis and composition, students develop understanding of ways music is organised, created and performed in a range of styles and traditions. Study of music works in diverse styles and traditions involves aural and visual analysis and consideration of the organisation and context of each work. Students’ analysis and knowledge of how composers use ideas, stimuli and creative processes becomes a starting point for creating their own music.

**Unit 1: Music Style and Composition**

In this unit students explore and develop their understanding of the diverse practice of music creators working in different times, places and traditions. As they listen and respond to a wide range of music they become familiar with ways composers/music creators treat elements of music and use compositional devices to create music works that communicate their music ideas.

**Students:**

- Explore and develop their understanding of a wide range of music styles, genres or cultures.
- Analyse selected works from three distinct music styles including music that is not from the Western art music or popular repertoires.
- Consider the role that context plays in the creation of these works.
- Develop their aural analysis skills.
- Compose and/or arrange brief creative exercises in response to their understanding of the music and the creative processes they have studied.

**Unit 2: Music Style and Composition**

This unit explores how composers and/or creators treat elements of music and use compositional devices to create effects and elicit responses in multi-disciplinary forms. As students listen and respond to music from a wide range of music styles, they improve their familiarity with elements of music and ways composers/music creators treat these elements and use compositional devices to create specific effects. Students analyse specific multidisciplinary works that combine music and non-music elements and investigate how music combines with these other elements to achieve specific effects and elicit responses. They compose and/or arrange music for a multi-disciplinary work of their choice in response to their understanding of the music and the creative processes they have studied.

**Students:**

- Aurally analyse music in selected excerpts
- Describe the treatment of elements of music and use of compositional devices
- Compose music for use in a multi-disciplinary work
- Document creative processes used to compose music.

**Unit 3 & 4: Music Style and Composition**

Students consolidate their understanding of the diverse practices of music creators working in different times, places
and stylistic traditions. They expand their knowledge of ways composers/music creators manipulate elements of music and use compositional devices to create style, structure music works and elicit responses.

They apply this knowledge as they formulate and present critical responses to music excerpts.

In Unit 3 students develop knowledge about the music characteristics and style of two selected works or collections of minor works, one of which must be by an Australian composer/creator, and develop understanding of the role that context plays in the creation of these works. Students compose brief creative exercises in response to their understanding of the music characteristics and the creative processes evident in the works selected for study.

In Unit 4 students develop knowledge about the music characteristics and style of one short work, single movement or small collection of minor works created since 1950, and develop understanding of the role that context has played in the creation of this work. Students create an original music work and document their creative processes from initial intention to final outcome.

Students must submit a folio containing exercises, an original work, audio recordings and documentation for external assessment.

**Outdoor & Educational Studies**

The Outdoor and Environmental Studies (OES) course focuses on the way people relate with natural places, the impact we have on these places and strategies for ensuring these places are protected for the future. There will be two or three trips of three to four days each, in which adventure activities – including hiking and overnight camping – are used as a means of journeying through and studying natural environments. Trips are a compulsory part of the OES course. A medical certificate or note countersigned by the school principal or VCE Coordinator must be provided to the OES teacher if unable to attend a trip.

**Unit 1: Understanding outdoor experiences**..OS01

This Unit examines the ways in which humans understand and relate to nature through experiences of natural environments. The focus is on the individual and his/her personal relationship with the natural environment. It investigates why people spend time in natural environments and the ways we use natural environments.

**Unit 2: Environmental impacts**................. OS02

This Unit looks at different types of natural environments, how they change over time, the impacts people have (both negative and positive) on natural environments, codes of conduct, and the impact of new technologies on natural environments.

**Unit 3: Relationships with natural environments**............................... OS03

There are two areas of study in this Unit. The first area explores how perceptions of, and relationships with natural environments change over time; from Australian indigenous people through to early settlers to how we perceive the land now. The second area explores contemporary relationships with the Australian environment, including recreational, commercial and conservation.

**Unit 4: The future of human-nature interactions**............................... OS04

There are two areas of study in this Unit. The first area looks at the contemporary state of the Australian environments, and explores the importance of having healthy natural environments. The second area looks at conflicts of interest between people involved in uses of natural environments, and develops a clear understanding of the methods and processes commonly used in attempts to resolve these conflicts.
Philosophy

Unit 1: Existence, Knowledge and Reasoning ................. PL01
What is the nature of reality? How can we achieve certain knowledge? These are some of the questions which have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts.

Outcome 1
On completion of this unit the student should be able to analyse metaphysical problems, evaluate viewpoints and arguments arising from these, and analyse philosophical issues in relevant contemporary debates.

Outcome 2
On completion of this unit the student should be able to analyse epistemological problems, evaluate viewpoints and arguments arising from these, and analyse philosophical issues in relevant contemporary debates.

Outcome 3
On completion of this unit the student should be able to apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in metaphysics and epistemology.

Unit 2: Ethics & Philosophical Investigation ...... PL02
This unit engages students in philosophical investigation and critical discussion of two key areas of philosophy, developing their abilities to analyse the reasoning of others and to formulate logical responses to philosophical questions.

Outcome 1
On completion of this unit the student should be able to analyse ethical problems, evaluate viewpoints and arguments arising from these, and analyse philosophical issues in relevant contemporary debates.

Outcome 2
On completion of this unit the student should be able to analyse problems, evaluate viewpoints and arguments arising from these, and analyse philosophical issues in relevant contemporary debates.

Outcome 3
On completion of this unit the student should be able to apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in ethics and a selected topic in philosophy.

Unit 3: The Good Life ...................................... PL03
This unit considers the perennial question of what it is for a human to live well. What is the nature of happiness? What is the role of pleasure in the good life? What does the good life have to do with being morally decent to other people?

Outcome 1
On completion of this unit the student should be able to analyse and evaluate the philosophical viewpoints and arguments in the set texts in relation to the good life.

Outcome 2
On completion of this unit the student should be able to critically compare the viewpoints and arguments on the good life developed in the set texts.

Outcome 3
On completion of this unit the student should be able to critically compare the viewpoints and arguments on the nature of the good life in the set texts to other ways of thinking about how we should live, and evaluate their implications for contemporary debates.

Unit 4: Mind, Science and Knowledge .......... PL04
This unit explores two areas of contemporary philosophical debate and their historical development. It involves the study and evaluation of viewpoints and arguments in these debates that occur in the set texts, and the relationship between the contemporary and historical arguments.

Outcome 1
On completion of this unit the student should be able to discuss the concepts relating to the nature of the mind, and analyse and evaluate viewpoints and arguments concerning the relationship between body and mind occurring within and between the set texts, and in the context of relevant contemporary debates.

Outcome 2
On completion of this unit the student should be able to discuss concepts relating to the nature of knowledge, and analyse and evaluate viewpoints and arguments concerning the nature of knowledge occurring within and between the set texts, and in the context of relevant contemporary debates.
Physical Education

Physical Education is the study of physical activity's place in our modern society, how it has changed over the years and its effect on our lifestyles. It combines theoretical study with practical application. Students would be involved in approximately two practical periods each week. Knowledge gained from this subject would be useful in careers dealing with health, fitness, recreation, rehabilitation and areas of medicine (e.g., physiotherapy). Current involvement in regular activity would be beneficial but not essential.

Unit 1: The human body in motion .......... PE01

Students will explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. This is achieved by students being engaged practical classes to further explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise.

Using a modern approach, students will evaluate the social, cultural and environmental influences on movement. Students will begin to consider the ethical & illegal practices in modern day sport to improve performance, combined with evaluating the potential harms on the human body. Students will discover a range of strategies to minimise the risk of illness or injury in each of the body's systems.

Unit 2: Physical activity, sport and society ... PE02

During Unit 2, students will gain an understanding of how participation has changed in recent years across sport, physical activity and within society. Students will explore different population groups and their level of participation in physical activity and the level of people living with a sedentary lifestyle.

Students will be engaged in a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan.

They collect data to determine perceived barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Unit 3: Movement skills and energy for physical activity PE03

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students will investigate the interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to delay fatigue and promote recovery.

Unit 4: Training to improve performance ...... PE04

Unit 4 will emphasise the relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, will depend on the ability of the individual and 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 their level of 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.
Physics

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the ways matter and energy in interact through observation, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

VCE Physics provides students with opportunities to explore questions related to the natural and constructed world in topics such as thermodynamics, mechanics, electricity and quantum physics. Throughout the course, students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and has continued to evolve in response to new evidence and discoveries. Students studying physics will undertake a range of inquiry tasks that will develop key science skills and interrogate the links between theory and practice. Physics requires students to investigate and evaluate issues, changes or alternative proposals by considering both shorter and longer term consequences for the individual, environment and society.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Unit 1: What idea explains the physical world? PH01

In Unit 1, students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human 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 used 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.

Unit 2: What do experiments reveal about the physical world? PH02

In this unit, students explore the power of experiments in developing models and theories. In the core components of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students may choose to investigate one of twelve options related to astrophysics, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear physics, optics, sound and sports science. The options enable students to pursue an area of interest by investigating a selected question.

Unit 3: How do fields explain motion and electricity? PH03

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.

Unit 4: How can two contradictory models explain both light and matter? PH04

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.
Product Design and Technology

Wood - DTW; Plastics - DTP; Textiles - DTT; Metals - DTM

Product Design and Technology involves students in technological tasks that call on their knowledge and understanding of materials and production processes to design and make products suitable for their intended purpose. Throughout each unit, students apply learning experiences to the application of new technologies, including information and communication technologies for design purposes, along with a wide range of materials and graphic media.

Unit 1: .............................................................DT01

**Product re-design and Sustainability**

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability.

Knowledge of material use and suitability for particular products is essential in product design. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined.

Unit 2: .............................................................DT02

**Collaborative design**

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: human 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 examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe.

In this unit students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Unit 3: .............................................................DT03

**Applying the product design process**

In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human-centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a ‘one-off situation’ in a small ‘cottage’ industry or a school setting. Although a product design process may differ in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the Product design process as they design for others.

In the initial stage of the Product design process, a design brief is prepared. It outlines the context or situation around the design problem and describes the needs and requirements in the form of constraints or considerations.

Unit 4: .............................................................DT04

**Product development and evaluation**

In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge 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.
Psychology

Studying Psychology will help you to understand human behaviour, develop research skills, analytical and creative thinking skills and the skill of making inferences. Students are encouraged to develop an understanding of concepts and theories by relating them to real life experiences and research.

Psychology is the study of thoughts, feelings and behaviour. Psychology aims to use Science to describe, explain and predict behaviour. In particular, students learn about the social, developmental, perceptual, cognitive and physiological aspects of human behaviour. Students will also develop an appreciation of the ethical considerations in psychological research, and apply these to current issues and theories in Psychology.

Unit 1: How are behaviour and mental processes shaped? ...................... PY01
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. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

Unit 2: How do external factors influence behaviour and mental processes? ............... PY02
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 attitudes, perception of themselves and relationships with others.

Unit 3: How does experience affect behaviour and mental process? .................... PY03
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.

Unit 4: How is wellbeing developed and maintained? ............................................ PY04
In this unit students examine the nature and consciousness and how changes in the levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply biopsychosocial approach, as a scientific model, to analyse mental health disorder.

Note: It is recommended that students complete Unit 1 and 2 if they are planning on completing Unit 3 and 4.

Sociology

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. Sociology students are encouraged to question their assumptions and to reflect on their understandings and ideas about social relations. There are many different ways that students can gather information for analysis in the course of their study, such as case studies, surveys and participant observation.

Structure
The study is made up of four units:

Unit 1: Youth and family
This unit uses sociological methodology to explore the social categories of youth and adolescence and the social institution of family. Students explore how and why the experience of being young differs across time and space. Students also investigate the social institution of the family. In a multicultural society like Australia, different communities have different kinds of families and experiences of family life.

Unit 2: Social norms: breaking the code - Deviance and Crime
In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as age and socioeconomic status.

Unit 3: Culture and ethnicity
This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups. Culture and ethnicity refer to groups connected by shared customs, culture or heritage. Students learn how these classifications can define inequality and opportunity, shape cultural activities and provide a sense of purpose.

Unit 4: Community, social movements and social change
In this unit students explore the ways sociologists have thought about the idea of community and how the various forms of community are experienced. They examine the relationship between social movements and social change.
Studio Arts

Studio Arts is designed to provide students with an intensive experience in practical studio-based work. Students may choose to specialise making virtually anything they desire.

All four units require the students to be involved in drawing which assists in the development of forms and ideas. Students also need to keep a current journal of the work they undertake. Each unit also involves the theoretical element involving the investigation of the working methods.

To complete these projects we often travel to view the original works to be studied.

Unit 1: Studio inspiration and techniques .......SA01

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

Unit 2: Studio exploration and concepts ......SA02

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists’ work in the making of new artworks. Artworks made by artists from different times and cultures have developed their studio practice.

Unit 3: Studio practices and processes ...........SA03

In this unit students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms.

Unit 4: Studio practice and art industry contexts... SA04

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists’ involvement in the art industry, focusing on a least two different exhibitions that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

Theatre Studies

VCE Theatre Studies focuses on the development of skills in acting along with skills in various stage crafts such as: set design, costume design, lighting etc. This is developed through workshop intensives and the rehearsal process.

Unit 1: Theatrical Styles of the Pre-modern Era .. TS01

Outcome 1
On completion of this unit the student should be able to identify and describe the distinguishing features of play scripts from the pre-modern era.

Outcome 2
On completion of this unit the student should be able to apply acting and other stagecraft to interpret play scripts from the pre-modern era.

Outcome 3
On completion of this unit the student should be able to analyse a performance of a play script from the pre-modern era in performance.

Unit 2: Theatrical Styles of the Modern Era .. TS02

Outcome 1
On completion of this unit the student should be able to identify and describe the distinguishing features of play scripts from the modern era of theatre.

Outcome 2
On completion of this unit the student should be able to apply stagecraft to interpret play scripts from the modern era.

Outcome 3
On completion of this unit the student should be able to analyse and evaluate stagecraft in a performance of a play script from the modern era.

Unit 3: Production development.....................TS03

Outcome 1
On completion of this unit the student should be able to apply stagecraft to interpret play scripts from the modern era of theatre and other stagecraft to interpret play scripts from the pre-modern era.

Outcome 2
On completion of this unit the student should be able to analyse and evaluate stagecraft in a performance of a play script from the modern era.

Outcome 3
On completion of this unit the student should be able to analyse and evaluate stagecraft in a performance of a play script from the modern era.

Unit 4: Performance Interpretation..............TS04

Outcome 1
On completion of this unit the student should be able to perform an interpretation of a monologue from a play script.

Outcome 2
On completion of this unit the student should be able to develop a theatrical brief that presents an interpretation of a scene

Outcome 3
On completion of this unit the student should be able to analyse and evaluate acting in a production from the prescribed play list.
Visual Communication & Design

Introduction

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking.

Students employ a design process to generate and develop visual communications. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, environmental and economic factors. Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Creative, critical and reflective thinking (design thinking) supports students to progress through and focus on the design process. Throughout the study students explore manual and digital methods to develop and refine presentations.

Students have the opportunity to investigate the work and practices of Australian and international designers from a variety of social, cultural, historical and contemporary contexts. Through their research they build an understanding of the important role of visual communication design within society. They are able to draw upon this knowledge as inspiration to support the development of their own visual communication design work. With practice, students gain confidence in using visual language and are supported to reflect on and critique their own and others’ visual communications.

Unit 1: Introduction to visual communication design ...................... VC01

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 make messages, ideas and concepts 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.

Unit 2: Applications of visual communication design ...................... VC02

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.

Unit 3: Design thinking and practice .............................. VC03

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, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Unit 4: Design development and presentation ............................. VC04

The focus of this unit is 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 needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each 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 with their target audience.
VICTORIAN CERTIFICATE of EDUCATION

VCE PLUS 2017
MAKE A DIFFERENCE TO YOUR FUTURE

VCE Plus is an exciting opportunity for high achieving VCE students to complete two first year university subjects and have them recognised as part of their VCE.

Students enrolled in VCE Plus choose a pair of first year university subjects to study whilst completing Year 12 (one subject per semester).

VCE Plus is offered at all La Trobe campuses and subjects are delivered online, face-to-face, or a combination of both. Our website is updated regularly with information about the 2017 program: latrobe.edu.au/vceplus

SUBJECTS OFFERED AT SHEPPARTON AND BENDIGO CAMPUS

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Visit the VCE Plus website for a full list of subjects offered for the 2017 program www.latrobe.edu.au/vceplus

2016 KEY DATES
Applications Open: Monday 4 July
Applications Close: Friday 2 December
Shepparton Information Night: Thursday 6 October
Bendigo Information Night: Tuesday 11 October

BENEFITS
- ATAR bonus
VCE Plus subjects have been approved by VCAA and will count as Unit 3 and 4 sequences as part of VCE, contributing to your ATAR score

<table>
<thead>
<tr>
<th>Average mark for VCE Plus Subject</th>
<th>VCE Plus ATAR aggregate contribution (VCE students)</th>
<th>Equivalent VCE study score</th>
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<td>90 or more</td>
<td>5.0 points</td>
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<td>80–90</td>
<td>4.5 points</td>
<td>45</td>
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<td>50–60</td>
<td>3.0 points</td>
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- Receive an early offer with entry into selected La Trobe degrees†
Students who achieve highly on their VCE Plus subjects are eligible for an early offer into selected La Trobe degrees, before you receive your ATAR. †Eligibility criteria apply
  - Access exclusive event and support services
  - Get a head start in an undergraduate degree
  - Begin the transition to university life
  - Be challenged
  - Save on university fees
  - Add value to your resumé

APPLY NOW
If you are currently in Year 10 or Year 11, are self-motivated and academically capable, VCE Plus is the program for you!

To be eligible to apply for VCE Plus, you will need to be studying at a Victorian school and:
- to have enrolled in at least four VCE Unit 3/4 subjects (one being English, EAL or English Language) across Year 11 and Year 12
- eligible to be awarded VCE in 2017

WANT TO KNOW MORE?
Contact the VCE Plus team
E: vceplus@latrobe.edu.au

OPEN DAYS 2016
Friday 5 August
Sunday 7 August
Sunday 14 August
La Trobe (Shepparton) Campus
La Trobe (Melbourne) Campus
La Trobe (Bendigo) Campus

State Education in Greater Shepparton - Senior Students Pathways Guide 45
VICTORIAN CERTIFICATE of APPLIED LEARNING (VCAL)
The Victorian Certificate of Applied Learning (VCAL) is a ‘hands-on’ option for students in Years 11 and 12. 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.

Like the VCE, the VCAL is a recognised senior secondary qualification. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on ‘hands-on learning’. Students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12. NB: If you start VCAL or VCE you can transfer into the other certificate and some of the units you have completed can count towards your certificate. A certificate and Statement of Results will be issued to students who successfully complete their VCAL.

### During this subject students will:

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<th>Assessment includes:</th>
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<td>Presentations</td>
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<td>Work placement</td>
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### VCAL CERTIFICATE

The VCAL’s flexibility enables you to undertake a study program that suits your interests and learning needs. There are three levels of VCAL: Foundation, Intermediate and Senior. To successfully complete VCAL you must select from four compulsory strands:

- **Work Related Skills**
  In order to develop employability skills, VCAL gives you the choice of undertaking a structured work placement, or a part-time apprenticeship/traineeship, or part-time work. You can also study units and modules that will help prepare you for work.

- **Personal Development Skills**
  As part of your VCAL program you will participate in projects and activities in your community or school that will help develop your teamwork skills, self-confidence and other skills important for life and work.

- **Literacy and Numeracy Skills**
  Your VCAL program must include literacy and numeracy subjects. These can be selected from VCAL literacy skills and VCAL numeracy skills units and/or VCE English and Mathematics units.

- **Industry Specific Skills**
  Your VCAL program will include components of nationally recognised VET qualifications, which can be obtained through VET in schools, TEC or SBATs. You must complete the required number of hours according to your certificate level.

To successfully complete a VCAL certificate you must pass at least 10 VCAL/VCE/VET units. From these there must be at least 1 unit from each category in the table.
VOCATIONAL EDUCATION and TRAINING (VET)
Vocational Education and Training (VET)

What is a VET subject?
VET subjects are nationally recognised courses in the Australian Qualifications Framework (AQF) and provide students with the opportunity to undertake industry or skills training. VET courses involve competency-based learning.

What are the course requirements for VET?
VET subjects can be studied in either a VCE or VCAL course. Students can obtain an AQF Certificate Level II or III qualification in addition to the VCE or VCAL. VET subjects may contribute to the ATAR in one of two ways. Some VET subjects offer scored assessment and these include Hospitality, Business, Furnishing, Interactive Digital Media (formerly Multimedia) Community Services, Engineering, Community Recreation and Equine. Other VET subjects are treated in the ATAR as a fifth or sixth subject and score 10% of the average of the best four subjects.

What are the requirements for structured workplace learning?
VET subjects also require or recommend structured workplace learning to complement and extend learning. Work placements will be organised by the school or by the TEC which provides the VET subject. Work placements are typically undertaken in school vacations but other arrangements may be negotiated with schools and employers. Industry and employability skills are assessed in the workplace and contribute to the assessment of a VET subject.

Why choose a VET subject in your VCE or VCAL course?
As preparation for employment:
- Students have experience of a specific occupation and therefore know it is the right career choice for them.
- Students develop work-ready skills and are introduced to potential employers or referees.
- Students complete an industry specific certificate and fast-track their pathway to the occupation.

As preparation for further TAFE study:
- Students have the opportunity to demonstrate interest in a particular industry which will assist them to gain a place in a GOTAFE course.
- Students who complete AQF Certificate Level II courses gain time exemption from AQF Certificate Level III courses undertaken at GOTAFE after school.

As preparation for University study:
- Students have the opportunity to demonstrate an interest in a particular industry which will assist them to gain a place in a university course.
- Some VET subjects count in the students ATAR.
- Students will develop essential work skills which, in turn, will help them obtain part time work.
- Students will develop an appreciation of being an employee.

VET programs offered by Alliance Schools:

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VET programs offered by Alliance Schools:

VET Program Descriptors for Programs at McGuire College
(These programs are available for students who undertake a VCE or VCAL program)

Certificate II in Business BSB21015
The Certificate II in Business allows students to gain a variety of skills and knowledge needed to undertake administrative roles in a business environment. This course is designed for students looking to move into a business administration position in the future and caters for a range of different students.

Areas covered include:
- communication in the workplace
- business technology use
- customer service
- the business industry
- producing workplace documents
- environmental sustainability

Certificate II in Community Services CHC21015
The Certificate II in Community Services qualification allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including childcare, the elderly and the disability sector. This program is perfect for students looking to move into a range of areas of the community services sector and is the perfect building block for developing a sound educational base specific to the fastest growing sector in Australia.

Areas covered include:
- an introduction to the community services industry
- working with diverse people
- communication in the workplace
- work health and safety
- working with clients and providing first point of contact.
- industry areas, childcare, aged care and disability services
Certificate III in Information, Digital Media and Technology ICT30115
This certificate allows students to explore a variety of areas in ICT. This program can be specialized or broad depending upon the needs of the students.
Areas covered include:
• producing digital images
• social media
• operating software packages
• building websites
• the I.T industry
• environmental sustainability
• providing ICT assistance
• equipment maintenance

Certificate III in Sport and Recreation SIS30115
The Certificate III in Sport and Recreation (VCAA Program 3) is our most popular VET in schools course, delivered over two-years this course offers students a vocational qualification as well as VCE units 1 to 4. Students will develop the skills and knowledge required to support the operation of facilities and assist in conducting sport and recreation programs as well as develop a comprehensive understanding of the Sport and Recreation industry.
Areas covered include:
• planning a session and facilitating groups
• conducting warm-up and cool-down programs
• safety and the sport environment
• social media and creative thinking
• first aid and emergency situations
• managing conflict

Certificate II in Creative Industries CUA20215
The Certificate II in Creative Industries allows students to explore a variety of areas in the arts and creative industries field. This program can be specialized or broad depending upon the needs of the students and structures of the school and offers alternative vocational pathways to students within the school setting. The course can be incorporated into an existing VCAL program or VCE program offering students the opportunity to gain VCE units 1&2 and is an examinable subject with students completing a VCAA exam at the end of the units 3&4 sequence.
Learning Areas covered include:
• working with others
• communication
• critical thinking
• social and cultural sensitivity
• personal finances
• skill development
• personal management and self awareness

Please be aware that delivery of these programs depends on the number of students who select them.
For program details please refer to:

Complementary VET subjects
Students have the opportunity to select two complementary VET subjects to enhance their career prospects. Complementary VET studies offer students breadth in their learning and also assists students to confirm career choices.
Typical combinations include the following:
• Animal Studies & Equine
• Building & Construction, Plumbing and Furnishing

Engineering, Automotive and Electrical.
• Electrical, Electronics and CISCO.
• Agriculture, Horticulture and Water Management.
• Hospitality (Kitchen Operations), Hospitality (Food and Beverage).
• Equine, Community Services and Community Recreation.
• Information Technology and Interactive Digital Media.

Australian School Based Apprenticeships
Students may consider undertaking a part-time Australian School Based Apprenticeship (ASBA) as another vocational option in their VCE or VCAL course. Students with ASBAs undertake their training with an employer in the workplace and their competency is assessed by GOTAFE. See your Senior School, VCE, VCAL and/or VET Co-ordinator.

VET Program Descriptors for Programs at Morroopna Secondary College
(These programs are available for students who undertake a VCE or VCAL program)

Certificate II Engineering Studies:
VET Engineering
Students work on a range of engineering skills through the use of module books, practical tests and theory assessments to meet the required competencies. VET Engineering is a two year (400 Nominal hours) course and is designed to deliver basic skills and knowledge for students interested in entering the engineering industry. On successfully completing the course, students will receive a Certificate II in Engineering Studies from TAFE.

Certificate II Community Services.
The Certificate II in Community Services qualification allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including childcare, the elderly and the disability sector. This program is perfect for students looking to move into a range of areas of the community services sector and is the perfect building block for developing a sound educational base specific to the fastest growing sector in Australia.
Areas covered include:
• an introduction to the community services industry
• working with diverse people
• communication in the workplace
• work health and safety
• working with clients and providing first point of contact.
• industry areas, childcare, aged care and disability services

Certificate II Dance
In 2017 Morroopna Secondary College is hoping to offer Certificate II Dance.
For more details contact Morroopna Secondary College.
Fast Track your way to an Apprenticeship or further study

GOTAFE delivers VET in Schools (VETiS) programs through the Shepparton Technical Education Centre (TEC). These programs enable students to fast track their career from school to employment or further study. The TEC is tailored for young people who want to pursue a vocational and technical career in their chosen field by developing the personal and vocational skill sets required.

The VETiS programs are run on site at GOTAFE campuses or online to assist students in their transition from the school environment. It prepares them for their preferred career by giving them the ‘job ready’ skills and knowledge they need to succeed whilst experiencing learning on site at a higher education facility. All VETiS programs can be combined with a Year 10, Year 11 or Year 12 VCE or VCAL course of study.

VETiS students operate industry equipment and use materials that are relevant to today’s workplace. They learn key vocational and personal skills that make them ready for employment.

Students also have the opportunity to undertake work experience within industry through their secondary school to maximise their learning outcomes and enhances their employability. The major benefits a VETIS program through GOTAFE offers are:

- Preparing students for the workplace
- Helping them with their future career decision making and direction
- Additional skill sets to enhance further learning or employment.

Many of our VETiS programs prepare young people for apprenticeship opportunities and provide some credit into their apprenticeships. VETiS programs through GOTAFE can also contribute towards a student’s ATAR for university entry and provide valuable skills for part time work whilst studying.

Whatever your pathway, a VETIS program through GOTAFE can help you get there.
Attention Year 10 & 11 Students

GOTAFE is enrolling for 2017 VETiS Programs from July 11, 2016

For course information visit: gotafe.vic.edu.au/tec or phone 1300 GOTAFE (468 233).

Agriculture
Enrolments close October 30, 2016

Animal Studies (Online)
Enrolments close October 30, 2016

Automotive
Enrolments close October 30, 2016

Beauty Services
Enrolments close October 30, 2016

Building and Construction
Enrolments close October 30, 2016

Business
Enrolments close Oct 30 2016

Furniture Making
Enrolments close October 30, 2016

CISCO CCNA
Enrolments close October 30, 2016

Conservation and Land Management & Horticulture (Dual Qualification)
Enrolments close October 30, 2016

Design Fundamentals
Enrolments close October 30, 2016

Electro Technology
Enrolments close October 30, 2016

Equine Industry (Online)
Enrolments close October 30, 2016

Events
Enrolments close October 30, 2016

Hairdressing
Enrolments close October 30, 2016

Health
Enrolments close September 16, 2016

Hospitality - Kitchen Operations
Enrolments close October 30, 2016

Information Technology
Enrolments close October 30 2016

Landscape Construction / Horticulture
Enrolments close October 30 2016

Music
Enrolments close October 30 2016

Plumbing
Enrolments close October 30, 2016

Sport and Recreation
Enrolments close October 30, 2016

Please speak to your secondary school VET or Careers Coordinator if you require further help or guidance.

Please note: all campus based courses require sufficient numbers to run.
The Victorian Certificate of Applied Learning (VCAL) is a ‘hands-on’ option for students in Years 11 and 12. The VCAL gives you practical work-based learning experiences at school and in the community. It is designed to help you to develop the knowledge, skills and understanding you need for further study or work.

A VCE Program is a set of semester length units undertaken over a minimum period of two years. This Program is designed by students to meet their needs within the rules laid down by the Victorian Curriculum and Assessment Authority (VCAA).

For Parents and Students entering Years 10, 11 or 12 in 2017:
- Orientation: November 28th, Thursday 26th July in the Presentation Room at 6.30pm
- For Parents and Students entering Years 10, 11 or 12 in 2017:
- Unit 2 Exams: Wednesday 1st August for Parents and Students going into Years 10, 11 or 12 in 2017
- Entry in Staff Room: Thursday 28th July in the Presentation Room at 6.30pm
- For Parents of Year 11 students re VCE / VCAL/VET courses and subjects: Thursday 28th July in the Presentation Room at 6.30pm
- For Parents of Year 12 students: Monday 27th July at Wanganui Park Secondary College
- For Parents of Year 9 students re VCE Early Years 10, 11 or 12: Monday 27th July at Wanganui Park Secondary College
- Counselling Day: Tuesday 26th July at Secondary College Wanganui Park

ESL tuition and learning Programs offered at SELC aim to teach students the English language skills they need in order to study in primary and secondary schools.

Shepparton English Language Centre (SELC) offers ESL tuition and learning Programs at any one of the Alliance schools, subject to availability on the timetable and suitable numbers by sharing our VCE / VET resources and teachers.

School Based New Apprenticeships
School Based New Apprenticeships can be undertaken as part of a VCE or VET Program.

School Assessed Coursework (SAC)
A form of assessment completed in and out of class time.

School Assessed Task (SAT)
A form of assessment completed in and out of class time.

Special Provision
Where a student has a disability, or has been ill, or if personal circumstances have affected their work to a significant degree during the semester of VCE studies, they may be eligible to have this taken into consideration.

Satisfactory Completion of Units
Satisfactory completion of all Units of Study will be based on the teachers’ judgement that students have demonstrated achievement of the Learning Outcomes prescribed for the Unit of Study. Where illness or other factors affect performance, students may seek special consideration.

The four Better Together Alliance schools endeavor to ensure students can undertake a VCE / VET subject that is not available at their home school at one of the Alliance schools, subject to availability on the timetable and suitable numbers by sharing our VCE / VET resources and teachers.

Shepparton English Language Centre (SELC) offers ESL tuition and learning Programs at any one of the Alliance schools, subject to availability on the timetable and suitable numbers by sharing our VCE / VET resources and teachers.

VCAA Victorian Curriculum Assessment and Reporting Authority - responsible for curriculum, assessment and reporting in Victoria.

Victorian Certificate of Education (VCE)
A VCE Program is a set of semester length units undertaken over a minimum period of two years. This Program is designed by students to meet their needs within the rules laid down by the Victorian Curriculum and Assessment Authority (VCAA).

Victorian Certificate of Applied Learning (VCAL)
The Victorian Certificate of Applied Learning (VCAL) is a ‘hands-on’ option for students in Years 11 and 12. 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.

Vocational Education Training (VET)
Vocational Education Training (VET) subjects can be undertaken as part of a VCE Program and are an essential part of a VET Program.
The foundation of every town is the education of its youth

Senior Students Pathways Guide 2017

Developing Pathways and Creating Opportunities in Public Education

Maximising individual learning pathways through expanded multi school curriculum offerings enabling every student to seamlessly progress in lifelong learning.