



VCE Information Handbook

2021

VISION

Educating for a sustainable future to ensure young people can make a positive difference in their local and global communities.

VALUES

*Compassion
Respect
Integrity
Creativity
... always with Courage*

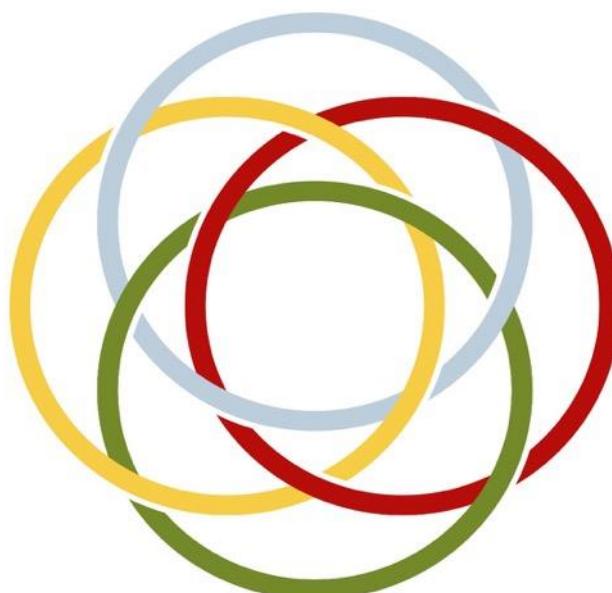
RINGS OF SUSTAINABILITY

PERSONAL

SOCIO-CULTURAL

**URBAN/
TECHNOLOGICAL**

NATURAL



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Principal's Message

Welcome to your senior years of study

Welcome to this special time in your schooling at Cornish College. The senior years of study are a time when you will discover just how capable you are, as you bring together the years of learning you have already experienced and apply them in a new and stimulating context.

While the choices you make now may provide a foundation for your future endeavours, most importantly they should also be the choices that suit your current passions, capabilities and interests. At Cornish College, we are helping you become agile, adaptive learners, capable of taking on future challenges because you will know how to seek understanding and to apply your learning skills in any situation. Whilst these might be the final years of your secondary schooling, they are by no means the final years of your education, no matter what pathway you choose.

This *VCE Information Handbook* is an important resource to assist with your course selections, but it is certainly not the only resource. Our VCE team will guide you through a course selection process with our Careers Coordinator, teachers who know you well, your parents and some of our Cornish College alumni. You are not on your own - in fact, this is the team that will support you through your final years of schooling at Cornish College.



Take your time reading this handbook and make a note of any questions you have along the way. It is important that you are aware of any prerequisites for future pathways you wish to pursue, and equally important that you are aware of the myriad of ways you might achieve your goals. Cornish College provides a senior studies program beyond boundaries, with access to VETiS, Virtual Schools Victoria and the Victorian School of Languages amongst other opportunities. I encourage you to find out more about them, in conjunction with the very broad range of subject offerings you will find in this handbook.

Remember, the course you choose for your senior studies is only part of the program at Cornish College. So much richness comes from engaging in the opportunities that bind us as a community – one you will ultimately be part of forever. I urge you to take part in all that Cornish College offers as it is designed to promote balance in your life as a senior student. Trust me – you'll need it!

I wish you much enjoyment in these next two years, along with challenge, growth and the important realisation that you really are a young person capable of great things that will make a difference in this world.

Nicola Forrest

1. CORNISH COLLEGE VICTORIAN CERTIFICATE OF EDUCATION

1.1. Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education.

The VCE provides diverse pathways to further study or training at University, TAFE or private providers, and to employment.

Students work towards their VCE over two or three years. There are two levels of subject:

- Units 1 and 2 is at Year 11 level with Unit 1 being the first semester and Unit 2 studied in the second semester
- Units 3 and 4 is at Year 12 level with Unit 3 being the first semester and Unit 4 in the second semester

To complete the VCE, students are required to satisfactorily complete at least:

- 16 units of study
- Three units of English or Literature (with at least one Unit at 3 and 4 level)
- Three sequences of Units 3 and 4 studies (6 units) in addition to English/Literature

Students at Cornish College typically complete:

- At least one Units 1 and 2 subject in Year 10. Currently, all our Year 10 students undertake Units 1 and 2 studies in a Humanities subject and possibly a second Unit 1 and 2 Study.
- Five Units 1 and 2 subjects and one Units 3 and 4 subject in Year 11. Units 3 and 4 are designed to be at a Year 12 standard but selected subjects may also be taken by students in Year 11. It may be appropriate that a student could study two Unit 3 and 4 subjects in Year 11 following consultation and approval by school.
- Five Units 3 and 4 subjects in Year 12.

Over the senior years, in general, most students will study 24 Units which will consist of at least two units taken in Year 10, 12 Units taken in Year 11 followed by 10 Units in Year 12. This includes the compulsory English/Literature units.

All units are designed to take the same amount of study time which is one semester or approximately 50 hours of class time plus 40 to 50 hours of out of class time.

Students may enter studies at Units 1, 2 or 3, which may be the case if there is a subject change during Year 11. Students must undertake the Unit 3 of a study before entering Unit 4 of that study.

1.1.1 VCE Assessment

Unit Outcomes form the basis for satisfactory completion of VCE units. Each VCE Unit includes a set of Outcomes. All Outcomes must be achieved for satisfactory completion of the given unit.

Units 1 and 2 (Year 11)

The Victorian Curriculum and Assessment Authority (VCAA) requires the school to only report on the satisfactory (S) or not satisfactory (N) completion of units undertaken by each student.

At Cornish College, students will complete a range of assessment tasks and at the end of each Unit, an examination. This will be reported on through percentage and Grade (letter grade scale of A+, A, B+, B, C+, C, D+, D, E+, E, UG) results that will give an indication of the level of proficiency the student has demonstrated in the subject. In addition to giving students an indication of the standard of work they are completing, it will also provide information for when students are selecting subjects for Units 3 and 4.

Units 3 and 4 (Year 12)

All studies have both school-based assessment - either School Assessed Coursework (SAC) or School Assessed Tasks (SAT) as well as external examinations. The VCAA requires schools to report on the S or N status of each Unit completed as well as results for SACs and/or SATs.

- SACs are tasks written by the classroom teacher, taken over a short timeframe with classroom supervision. They can include a range of tasks including essays, reports, tests and case studies. Coursework scores are forwarded to the VCAA and are subject to statistical moderation. Details of the moderation procedure may be found in the pamphlet Statistical Moderation of VCE Coursework, which can be accessed on the VCAA website: www.vcaa.vic.edu.au. At the school level, students will be given feedback appropriate to each assessment task and each criterion including advice on where and how improvements can be made for future learning.
- SATs are usually extended tasks, commonly in the form of a folio in the Arts and Technology subjects, completed over a longer period of time. The scores for SACs and SATs are forwarded to the VCAA and are subject to review based on students' performances on the General Achievement Test (GAT) that is held in June. The VCAA will inform students of their level of achievement on School Assessed Coursework and Tasks.

In class we will use the acronyms SACs and SATs throughout Units 1 and 2 to help the students identify with the VCE terminology, however it is important to note that Units 1 and 2 assessment tasks are for internal reporting only. They are not sent to the VCAA and they do not go towards the ATAR score at the end of Year 12.

In some studies, there are designated assessment tasks that are not scored but are essential for determining S or N completion of Units.

Both SACs and SATs are scaled by VCAA against external assessment; this is to eliminate any cheating or variances in task difficulty.

- External examinations for Units 3 and 4 are conducted under rules of the VCAA in October and November each year. A Study Score for each Units 3 and 4 sequence on a 0-50 scale giving a distribution ranking of student performance (mean 30, standard deviation 7).
- In addition, all students studying Units 3 and 4 will sit the GAT (General Achievement Test).

When students have completed their VCE (at the end of Year 12), they receive an ATAR (Australian Tertiary Admission Rank) on a 0-99.95 scale giving a calculated percentile ranking in the relevant national age cohort.

1.1.2 VCE Enhancement Studies

Enhancement Studies provide highly able students with the opportunity to extend their interest in a subject by undertaking the study of a first year University subject in Year 12. This can be intellectually rewarding and will count as a VCE study.

Enhancement Studies are equivalent in content and assessment to one first year university study in that discipline and will allow the successful student to proceed to second year study in that discipline at university. An increment of between 4.0 and 5.5 (in the aggregate score, NOT the ATAR score) will be awarded, depending on the level of results achieved in the tertiary study:

If a student's results place them above the 80th percentile of the enrolled students for each of the units (at the providing university), the student will receive an increment of 5.5 points

If a student's results place them above the 60th percentile of the enrolled students for each of unit, but not above the 80th percentile, the student will receive an increment of 5 points

If a student passes all units, but not above the 60th percentile of enrolled students for all units, the student will receive an increment of 4 points

If the student does not pass all units, the student will receive zero increment.

Students are selected by the School to participate in an Enhancement Studies program. To be eligible a student must:

- Be judged as an excellent student having demonstrated exceptional achievement in Units 1 and 2 of the selected discipline.
- Be assessed as being likely to achieve a VCE study score greater than 40 in Units 3 and 4 of the selected discipline.
- Take Units 3 and 4 of the selected discipline at the same time as the university study, or in some cases in the previous year.
- Demonstrate the ability to undertake the study without adversely affecting their other VCE work.

Please speak with the Secondary Studies Program Leader or our IMAGINE Leader if you are interested in Enhancement Studies. A consistent 'A' grade is required. Applications close on 30 January 2021.

1.1.3 Unscored VCE

Students have the option of completing an unscored VCE program. This is for students without the intention of being formally internally assessed or sitting end of year exams. Students must still satisfactorily complete all Unit outcomes to the required standard to achieve a 'Satisfactory' outcome. They would be eligible at the end of Year 12 to be awarded a VCE Certificate by VCAA, however they would not receive an ATAR for the purposes of tertiary selection.

1.1.4 Cornish Modified Program

A further option for students is to complete Years 11 and 12 on a modified program. This would involve completing studies from the VCE subjects, but not formally completing prescribed Unit Outcomes or assessments. Students are not eligible for a VCE Certificate but will graduate with their cohort and receive the Cornish College Graduation Certificate as acknowledgement of their achievement.

Please see the Secondary Studies Program Leader for more information.

What is the VCAA?

The VCE units have been designed by the Victorian Curriculum and Assessment Authority (VCAA). It is through the VCE that a student can receive an ATAR or overall ranking score and gain a University place, typically via the Victorian Tertiary Admission Centre (VTAC).

What is the GAT?

GAT stands for General Achievement Test. It is a test of general knowledge and skills in writing, mathematics, science and technology, humanities, the arts and social sciences. All students undertaking Units 3 and 4 sequences will be required to complete the GAT.

The VCAA sets the GAT and applies statistical moderation procedures to all school-based assessments to even out the differences in marking standards that may occur from school to school. This is to ensure that the final results are comparable and fair across all students studying Units 3 and 4. Hence the GAT is an externally set and assessed test.

1.2. Vocational Education and Training in Schools

VETiS (Vocational Education and Training in Schools) programs are vocational training programs approved by the VCAA and lead to nationally recognised qualifications. Students undertaking a VETiS program have the opportunity to receive both a senior secondary qualification (VCE) and a nationally portable VET qualification.

All VETiS programs provide credit towards the unit completion of VCE. Most VETiS programs provide credit at Units 1 to 4 level. However, some programs provide credit at Units 1 and 2 level only. Some VETiS programs allow students at the end of the course to undertake an assessment set by VCAA which allows for provision of a Study Score and therefore can contribute to the ATAR.

Usually, students complete an external VET subject on Wednesday afternoons, depending on class availability.

The requirements for satisfactory completion of a VCE VET program are outlined in the relevant VCE VET program booklet supplied by the VET provider. Due to the individual nature of VET programs, interested students and their parents should consult directly with the VCE coordinator and Careers Counsellor in developing a VCE course containing VET programs.

Families should be aware of additional course costs associated with a VET subject. Cornish subsidises the costs but they are predominantly paid by families to the VET provider, this is in addition to normal school fees.

1.3. Structured Workplace Learning or School Based Apprenticeship

At Cornish College some of our students are wanting to complete a practical work-related experience during their senior years with the intention of moving from VCE, directly into a vocational pathway, i.e. an apprenticeship.

It may be possible for Cornish students to complete a VCE Applied program for 2021. This will give students a greater vocational focus and experience in their VCE program; the aim will be to minimise any loss of regular VCE class time. Each student would still achieve a VCE certificate and ATAR. In many aspects this is similar to a VCAL program.

Students would complete four VCE Units 1 and 2 subjects as well as their (i) VET and (ii) and one full day work placement (Structured Workplace Learning), or (iii) School Based Apprenticeship program. All students will complete English Units 1 and 2 and then select three other Units 1 and 2 subjects. Usually, students complete an external VET subject on Wednesday afternoon and a full day Work Placement (SWL) on Fridays.

1.4. Flexible VCE Study Options

At Cornish College we aim to tailor individual courses for each student in order to meet the needs of their career pathway choices. This means students may:

- Access face to face style delivery of curriculum on campus, or
- Access courses at other educational institutions, or
- Undertake courses online or through distance education

As much as possible, our students are not restricted by timetable constraints, course restrictions, mode of delivery, or other boundaries.

1.5. VCE Procedures and Policies

For additional information not covered in this document, please refer to Appendix A.

2. WHAT TO CONSIDER WHEN CHOOSING YOUR VCE COURSE

One of the most important decisions students will make at school is their choice of subjects, or studies, throughout their VCE years. Each student's selection of studies is the end result of a discussion and process of considering a range of possible pathways. Decisions should be approached thoughtfully and thoroughly and all students should actively seek advice.

The Cornish College VCE Program has been designed to allow students to pursue broad areas of academic interest. When choosing studies, students should consider the following factors:

- Select the studies you enjoy and that are of interest to you. Consider the ones in which you have previously achieved success. Motivation is very important for good outcomes, as is selecting studies that work to your particular strengths and talents. Look for any areas where you need pre-requisite studies. These may be for courses of study you hope to do (at school or beyond school) or for future career direction.
- Be sure to discuss your course with people who know you, who are familiar with the studies and who are aware of the future directions that interest you.
- Be aware of institution and course prerequisites. Many sources can be used including:
 - VTAC website (www.vtac.edu.au)
 - VTAC publications such as the VICTER and CHOICE (www.vtac.edu.au/publications.html)
 - JOB GUIDE to look at specific careers.
(www.jobguide.thegoodguides.com.au)
 - VCAA "Where to now?"
(www.vcaa.vic.edu.au/pages/vce/publications/WhereToNow/default.aspx)
 - Myfuture website to work out a career interest area or a pathway plan (www.myfuture.edu.au)
 - University or TAFE Open Days to complete research into your career pathway
 - The subject descriptors in this booklet
 - Our Careers Counsellor who can provide advice
 - Cornish College course requirements, as well as recommendations and prerequisites for specific studies, are outlined in the study descriptions
 - Remember that studying Languages has special advantages in the VCE and beyond, provided you can perform well

It is important to note that many students will not have an exact plan for their school and post-school pathway. In which case, a flexible approach (or 'safety net' approach) should be developed. This will involve identifying subjects that are specific prerequisites for possible tertiary pathways, and then being able to be more flexible in the choice of remaining studies. You may select a program that has a specific orientation (eg Sciences, Arts, Business), or one of a more general nature. It is strongly recommended that you select at least two units of Mathematics where possible as this maintains the widest range of future course options.

2.1. Tertiary Entrance

Entry into most tertiary courses is based on one of, or a combination of, the Australian Tertiary Admission Rank, prerequisites and extra requirements.

2.1.1 What is the Australian Tertiary Admission Rank?

ATAR stands for Australian Tertiary Admission Rank (ATAR). The Victorian Tertiary Admissions Centre or VTAC calculates a student's ATAR using the study scores for Units 3 and 4 subjects. The ATAR is an overall percentile ranking reflecting a student's Year 12 performance. The ATAR allows tertiary institutions to compare students who have completed different combinations of VCE studies. It is calculated by VTAC solely for use by institutions. The ATAR is reported as a rank between 0.00 and 99.95 with increments of 0.05. An ATAR of 75.00 means that a student with that ATAR has achieved VCE results above 75% of the population of the relevant age group.

A student's ATAR is developed from an aggregate produced by adding:

- The scaled study score in one of: English, English (EAL), Literature or English Language
- The three next highest scaled study scores permissible (which together with the English study make the "Primary Four")
- 10% of any fifth and sixth permissible scores that are available (these are called increments).

Up to six study scores may be used in calculating the aggregate, and all study scores are adjusted to reflect differences in the cohort of students taking the study compared to other studies and differences in the difficulties of the studies across the state.

Vocational Education and Training in Schools (VETiS) subjects can contribute to the ATAR. There are two main ways this can occur:

- Some VETiS subjects eg Hospitality, Sport and Recreation have assessments and an examination leading to a Study Score, which is scaled and included in the ATAR calculation like any VCE subject.
- Other VETiS subjects eg Building or Games Design are simply assessed as 'Satisfactory' or 'Not Satisfactory'. If such a VETiS subject is satisfactorily completed it may count as a 5th or 6th subject in the ATAR calculation. Its contribution is found by calculating 10% of the average score of a student's Primary Four subjects. However, if a student has completed six scored subjects in the VCE, the VET subject becomes the seventh subject and is therefore not counted in the ATAR.

Other subject combinations may have restrictions on their use in ATAR construction, but Cornish College does not generally offer subjects, other than those mentioned above, which may conflict. Students undertaking additional subjects outside of Cornish College need to take care that these additional subjects can contribute to the ATAR. The Careers Counsellor (VETiS Coordinator) have a list of these restrictions. The VTAC website also lists these restrictions on the ATAR section of their homepage at www.vtac.edu.au

The **ATAR Aggregate** is then put through a process which calculates an overall percentile ranking, calculated in steps of 0.05, reflecting the comparative performance of the student amongst the relevant age group in a given year. The highest rank is 99.95, the next highest 99.90, etc; the lowest automatically reported rank is 30.00, with ranks below 30.00 being reported as *less than 30*.

For more information regarding the ATAR and scaling please refer to VCAA publications such the VICTER and the ABC of Scaling.

Important Considerations about ATARs and Scaling

An ATAR represents a student's performance across all of their studies and they are more likely to do well at subjects they enjoy.

Scaling of VCE subjects occurs each year and is a statistical process intended to ensure comparability of the scores of each subject compared to others. Whilst scaling can have an effect on the final ATAR calculation, past experience suggests that a student choosing a subject in which they are motivated and interested, will ensure them the best outcome. Scaling changes from year to year and is based on the performance of the cohort of a particular year.

2.1.2 What is meant by prerequisites?

For particular course, a student may also need to complete particular subjects – often at a minimum level, eg English with a score of at least 25.

Students are strongly advised to be familiar with prerequisites required to enter their chosen course as early as possible. The Careers Counsellor can provide you with this information or it can be accessed on the VTAC website www.vtac.edu.au

2.1.3 What is meant by subject bonuses?

Subject bonuses provide additional bonuses to the ATAR – they can assist students to get into a specific course if their ATAR is a lower than the ATAR required.

2.1.4 What is meant by extra requirements?

About 40% of courses select students using individualised selection. For example, Art students may be required to present a folio of their work and attend an interview which usually consists of discussing the development of the work and other questions related to motivation, understanding their chosen profession, and knowledge of current practice. Journalism students may have to sit a test; drama and music students may have an audition. Sometimes students may be asked to fill in quite detailed application forms outlining their experience, career motivations, proof of commitment, etc.

The variety of these *extra requirements* is extensive and can be found in the VTAC Guide for Prospective Students, published every year and available through newsagents from late July. Past copies are held in the Careers Centre. Cornish College students will be personally prepared for these by their teaching staff and the Career Counsellor. Although the ATAR is still considered in this type of selection, it may not be the sole, or even the primary, selection tool.

2.2. Tertiary Two-Stage Selection Process

Many institutions use a model of selection for many of their courses based on the rank order derived from the ATAR. When this model is used, it incorporates the two-stage process.

2.2.1 Approximately 80% of the available places in the course are decided based on the ATAR alone.

2.2.2 To select the successful applicants for the remaining 20% of available places, the tertiary selection officer will take into account 'additional considerations'. These considerations may include completion of particular subjects, relevant work experience or Special Entry Access Scheme (SEAS) applications – see below. These additional considerations are available on the VTAC website.

The formulation of the ATAR, in conjunction with other factors such as quotas for available places, enable institutions to sort applicants into three groups:

- Those **clearly in** to be selected on their rank, that is, those with an ATAR above a particular rank
 - Those **clearly out** to be rejected on their rank, that is, those with an ATAR below a particular rank, and
 - Those in the **middle rank** (those with ATARs between the two particular ranks), for whom additional information needs to be considered before it is determined whether they will receive an offer.
- Institutions have supplied statements about factors, other than the ATAR, which they will use to decide which applicants in the middle band will receive offers.

These factors, which will be used in addition to the specific course requirements, will establish the basis for an academic judgment about the rank ordering of applicants in the third group, as defined above, from which the balance of the course's quota will be filled.

Middle Band Selection

Courses using the ATAR and the two-stage process, select a significant proportion of applicants from the middle band. This will be at least 20%. Particular courses may give further guidance on this matter. Applicants in the middle band will be considered on the basis of the full range of their VCE studies and results with particular attention to results in prerequisite studies, unless otherwise indicated in the institution and/or course entry.

Applicants with special consideration will have such relevant factors taken into account in determining where applicants should be re-ranked into the middle band and have this consideration taken into account when evaluating middle band applicants. Many courses in the VTAC system have indicated in their middle band selection statements that students will be deemed to have an ATAR aggregate or percentile ranks higher if they satisfactorily complete certain studies. This is altered by the selection officer for that particular course in question and does not apply to the student's ATAR in general.

2.3. Special Entry Access Scheme

Special Entry Access Scheme allows tertiary selection officers to give applicants special consideration for difficult circumstances that may adversely affect their studies. These may include a disability or medical condition, a disadvantaged financial background or difficult circumstances such as a family crisis.

SEAS does **not** change the ATAR. Nor does it exempt a student from completing the selection criteria eg a folio or an interview.

The two key parts of a SEAS application are:

- An Impact Statement written by the applicant and outlining how his/her studies have been impacted by the difficult circumstances.
- A Statement of Support written by a relevant responsible person in which **evidence** and the **impact** are the key.

SEAS applications are due in early October so that students wishing to apply should be organising, in particular, the statement of support well before that time. Documentation is required to support a SEAS application and so records and documents should be kept during the year. Please speak with the Secondary Studies Program Leader or Careers Counsellor if you think you might be applying for SEAS.

3. PATHWAY OPTIONS AFTER LEAVING CORNISH COLLEGE

The vision for learning at Cornish College is to provide an education to develop our students into citizens who make a positive difference in contributing to a sustainable future.

We want our senior students to be equipped with the knowledge and skills to identify and work towards future learning and vocational pathways, with an understanding of their own developmental needs and support strategies.

As such all education and career pathways will be personal. It is also important to note, that current vocational research indicates that a young person entering the job market now, will have at least four different changes to their career. Being able to develop skills based on interest areas will maximise the flexibility of our students, and predispose them to being lifelong learners.

When planning a career pathway, students should consider:

- What they enjoy
- What they are good at
- What aspects of their personality will suit them to a particular type of career
- What their ambitions are

Regardless of future learning or vocational pathways chosen by a student, their career success, and ability to make transitions over time, will be based on the level of formal qualifications.

Most Cornish College school leavers go on to do more study at University, TAFE, or a registered training organisation.

3.1 University and TAFE courses

University studies are generally discipline based and focus on theoretical and technical knowledge so that students can develop expertise in their area of study. Most University courses lead to a specific profession and may be required as a minimum for particular fields of employment.

TAFE or other registered training organisations are more focused on learning for a specific vocation or learning at work. TAFE programs are varied and courses satisfy a variety of interest areas. There are a range of levels of courses students can do to get further qualifications once they have finished their basic TAFE course. Many TAFE courses can qualify you for entry into degree courses at universities, with credits for your TAFE studies. Some TAFE courses may require candidates to present a folio of work, while others may require them to attend an interview, sit an aptitude test, or also have employment or previous work experience in a relevant area.

3.2 Apprenticeships and Traineeships

Students may choose to complete an apprenticeship or traineeship after completing Year 12. This combines a paid vocation while learning, with both on-the-job training and formal TAFE studies. Many employers prefer their new apprentices to have satisfactorily completed their Year 12 and have their driver's license.

There are more than 100 declared vocations (trades) to choose from that gives formal qualification with specific career learning.

Cornish College offers Structured Workplace Learning and School Based Apprenticeships as a way to complete a VCE program/qualification and begin vocation and trade qualification.

3.3 Working

Occasionally a student may intend to enter the labour market directly from school. This may be a suitable option but they should remember that further training or study will help their career. Over their working career there is the possibility of flexible study arrangements available, including part-time, online and on-campus learning.

4. SELECTING A TWO YEAR VCE PROGRAM

What a student must do over two years:

- Usually twelve units in Year 11
- Usually ten units in Year 12
- Four units of English*
- At least three sequences of Units 3 and 4 of particular studies, in addition to an English 3 and 4

*The English units may be selected from English and Literature Units 1-4.

Cornish College offers a diverse range of VCE subjects and it is important to note that, with the exception of specific pre-requisite subjects, most tertiary pathways can be achieved from a variety of subject combinations.

This booklet contains an outline of all subjects being initially offered for 2021. However, student subject choices and availability of resources will determine the combination of subjects to be delivered on campus. Should a subject not be offered onsite, or if a student wants to follow a specific combination of subjects that cannot be accommodated, other study options, eg online/distance learning may be available and can be discussed with the Secondary Studies Program Leader.

Subject choice should be guided from a student's ability, intended career and requirements for subsequent study and vocational pathway.

Students should plan their subject selection based on:

- The two years of Unit/Subject combinations VCE in mind.
- Being strongly encouraged for Year 11 students to complete a Units 3 and 4 subject, as this gives experience of the nature of assessment and workload required.
- Students will complete both Units 1 and 2 of chosen subject.
- The finalised subject combination at Year 11, will generally flow onto Year 12 the following year.
- Unit 4 studies can only be completed after Unit 3 in a subject.
- Changes of studies throughout the year, whilst possible, may have restricted alternative options

Further advice to assist students to identify possible subjects is included in the Advice and Pathways sections of each subject page, later in this guide.

Another useful resource, the VTAC Year 10 Guide, is designed to help you:

- Discover study opportunities for after you finish school
- Figure out which study options are right for you
- Understand the requirements for these courses
- Learn about what the ATAR is and isn't, and
- Make decisions about your Year 11 and 12 studies.

Please note:

Specific institution/course prerequisites should always be confirmed with the Careers Coordinator in the first instance, and the tertiary institution.

Cross Year Studies are those where a student studies a subject at a higher or lower level than their normal year. As part of their Global Sustainability subject, all Year 10 students undertake a cross year study of Australian and Global Politics Units 1 and 2.

The timetable structure for Years 11 and 12 enables cross year studies. A Year 11 student may study a Unit 3 and 4 sequence while all other subjects are at the Unit 1 and 2 level. Students interested in this option should consult their teachers, speak with their parents and obtain and complete an Expression of Interest for Cross Year Studies form from the Secondary Studies Program Leader. Factors to be considered include attitude, behavior, academic results, time management skills, maturity, past experiences, work habits, career pathway and future course needs.

Some subjects are not recommended for Cross Year Studies. This will be advised through consultation.

Units 3 and 4 subjects currently available for study at Year 11 without having completed Unit 1 and 2 are:

- Business Management
- Australian and Global Politics
- Biology
- Legal Studies
- Health and Human Development
- History
- Outdoor and Environmental Studies
- Psychology
- Theatre Studies

Planning Grid for Two Year VCE Program

Year 11	<i>ENGLISH 1</i>						6 subjects 12 Units
	<i>ENGLISH 2</i>						
Year 12	<i>ENGLISH 3</i>					<i>Study Period</i>	5 subjects 10 Units
	<i>ENGLISH 4</i>					<i>Study Period</i>	

4.1 When choosing a VCE course it is important to be mindful of several key points

4.1.1 English

One subject of either English or Literature **must** be included as it is necessary in order for a student to satisfactorily complete their VCE and gain entry into a tertiary level course.

4.1.2 Mathematics

It is strongly recommended that students select at least two units of Mathematics where possible as this maintains the widest range of future course options. For example; failure to do any Mathematics in Units 1 and 2 means that a student will be unable to gain entry into any teaching programs at University level.

The choice of which Mathematics pathway to follow should be based on student ability, meets the requirements of any tertiary courses and has been discussed with one current Mathematics teacher.

It is not compulsory for a student to include a Mathematics subject in their VCE course but they need to carefully check the implications of this.

4.1.3 Science

Some tertiary courses require specific science subjects and students need to conduct research into any specific courses they are interested in to check the prerequisite requirements.

When there are no specific pre-requisite science subjects and a student is considering tertiary pathways in science, Chemistry is probably the science subject that keeps more pathways open.

4.1.4 Visual and Performing Arts

The assessment in Visual and Performing Arts subjects includes significant practical, and/or portfolio development.

At times completing a limited number of Visual and Performing Arts subjects will allow students sufficient time to engage fully with their own unstructured and independent creative projects. Many tertiary institutions encourage students to present projects such as these alongside their formal portfolio during the interview phase of the selection process.

5. VCE UNITS OFFERED

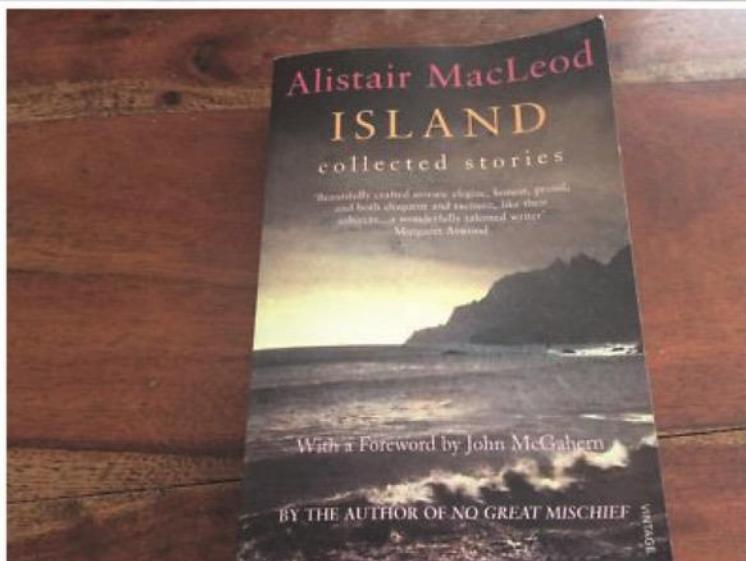
YEAR 11 (UNITS 1 AND 2)	YEAR 12 (UNITS 3 AND 4)
English Language	
English	English
English Language	English Language
English Literature	English Literature
Mathematics	
Foundation Mathematics	
General Mathematics	Further Mathematics
Mathematical Methods (CAS)	Mathematical Methods (CAS)
Specialist Mathematics	Specialist Mathematics
Science	
Biology	Biology
Chemistry	Chemistry
Environmental Science	Environmental Science
Physics	Physics
Psychology	Psychology
Health and Physical Education	
Health and Human Development	Health and Human Development
Outdoor and Environmental Studies	Outdoor and Environmental Studies
Physical Education	Physical Education
Humanities	
Australian and Global Politics	Australian and Global Politics
Business Management	Business Management
Economics	Economics
Geography	Geography
History	History
Legal Studies	Legal Studies
Philosophy	Philosophy
Sociology	Sociology
Languages	
French	French
Japanese	Japanese
Technology	
Computing	Data Analytics
	Software Development
Food Studies	Food Studies
Visual and Performing Arts	
Dance	Dance
Media	Media
Music Performance	Music Performance
Studio Art	Studio Art
Theatre Studies	Theatre Studies
Visual Communication and Design	Visual Communication and Design

6. YEAR 10 INTO VCE PATHWAYS

Courses offered will be in response to research amongst the student body regarding future career directions, associated tertiary courses and VCE prerequisites but will be chosen from:

	Year 10	Year 11 (Units 1 and 2)	Year 12 (Units 3 and 4)
<u>English</u>	<ul style="list-style-type: none"> • English 	<ul style="list-style-type: none"> • English • English Language • Literature 	<ul style="list-style-type: none"> • English • English Language • Literature
<u>Mathematics</u>	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • Foundation Mathematics • Mathematical Methods • Specialist Mathematics • General Mathematics 	<ul style="list-style-type: none"> • Further Mathematics • Mathematical Methods • Specialist Mathematics
<u>Science</u>	<ul style="list-style-type: none"> • Science <p><i>VCE Units 1 and 2</i></p> <ul style="list-style-type: none"> • Environmental Science 	<ul style="list-style-type: none"> • Biology • Chemistry • Physics • Psychology • Environmental Science 	<ul style="list-style-type: none"> • Biology • Chemistry • Physics • Psychology • Environmental Science
<u>Health and Physical Education</u>	<ul style="list-style-type: none"> • Physical Education <p><i>VCE Units 1 and 2</i></p> <ul style="list-style-type: none"> • Health and Human Development • Outdoor and Environmental Studies 	<ul style="list-style-type: none"> • Health and Human Development • Physical Education • Outdoor and Environmental Studies 	<ul style="list-style-type: none"> • Health and Human Development • Physical Education • Outdoor and Environmental Studies
<u>Humanities</u>	<p><i>VCE Units 1 and 2</i></p> <ul style="list-style-type: none"> • Australian and Global Politics • Economics • Geography • History 	<ul style="list-style-type: none"> • Australian and Global Politics • Business Management • Economics • Geography • History • Legal Studies • Philosophy • Sociology 	<ul style="list-style-type: none"> • Australian and Global Politics • Business Management • Economics • Geography • History • Legal Studies • Philosophy • Sociology
<u>Languages</u>	<ul style="list-style-type: none"> • French • Japanese • Language and Culture 	<ul style="list-style-type: none"> • French • Japanese 	<ul style="list-style-type: none"> • French • Japanese
<u>Technology</u>	<p><i>VCE Units 1 and 2</i></p> <ul style="list-style-type: none"> • Food Studies 	<ul style="list-style-type: none"> • Computing • Food Studies 	<ul style="list-style-type: none"> • Data Analytics • Software Development • Food Studies
<u>Visual and Performing Arts</u>	<p><i>VCE Units 1 and 2</i></p> <ul style="list-style-type: none"> • Dance • Media • Music Performance • Studio Art • Theatre Studies 	<ul style="list-style-type: none"> • Dance • Media • Music Performance • Studio Art • Theatre Studies • Visual Communication Design 	<ul style="list-style-type: none"> • Dance • Media • Music Performance • Studio Art • Theatre Studies • Visual Communication Design
<u>Other Pathways</u>	<ul style="list-style-type: none"> • Vocational Education and Training in Schools (VETiS) 	<ul style="list-style-type: none"> • VETiS • Structured Workplace Learning • School Based Apprenticeship 	<ul style="list-style-type: none"> • VETiS • Structured Workplace Learning • School Based Apprenticeship

English



YEAR 10 INTO VCE PATHWAYS

	YEAR 10	YEAR 11	YEAR 12
English	<ul style="list-style-type: none">• English (compulsory)	Must do one of <ul style="list-style-type: none">• English• English Language• Literature	Must do one of <ul style="list-style-type: none">• English• English Language• Literature

Advice and Pathways

Students studying English should consider the following:

This subject will suit you if you enjoy ...

- Reading texts independently
- Understanding current issues
- Making connections between what you are studying and the ‘real world’
- Writing extended responses in a variety of different styles (not short answer responses)
- Improving writing.

This subject can lead to a pathway in the following areas ...

Journalism, teaching, acting, historian, speech pathology, marketing, media, publishing, librarian, writer, editor, public relations

Other subjects that complement this subject include ...

- Humanity subjects such as History and Politics, which include skills that transfer into the analysis of texts
- Philosophy and other subjects which ponder the nature of our existence.

Further considerations

English is a subject that must be completed and included in top four study scores in contribution to the ATAR. The range of skills and texts covered is broad and complement the skills needed in most career pathways and for communication. You will learn to think critically and analyse, which are important skills you need in any career. There are a variety of texts studied, from novels to plays and shorter articles.

Subject Overview

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

Units 1 and 2 Areas of Study for 2021

Unit 1 Area of Study 1: Reading and Creating Texts (writing both analytical and creative responses to set texts)

Unit 1 Area of Study 2: Analysing and Presenting Argument

Unit 2 Area of Study 1: Reading and Comparing Texts (comparing two set texts with similar themes)

Unit 2 Area of Study 2: Analysing and Presenting Argument

Units 3 and 4 Areas of Study in 2021

Area of Study 1: Reading and Creating Texts

This involves the creation of two responses to two set texts - one an analytical response and one a creative response.

Area of Study 2: Analysing Argument (Unit 3) and Presenting Argument (Unit 4)

In Unit 3, this involves examining the ways in which argument, as well as written and visual language, have been used to persuade an audience.

In Unit 4, students will write and present a persuasive oral presentation on an issue currently being explored in the media.

Area of Study 3: Reading and Comparing Texts

This involves students comparing two thematically linked texts.

Equal weight is given to each Area of Study in Units 3 and 4.

UNITS 1 AND 2

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

UNIT 3

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

UNIT 4

In this unit students compare the presentation of ideas, issues and themes in texts. Also, they create an oral presentation intended to position audiences about an issue currently debated in the media.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework and Examinations. Unit 3 School Assessed Coursework: 25% Unit 4 School Assessed Coursework: 25% End-of-year Examination: 50%

English Language

Advice and Pathways

Students studying English Language should consider the following:

This subject will suit you if you enjoy ...

- Communication: reading independently; writing to the needs of the audience; sharing information; writing to the needs of the audience; using numeracy
- Planning and organising: collecting, analysing and organising information
- Teamwork
- Problem solving
- Self-management: evaluating and monitoring own performance
- Initiative and enterprise: generating a range of options; initiating innovative solutions; being creative
- Technology: using IT to organise data
- Learning: managing own learning; having enthusiasm for ongoing learning

This subject can lead to a pathway in the following areas...

Journalism, teaching, acting, historian, speech pathology, marketing, media, publishing, librarian, writer, editor, analytics, consultancy, researcher, sociologist, linguistics

Other subjects that complement this subject include ...

- English
- History and how it links to our modern world, and
- Humanities subjects such as political and social subjects.
- Mathematics and science

Further considerations

English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. The study of English Language enables students to further develop and refine their skills in reading, writing, listening to and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades and social groups.

Subject Overview

The study is made up of four units.

Each unit contains two areas of study.

Metalanguage underpins the key knowledge and key skills in each of the four units. Students are required to understand and use the metalanguage contained in the unit and area of study introductions, the key knowledge and skills, and the metalanguage lists for Units 1 and 2, and Units 3 and 4.

UNIT 1: LANGUAGE AND COMMUNICATION

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Area of Study 1: The nature and functions of language

Area of Study 2: Language Acquisition

UNIT 2: LANGUAGE CHANGE

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered.

In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.

Area of Study 1: English across time

Area of Study 2: Englishes in contact

UNIT 3: LANGUAGE VARIATION AND SOCIAL PURPOSE

In this unit students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning.

Students consider how texts are influenced by the situational and cultural contexts in which they occur. They examine how function, field, mode, setting and the relationships between participants all contribute to a person's language choices, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

Area of Study 1: Informal language

Area of Study 2: Formal language

UNIT 4: LANGUAGE VARIATION AND IDENTITY

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents.

Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

Area of Study 1: Language variation in Australian society

Area of Study 2: Individual and group identities

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	<p>Percentage contributions to the study score in VCE English Language are as follows:</p> <ul style="list-style-type: none">· Unit 3 School-assessed Coursework. 25%· Unit 4 School-assessed Coursework 25 %· End-of-year examination 50%

Literature

Advice and Pathways

Students studying Literature should consider the following:

This subject will suit you if you enjoy ...

- Independently reading texts to form original ideas about the ideas and language
- Understanding what writers are saying about the society and behaviours of different time periods
- Forming your own ideas and interpretations about texts
- Responding in different ways to texts – analysis writing, creative writing, group presentations
- Writing to respond to texts in various forms, showing complex ideas
- Analysing how language creates meaning, and
- Learning more about society and human nature

This subject can lead to a pathway in the following areas ...

Journalism, teaching, acting, historian, speech pathology, marketing, media, publishing, librarian, writer, editor, analytics, consultancy, researcher, sociologist

Other subjects that complement this subject include ...

- English
- History and how it links to our modern world, and
- Humanities subjects such as Political and Social subjects

Further considerations

Literature is a subject that explores texts and the way in which themes and ideas can be conveyed. You need to be an enthusiastic reader who likes a challenge and be able to express yourself about a range of topics and justify opinions. You will be required to read adult texts so you will need to enjoy reading and writing. Your capacity to think independently and construct interpretations in combination of critical and literary theory is essential.

Subject Overview

In Literature students undertake close reading of the texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts. Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read, as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other.

Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing context in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure.

UNIT 1: APPROACHES TO LITERATURE

In Unit 1, students focus on the ways interaction between text and reader creates meaning. Students will analyse the features and conventions of texts and this will help them develop responses to a range of literary forms and styles. Students will also develop an awareness of how the views and values that readers hold, may influence the reading of a text.

Area of Study 1: Reading practices

Area of Study 2: Ideas and concerns in texts

UNIT 2: CONTEXT AND CONNECTIONS

In Unit 2, students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students consider the relationships between authors, audiences and contexts and analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

Area of Study 1: The text, the reader and their contexts

Area of Study 2: Exploring connections between texts

UNIT 3: FORM AND TRANSFORMATION

In this unit students consider how the form of a text affects meaning and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students develop creative responses to texts and their skills in communicating ideas in both written and oral forms.

Area of Study 1: Adaptation and transformations

Area of Study 2: Creative responses to texts

UNIT 4: INTERPRETING TEXTS

In this unit students develop critical and analytic responses to texts. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

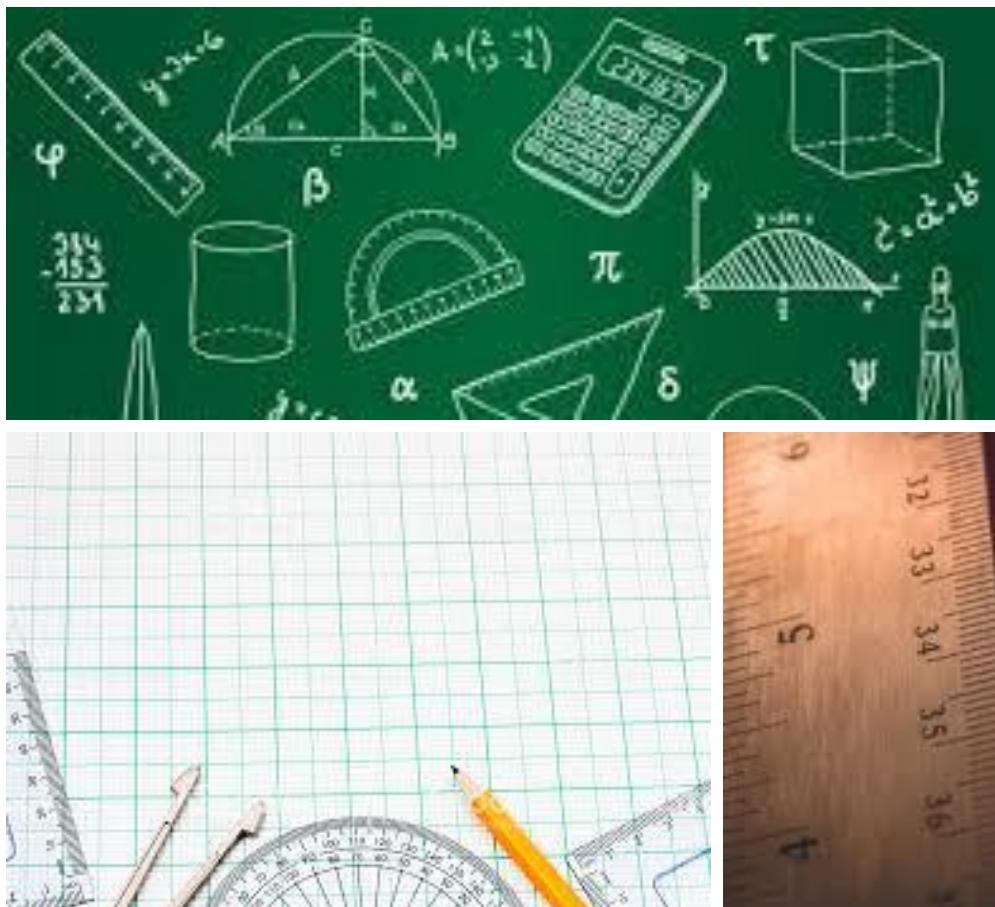
Area of Study 1: Literary perspectives

Area of Study 2: Close analysis

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework and an end-of-year Examination Unit 3 School Assessed Coursework: 25% Unit 4 School Assessed Coursework: 25% Units 3 and 4 Examination: 50%

Mathematics



YEAR 10 INTO VCE PATHWAYS

	YEAR 10	YEAR 11	YEAR 12
Mathematics	<ul style="list-style-type: none">• Foundation Mathematics• Applied Mathematics• Advanced Mathematics	<ul style="list-style-type: none">• Foundation Mathematics• General Mathematics• Mathematical Methods (CAS)• Specialist Mathematics	<ul style="list-style-type: none">• Further Mathematics• Mathematical Methods (CAS)• Specialist Mathematics

MATHEMATICS PATHWAY OPTIONS IN VCE

INTRODUCTION

Mathematics is the study of function and pattern in number, logic, space and structure. It is a study that is designed to provide skills to access worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of students. Mathematics promotes student awareness of the importance of Mathematics in everyday life in a technological society, and develop confidence in the use of mathematical ideas, techniques and processes.

This study is designed to enable students to:

- Develop mathematical knowledge and skills
- Apply mathematical knowledge to analyse, model and solve problems in a variety of situations, ranging from well-defined and familiar situations to unfamiliar and open-ended situations
- Use technology as an effective support for mathematical activity

ENTRY INTO UNITS 1 AND 2

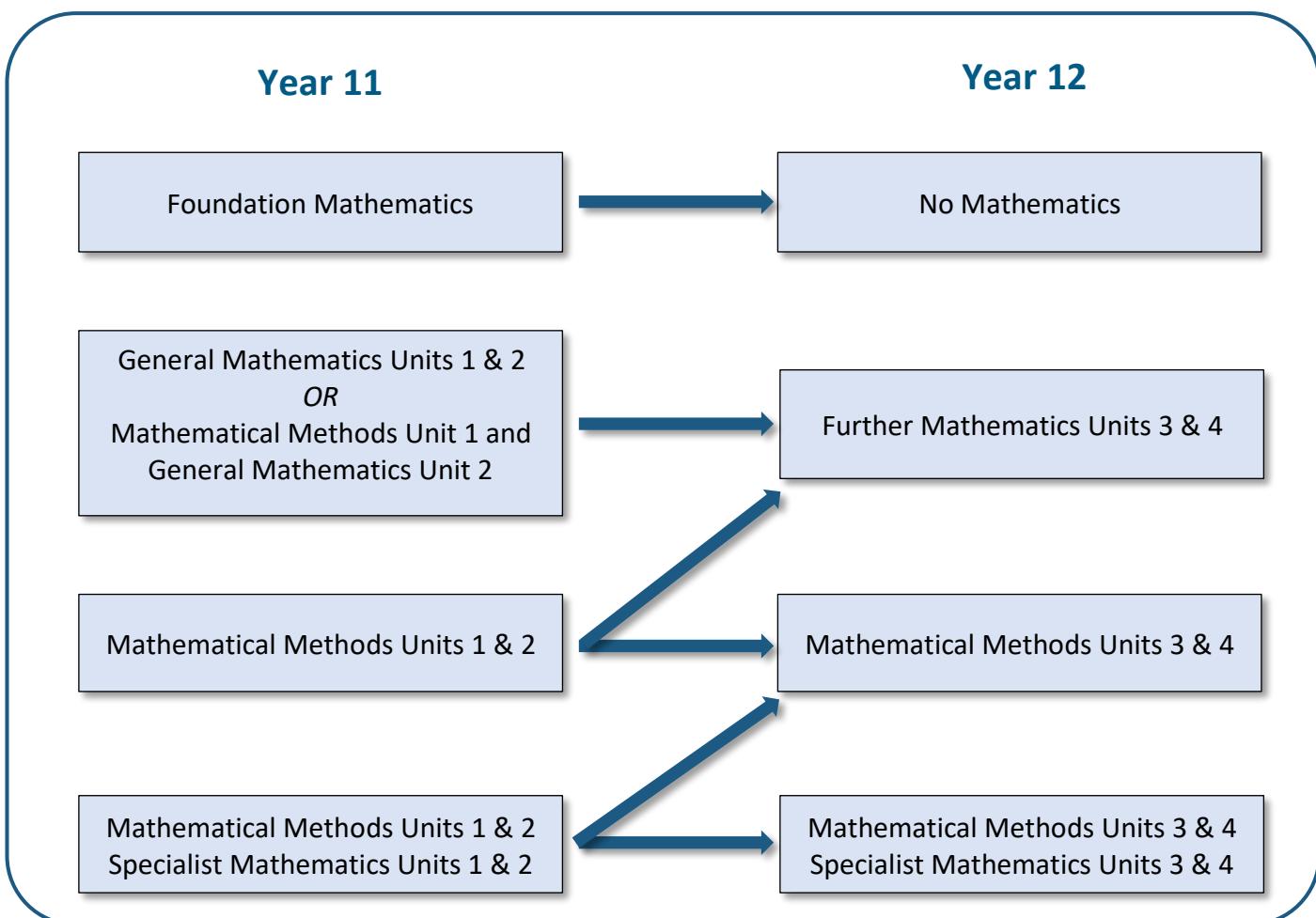
This requires satisfactory completion of Year 10 Mathematics.

ENTRY INTO UNITS 3 AND 4

Entry into Mathematical Methods 3 and 4 requires Mathematical Methods 1 and 2. Specialist Mathematics Units 3 and 4 are normally taken in conjunction with Mathematical Methods Units 3 and 4. Mathematical Methods Units 3 and 4 contains assumed knowledge for Specialist Mathematics.

TECHNOLOGY

Students are required to have a TI-nspire CAS CX calculator *and the Online code that comes with the CAS* for all mathematics subjects.



FOUNDATION MATHEMATICS (UNITS 1 AND 2)

Advice and Pathways

Students studying Foundation Mathematics should consider the following:

This subject will suit you if you enjoy ...

- Developing real life and application-based skills in Mathematics and problem solving.
- Using and applying basic Mathematics to support vocational learning in support of a VETiS course, Work Based Placement or School Based Apprenticeship

This subject can lead to a pathway in the following areas ...

Vocational studies, design, business, accounting, administration

Other subjects that complement this subject include ...

- Psychology
- Biology
- Accounting

Further considerations

Foundation Mathematics Units 1 and 2 is designed as a terminal course and generally does not lead to further studies at Units 3 and 4 level unless there is extra substantial learning shown by the student.

Students must check that this subject meets the requirements for any tertiary courses they are considering.

Students MUST purchase the TI-nspire CAS CX calculator for this course since one of the outcomes for all mathematical courses is your proven ability to use technology.

Subject Overview

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Units 3 and 4 studies in VCE Mathematics. In Foundation Mathematics there is a strong emphasis on the use of Mathematics in practical contexts encountered in everyday life in the community, at work and at study. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations. Students are expected to be able to apply techniques, routines and processes involving arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs with and without the use of technology. The use of numerical graphical, geometric, symbolic and statistical functionality of technology is required.

UNITS 1 AND 2

Area of Study 1: Space, Shape and Design

Students cover the geometric properties of lines, curves and shapes and objects, and their graphical and diagrammatic representations with attention to scale and drawing conventions used in domestic societal, industrial and commercial plans, maps and diagrams.

Area of Study 2: Patterns and Number

Students cover estimation, the use and application of different forms of numbers and calculations, and the representation of patterns and generalisations in number including formulas and other algebraic expressions in everyday contexts.

Area of Study 3: Data

Students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries.

Area of Study 4: Measurement

Students cover the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration and accuracy.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	
A variety of work related to outcomes is assessed by the school.	

GENERAL MATHEMATICS (UNITS 1 AND 2)

Advice and Pathways

Students studying General Mathematics should consider the following:

This subject will suit you if you enjoy ...

- Practical mathematics with data and problem solving

General Mathematics Units 1 and 2 is designed for students who like mathematics and who cope very well with the application of statistics, measurement, geometry and using algebra.

This subject can lead to a pathway in the following areas ...

Architecture, health sciences, marketing, medical sciences, sport and outdoor recreation, business, accounting, teaching, administration, finance, arts

Other subjects that complement this subject include ...

- Psychology
- Biology
- Economics

Further considerations

General Mathematics is designed to further develop mathematical ability and can lead to Further Mathematics Units 3 and 4. Students must check that this subject meets the requirements for any tertiary courses they are considering. General Mathematics is designed for students who would like to continue mathematics into Year 12, but may be challenged by Further Mathematics course. Students MUST purchase the TI-nspire CAS CX calculator.

Subject Overview

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

UNITS 1 AND 2

General Mathematics Units 1 and 2 is designed for students who would like to continue onto a Year 12 Mathematics course. Students will develop the skills to analyse and interpret statistical data with and without technology. They will establish an understanding of how to use the CAS calculator efficiently and accurately.

There are six Areas of Study:

- Algebra and structure
- Arithmetic and number
- Discrete Mathematics - matrices, graphs and networks, number patterns and recursion
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics

OUTCOMES

These Areas of Study each have three Outcomes:

Outcome 1: To develop the skills of key concepts as specified in the selected content from the areas of study.

Outcome 2: To select and apply mathematical facts, concepts, models and techniques from the topics covered in the Unit to investigate and analyse extended application problems in a range of contexts.

Outcome 3: To select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

PREREQUISITES

There are no prerequisites for this subject, but it is strongly recommended that students enrolling in VCE Units 1 and 2 General Mathematics have achieved satisfactory grades in Year 10 Mathematics for all areas.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	
A variety of work related to outcomes is assessed by the school.	

FURTHER MATHEMATICS (UNITS 3 AND 4)

Advice and Pathways

Students studying Further Mathematics should consider the following:

This subject will suit you if you enjoy ...

- Applying techniques, routines and processes to practical situations, learning new vocabulary and problem solving.

Further Mathematics Units 3 and 4 is designed for students who like Mathematics and who cope very well with more practical application of mathematics involved with Statistics in particular. An affinity to using technology to solve problems is important.

This subject can lead to a pathway in the following areas ...

Architecture, health sciences, marketing, medical sciences, sport and outdoor recreation, business, accounting, teaching, administration, finance, arts

Other subjects that complement this subject include ...

- Psychology
- Biology
- Economics

Further considerations

Further Mathematics Units 3 and 4 is designed for students who would like to continue Mathematics throughout their VCE. Students should check that this subject meets the requirements for any tertiary courses you are considering. Students MUST purchase the TI-nspire CAS CX calculator for this course since one of the outcomes is your proven ability to use the CAS technology.

Subject Overview

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

Further Mathematics is designed to equip students with the confidence, understanding, skills and strategies to apply mathematical techniques to the analysis and solution of problems. Students will develop their skills to analyse and interpret statistical data with technology.

UNIT 3

There are two compulsory **Core** Areas of Study based on

- Data Analysis and Regression (40%) and
- Financial Modelling (20%)

UNIT 4

There is a compulsory **Core** Area of Study based on Applications.

These applications consist of two modules **selected** from:

- Matrices
- Networks and decision mathematics
- Geometry and measurement
- Graphs and relations
- Each module comprises 20% of the covered content

OUTCOMES

There are **three Outcomes** in this subject relating to all Areas of Study (**Core and Selected**), which are:

Outcome 1: To develop the skills of key concepts as specified in the selected content from the areas of study.

Outcome 2: To select and apply mathematical facts, concepts, models and techniques from the topics covered in the Unit to investigate and analyse extended application problems in a range of contexts.

Outcome 3: To select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

PREREQUISITES

There are no prerequisites for this subject but it is strongly recommended that students enrolling in VCE Units 3 and 4 Further Mathematics undertake either VCE Units 1 and 2 General Mathematics or VCE Units 1 and 2 Mathematical Methods (CAS) prior to undertaking this course.

LEVELS OF ACHIEVEMENT

UNITS 3 AND 4	
	Unit 3 School Assessed Coursework 20%
	Unit 4 School Assessed Coursework 14%
	Examination technology free 33%
	Examination technology assisted 33%

MATHEMATICAL METHODS (CAS)

Advice and Pathways

Students studying Mathematical Methods should consider the following:

This subject will suit you if you enjoy ...

- Manipulating algebraic expressions, exploring transformations of graphs, investigating rates of change, studying statistical measures and applying the mathematical concepts to real life situations
- Working with more advanced algebraic functionality, graphs, complex calculations and abstract concepts

This subject can lead to a pathway in the following areas ...

Statistician, engineering, surveyor, mathematician, economist, scientist, architect, pilot, commerce, business, actuarial studies, and teaching

Other subjects that complement this subject include ...

- Chemistry
- Physics
- Economics
- Software Development
- Specialist Mathematics

Further considerations

Students should check that this subject meets the requirements for any tertiary courses they are considering.

Students will need to purchase and use a CAS calculator.

These are the two main reasons you should consider studying two Mathematics subjects at Year 11 if you plan to do Mathematical Methods at Year 12:

- Recommended by the VCAA (Victorian Curriculum and Assessment Authority) the people in charge of the VCE Maths curriculum - "Although it is possible to prepare for Mathematical Methods (CAS) Units 3 and 4 by studying only Mathematical Methods (CAS) Units 1 and 2, a much firmer basis is obtained by also studying General Mathematics Units 1 and 2." (VCAA (2010) VCE Mathematics study design page 10 <http://www.vcaa.vic.edu.au/vce/studies/mathematics/mathssstd.pdf>)
- Year 12 Methods study score is the result of all students being placed into rank order based on their overall results regardless of how many VCE Mathematics subjects they have studied. Year 12 Methods students who do only Methods 1 and 2 are the lowest 43% of students in terms of Mathematical background. These students are competing for rank against students who may have also completed Specialist Maths. (Data from VCAA Data analysis unit)

Subject Overview

Mathematics is the study of relationships and patterns in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, applying, investigating, modelling and problem solving. A CAS calculator is an essential tool in all VCE Mathematics units.

UNITS 1 AND 2

Mathematical Methods (CAS) Units 1 and 2 provides an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics. Students will require and establish strong algebraic skills. They will apply techniques, routines and processes with and without the use of technology as applicable. Students will develop an understanding of the power of the CAS calculator and an ability to use it efficiently and accurately. The units are designed as preparation for Mathematical Methods Units 3 and 4.

There are four Areas of Study:

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

UNITS 3 AND 4

Mathematical Methods Units 3 and 4 is the study of functions and graphs, algebra, calculus and probability. Assumed knowledge from Mathematical Methods Units 1 and 2 will be drawn upon. The selection of content from the Areas of Study is constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used. Students also develop rigorous mathematical reasoning skills and apply them appropriately to analytical tasks.

There are four Areas of Study:

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

OUTCOMES

Outcome 1: Students should be able to design and explain key concepts as specified in the content from the Areas of Study, and apply a range of related mathematical routines and procedures.

Outcome 2: Students should be able to apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3: Students should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4	
A variety of work related to outcomes is assessed by the school	Unit 3 School Assessed Coursework	17%
	Unit 4 School Assessed Coursework	17%
	Examination technology free	22%
	Examination technology assisted	44%

SPECIALIST MATHEMATICS

Advice and Pathways

Students studying Specialist Mathematics should consider the following:

This subject will suit you if you enjoy ...

- Working mathematically and manipulating algebraic expressions
- Thinking abstractly
- Studying Mathematics and consider it to be your strongest subject
- Mathematics and if you are considering studying Engineering at university

This subject can lead to a pathway in the following areas ...

Statistician, engineering, surveyor, mathematician, economist, scientist, actuarial studies, teaching

Other subjects that complement this subject include ...

- Physics
- Economics
- Algorithmics
- Students studying Specialist Mathematics Units 3 and 4 should also study Mathematical Methods 3 and 4

Further considerations

Students will be expected to purchase and use a CAS calculator.

Check that this subject meets the requirements for any tertiary courses you are considering.

Specialist Mathematics 1 and 2 contains assumed knowledge and skills for Specialist Mathematics 3 and 4. Students considering Specialist Mathematics for Year 12 should have completed this subject in Year 11.

Subject Overview

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

UNITS 1 AND 2

Specialist Mathematics Units 1 and 2 provides a course of study for students who wish to undertake an in-depth study of Mathematics. The emphasis will be on concepts, skills, processes related to mathematical structure, modelling problem solving and reasoning. There is a strong emphasis on algebra and rigorous mathematics. Taken in conjunction with Mathematical Methods (CAS) Units 1 and 2, will allow for preparation for Specialist Mathematics Units 3 and 4.

Two topics are chosen from the five prescribed topics:

- Number systems and recursions
- Vectors in the plane
- Geometry in the plane and proof
- Geometry, measurement and trigonometry
- Graphs of non-linear functions

Other topics will be selected from the following areas of study:

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics
- Transformations and matrices

Some topics may also be selected from the General Mathematics study design.

UNITS 3 AND 4

Specialist Mathematics assumes concurrent or previous study of Mathematical Methods Units 3 and 4. This course allows students to develop an understanding of mathematical structure, proof and establish fluency in the application of techniques, routines and processes in the topic areas. They will further develop rigorous mathematical reasoning skills and understand the power of mathematics to model situations. Students will continue to identify when the use of the CAS calculator is the preferred method of solving a particular problem and use that technology efficiently and accurately.

Areas of Study:

- Functions and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and statistics

OUTCOMES

Outcome 1: To develop the skills of key concepts as specified in the selected content from the areas of study.

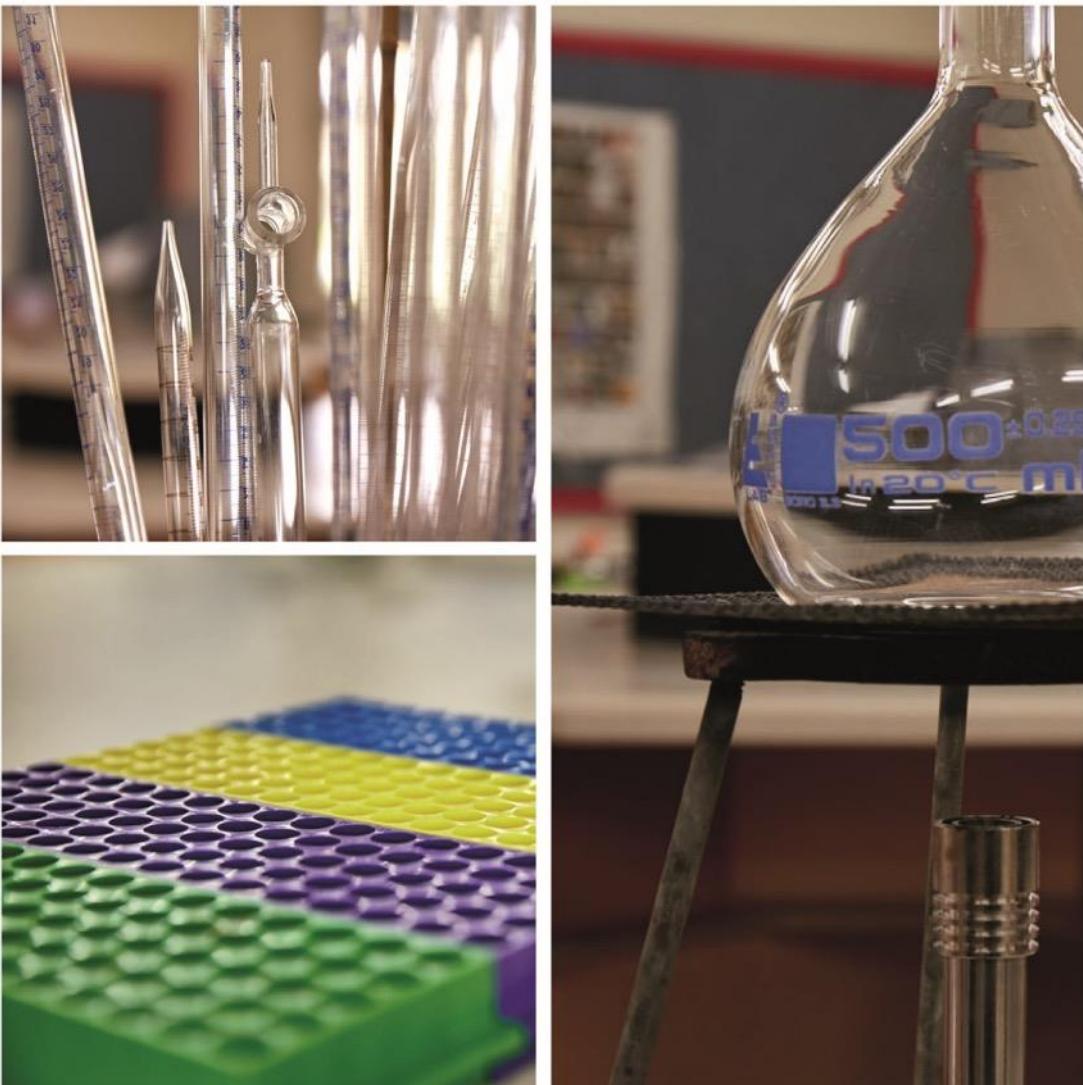
Outcome 2: To select and apply mathematical facts, concepts, models and techniques from the topics covered in the Unit to investigate and analyse extended application problems in a range of contexts.

Outcome 3: To select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4								
A variety of work related to outcomes is assessed by the school.	<table><tr><td>Unit 3 School Assessed Coursework</td><td>17%</td></tr><tr><td>Unit 4 School Assessed Coursework</td><td>17%</td></tr><tr><td>Examination technology free</td><td>22%</td></tr><tr><td>Examination technology assisted</td><td>44%</td></tr></table>	Unit 3 School Assessed Coursework	17%	Unit 4 School Assessed Coursework	17%	Examination technology free	22%	Examination technology assisted	44%
Unit 3 School Assessed Coursework	17%								
Unit 4 School Assessed Coursework	17%								
Examination technology free	22%								
Examination technology assisted	44%								

Science



YEAR 10 INTO VCE PATHWAYS

	YEAR 10	YEAR 11	YEAR 12
SCIENCE	<ul style="list-style-type: none">• Science (Compulsory)<i>Super Studies Elective:</i>• Environmental Studies	<ul style="list-style-type: none">• Biology• Chemistry• Physics• Psychology• Environmental Science	<ul style="list-style-type: none">• Biology• Chemistry• Physics• Psychology• Environmental Science

BIOLOGY

Advice and Pathways

Students studying Biology should consider the following:

This subject will suit you if you enjoy ...

- Conducting experimental investigations and presenting and analysing data
- Conducting independent and collaborative research
- Reading and summarising scientific texts
- Memorising details such as the names and functions of specific biological structures and produce
- Using specific vocabulary related to key biological principles and concepts
- Problem-solving

This subject can lead to a pathway in the following areas ...

Health and medical sciences, sports science, agriculture, animal studies and science; courses in a range of studies at many universities, as well as a range of tafe courses in similar career and vocations.

Other subjects that complement this subject include ...

- Chemistry
- Psychology
- Mathematics
- Arts/Technology
- Languages

Further considerations

Biology is a more accessible science subject with significant work studying biological systems. There is only a minor amount of numerical analysis compared to several of the other Science subjects. Students should check with our Careers Coordinator for prerequisite studies for tertiary courses, as Biology may not be a suitable prerequisite for some science related courses.

Subject Overview

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

UNIT 1: HOW DO LIVING THINGS STAY ALIVE?

What are some of the challenges to an organism in sustaining life? Students will 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. Organisms have a range of adaptations that enhance their survival in a particular environment. Students will investigate how a diverse group of organisms form a living, interconnected community that is adapted to its habitat, and the importance of a keystone species in maintaining the structure of an ecosystem. The Unit concludes with a significant practical investigation related to the survival of an organism or species.

UNIT 2: HOW IS CONTINUITY OF LIFE MAINTAINED?

All cells are derived from pre-existing cells, and the process of DNA replication and cell division is fundamental to maintaining this continuity. Students will explore the mechanisms, advantages and disadvantage of different reproductive strategies, and the role of stem cells and their potential use in medical therapies. Students will investigate the inheritance of characteristics, and explore the relationship between genes, the environment and the regulation of genes in giving rise to these characteristics. Students will then consider the role of genetic knowledge, social norms and ethics in decision-making about the inheritance of a range of genetic conditions. The Unit concludes with a student-directed research investigation into an issue related to genetics and/or reproductive science.

UNIT 3: SIGNATURES OF LIFE

All life is made of cells, but how do they work to create multicellular organisms of great complexity? You will investigate the workings of the cell from several perspectives such as why the plasma membrane is insoluble in water and how this property means it has differential permeability to specific solutes in entering the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. How do enzymes perform the thousand of chemical reactions required to grow and thrive. How do cells respond to signals from outside, the response of receptors to signaling molecules, and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.

UNIT 4: CONTINUITY AND CHANGE

Change is constant and yet there are clear threads of continuity. How are different species related to one another, how do changes to the environment impact 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. and you will discover for yourself the evidence for this most important concept, using evidence of technological developments in the fields of comparative genomics, molecular homology and bioinformatics that have resulted in evidence of change through measurements of relatedness between species.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination Units 3 and 4 School Assessed Coursework: 40% Units 3 and 4 Examination: 60%

CHEMISTRY

Advice and Pathways

Students studying Chemistry should consider the following:

This subject will suit you if you enjoy ...

- Developing an understanding of natural phenomena
- Conducting experimental investigations and presenting and analysing data
- Conducting independent and collaborative research
- Solving problems in a logical and systematic manner, many of which will require proficiency in Mathematics
- Reading and summarising scientific texts
- Memorising details and facts such as formulae, principles and laws
- Using specific vocabulary related to key chemical principles and concepts

This subject can lead to a pathway in the following areas ...

Engineering, geological sciences, microbiology, oceanography and science education, the health and medical sciences, sports sciences, food sciences, agriculture. Chemistry provides students with excellent preparation to undertake a range of studies in tertiary courses in a range of studies at many universities.

Other subjects that complement this subject include ...

- Physics
- Biology
- Mathematics
- Humanities
- Health and Physical Education
- Arts/Technology
- Languages

Further considerations

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes, from the formation of molecules in space, to the complex biological interactions occurring in cells, can be described by chemical theories. Chemistry is used to explain the properties of all materials, how they interact and react, for natural phenomena at the molecular level.

Subject Overview

Chemistry is the study of matter. Its behaviour and interactions are studied through a thematic approach. Students have opportunities to investigate, explore and solve qualitative and quantitative problems and discuss chemical concepts and issues. Together, the four units of study provide a comprehensive coverage of chemistry at this level. There are no prerequisites for entry to Units 1 and 2 but students are strongly advised that they should have performed well in Chemistry at Year 10 to have a likelihood of success at Years 11 and 12. In view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4. Each Area of Study involves the design and performance of experiments, including the generation, collection and evaluation of experimental data.

UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

The development and use of materials for specific purposes is an important human endeavour. 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. Students are introduced to quantitative concepts in chemistry including the mole concept. 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. The Unit concludes with students carrying out a significant research investigation.

UNIT 2: WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?

Water is the most widely used solvent on Earth. In this unit, students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. They explore the polar nature of a water molecule and the relationship between this and the 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. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water. The Unit concludes with students carrying out a significant practical investigation into an aspect of water quality.

UNIT 3: HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

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.

UNIT 4: HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?

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

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination Units 3 and 4 School Assessed Coursework: 40% Units 3 and 4 Examination: 60%

ENVIRONMENTAL SCIENCE

Advice and Pathways

Students studying Environmental Science should consider the following:

This subject will suit you if you enjoy ...

- Engaging with nature, people and the world
- Science, but are not sure which type of science. Environmental Science has it all.
- Conducting a broad range of experimental investigations
- Applying what you have learnt to solve complex problems
- Making a difference now and in the future in whatever career you end up in

This subject can lead to a pathway in the following areas ...

There are many career options such as Environmental Scientist roles with organisations such as the Commonwealth Scientific Industrial and Research Organisation (CSIRO) or the Environmental Protection Agency (EPA); many environmental graduates work for federal, state or local governments. They conduct research, manage natural resources, advise on policy, manage conservation areas and/or wildlife, educate and verify that organisations are following regulations. You might find a career in helping manage the environmental footprint of developers, industry, or mining or engineering companies. If the outdoors is your thing then it's possible to use your skills and knowledge in every corner of the world from the barrier reef to Antarctica with research institutions or ecotourism, Parks and Wildlife, Forestry, fisheries and Wildlife management.

Environmental Science is a multidisciplinary science and in a world with increasing human population, loss of biodiversity and pressures on the natural environment from resource use and climate change you might use these skills in education, or raising environmental awareness within the not-for profit advocacy sector.

Fortunately, there is more and more attention being paid to the importance of looking after nature as a critical component of sustainability so your skills and understanding will be in demand and critical for a sustainable future.

Other subjects that complement this subject include ...

- Biology
- Chemistry
- Physics
- Outdoor and Environmental Studies
- Global Sustainability
- Geography

Further considerations

Sustainability and the natural environment are central to the ethos of Cornish College and students have a significant prior understanding of the nature of the subject, particularly from the Year 9 Science course which has explicit links to the content and concepts. Students should check with the Careers Coordinator for prerequisite studies for tertiary courses.

Subject Overview

Environmental Science is an interdisciplinary science that explores interactions and interconnectedness between humans and their environments. It analyses the functions of both living and non-living elements that sustain Earth systems.

The study includes how the relationships between the atmosphere, biosphere, hydrosphere and lithosphere produce environmental change over a variety of time scales. Students investigate how humans modify their environments and how the consequences of these changes affect local and global contexts. Pollution, biodiversity, energy use and climate change are studied. CASe studies, research and modelling, as well as frameworks and theories, are examined to help understand how Environmental Science has evolved and how it continues to evolve.

Students will engage in a variety of inquiry-based tasks which link theory, knowledge and practice from laboratory investigations, fieldwork, the use of technologies, simulations, case studies, animations and literature reviews. They will hypothesise, collect and analyse data, make recommendations and communicate their findings.

UNIT 1: HOW ARE EARTH'S SYSTEMS CONNECTED?

Students will examine the four interacting systems of the Earth and explore the physical requirements for life. How the physical environment functions, how local ecosystems interact over time and how components of local ecosystems can be monitored are discussed in depth, and students will carry out an extended investigation that will assist Cornish to become more sustainable. Students will explore the impact of short/medium/long term changes on the environment and investigate cyclical patterns and their causes. They will learn about the central importance of the sun, and examine the flow of matter and energy, and how environmental changes can be monitored and measured. Data is collected to determine patterns and students will learn to explain the interactions between environmental processes.

UNIT 2: HOW CAN POLLUTION BE MANAGED?

Waste is an issue at all levels of society from the playground to the poles. Students will study the characteristics of pollutants, how they can be measured and monitored, and how issues relating to pollutants can be managed when they inevitably arise. The complexities of pollution management in the environment are addressed in Area of Study 2 and students will investigate and respond to a local case study related to pollution.

UNIT 3: HOW CAN BIODIVERSITY AND DEVELOPMENT BE SUSTAINED?

In this unit, students will examine the questions 'Is maintaining biodiversity worth a sustained effort?' and 'Can development be sustainable?' Students will do this through a case study approach which provides an opportunity to get an in-depth understanding of the impacts that a growing human population have on the natural environment.

UNIT 4: HOW CAN THE IMPACT OF HUMAN ENERGY USE BE REDUCED?

In this unit, students will analyse what constitutes a sustainable mix of energy sources. In particular, students will explore the complexities of interacting systems of water, air, land and living organisms that influence climate. Renewable and non-renewable energy sources are examined, as well as distinctions between natural and greenhouse effects on climate change. For Area of Study 3, students will design and undertake a practical investigation that will give them the opportunity to contribute to our understanding of the environment at Cornish.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination Unit 3 School Assessed Coursework 20% Unit 4 School Assessed Coursework: 30% Examination: 50%

Advice and Pathways

Students studying Physics should consider the following:

This subject will suit you if you enjoy ...

- Understanding why and how things work
- Conducting experimental investigations
- Reading and summarising scientific texts
- Memorising details and facts such as the names and formulae which describe physical phenomena
- Presenting and analysing data often requiring mathematical interpretation
- Using specific vocabulary related to key physical principles and concepts
- Conducting independent and collaborative research
- Solving problems, most of which will require proficiency in mathematics

This subject can lead to a pathway in the following areas ...

Research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography.

Physicists also work in cross-disciplinary areas such as architecture, bushfire research, climate science, education, forensic science, geology, materials science, neuroscience, oceanography and sports science.

Other subjects that complement this subject include ...

Physics can be undertaken with a range of other studies in the Sciences, Humanities and Mathematics areas, and can be seen as part of a balanced set of studies where a range of experience is beneficial. It is frequently studied with mathematics.

Further considerations

The study of Physics has profoundly influenced the world. A contextual approach to the study has been adopted so that students appreciate the relevance of Physics to the physical, technological and social worlds.

Subject Overview

Physics seeks to understand and explain the physical world. It examines the models and ideas used to make sense of the world which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature. Physics provides students with opportunities to explore questions related to the natural and constructed world. An important feature of undertaking this study is the opportunity to engage in a range of inquiry tasks that may be self-designed to develop key science skills and to interrogate the links between theory and practice. Students work collaboratively as well as independently on a range of tasks.

UNIT 1: WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

Students explore some of the fundamental ideas and models used by physicists in an attempt to understand and explain their world. They consider how thermal effects can be explained by investigating heat and assessing the impact of human use of energy on the environment. Students find out how electric circuits work by evaluating common analogies used to explain electricity and investigating how electricity can be manipulated and utilised. They also examine 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?

In this unit students investigate how motion can be described and explained by understanding the forces involved both in moving objects and in keeping objects stationary. They also choose one option for study from astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. A student-designed practical investigation, related to content drawn from the area of motion or one of the options, is undertaken and reported on to complete this unit.

UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

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. They explore the interactions, effects and applications of gravitational, electric and magnetic fields including the design and operation of particle accelerators. Students use Newton's laws and Einstein's theories, such as special relativity, to investigate and describe motion.

UNIT 4: HOW CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT AND MATTER?

Students explore the use of wave and particle theories to model the properties of light and matter and consider the relationship between light and matter. Students are challenged to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. A student-designed practical investigation related to waves or fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4 and is assessed in Unit 4. The findings of the investigation are presented in a scientific poster format.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination Unit 3 School Assessed Coursework: 21% Unit 4 School Assessed Coursework: 19% Units 3 and 4 Examination: 60%

PSYCHOLOGY

Advice and Pathways

Students studying Psychology should consider the following:

This subject will suit you if you enjoy ...

- Conducting investigations, presenting and analysing data
- Using specific vocabulary related to key psychological principles and concepts
- Memorising details and facts such as the names and functions of specific neural structures
- Conducting independent and collaborative research
- Reading and summarising scientific texts
- Solving problems

This subject can lead to a pathway in the following areas ...

Social work and justice, health and medical sciences, welfare

Other subjects that complement this subject include ...

- Sciences
- Mathematics
- Humanities
- Health and Physical Education
- Arts/Technology
- Languages

Further considerations

Psychology concerns itself with the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way Psychologists approach and conduct their research into the human condition. Students should check with our Careers Coordinator for prerequisite studies for tertiary courses.

Subject Overview

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

UNIT 2: HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. 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. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

UNIT 3: HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

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

UNIT 4: HOW IS WELLBEING DEVELOPED AND MAINTAINED?

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

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination Unit 3 School Assessed Coursework: 16% Unit 4 School Assessed Coursework: 24% Units 3 and 4 Examination: 60%

Health and Physical Education



YEAR 10 INTO VCE PATHWAYS

	YEAR 10	YEAR 11	YEAR 12
Health and Physical Education	<ul style="list-style-type: none">Physical Education <p><i>Super Studies Elective:</i> - Outdoor and Environmental Studies</p>	<ul style="list-style-type: none">Health and Human DevelopmentPhysical EducationOutdoor and Environmental Studies	<ul style="list-style-type: none">Health and Human DevelopmentPhysical EducationOutdoor and Environmental Studies

HEALTH AND HUMAN DEVELOPMENT

Advice and Pathways

Students studying Health and Human Development should consider the following:

This subject will suit you if you enjoy ...

- Lots of hands on discussion
- Analysis of data and linking of key material
- Learning how to improve your health outcomes and those of others around the world

This subject can lead to a pathway in the following areas ...

The career prospects from the subject are broad, leading to courses such as international studies and aid, nutrition, community health research and policy development, humanitarian aid work, allied health practices, education, health science, health promotion, nursing, and other types of health professions.

Other subjects that complement this subject include ...

- Physical Education
- Food Studies
- Psychology
- Biology

Further considerations

VCE Health and Human Development is designed to foster health literacy. As individuals and global citizens, students develop their ability to navigate information and evaluate healthcare initiatives and interventions. Students take this capacity with them when they leave school and can apply their learnings in positive ways through any future challenges.

The study of Health and Human Development aims to enable students to:

- Understand the complex nature of health and wellbeing, and human development
- Develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions
- Examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age
- Develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks
- Develop understanding of the Australian healthcare system and the political and social values that underpin it
- Apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions
- Apply the objectives of the United Nations' sustainable development goals to evaluate the effectiveness of health and wellbeing initiatives and programs
- Propose and implement action to positively influence health, wellbeing, and human development, outcomes at individual, local, national and/or global levels

Subject Overview

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

This Unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students investigate the World Health Organization's definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

UNIT 2: MANAGING HEALTH AND DEVELOPMENT

This Unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This Unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students inquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

This Unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization. They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Students also look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

This Unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Global action to improve health, wellbeing and human development is addressed, focusing on the United Nations' Sustainable Development Goals and the work of the World Health Organization. Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination Units 3 and 4 School Assessed Coursework 50% Units 3 and 4 Examination: 50%

OUTDOOR AND ENVIRONMENTAL STUDIES

Advice and Pathways

Students studying Outdoor and Environmental Studies should consider the following:

This subject will suit you if you enjoy ...

- Drawing information from your own experiences and interactions with particular outdoor environments such as rivers, mountains, bushland, urban parks, mining/logging sites, farms and state or national parks
- Reflecting on these environments and discussing sustainable practices and the importance of environmental health
- Remembering, understanding, applying, reflection and researching

This subject can lead to a career pathway in the following areas ...

National park ranger, environmental conservationist, outdoor education teacher, outdoor recreation officer, environmental scientist, aboriginal education officer

Other subjects that complement this subject include ...

- Physical Education
- Health and Human Development
- Geography
- Biology

Further considerations

Outdoor and Environmental Studies is a Unit 3 and 4 subject offered at Year 11. Assessment requirements include attending all of the camps and practical experiences. In combination with this there is a significant theoretical component to complement the practical experiences, which focuses on outdoor recreation and also heavily on the environment and human interaction with the environment.

Subject Overview

VCE Outdoor and Environmental Studies is concerned with the ways in which humans interact with and relate to outdoor environments. ‘Outdoor environments’ include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comments on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts. It provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing, enables informed understanding of human relationships with nature.

In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments. The study also examines the complex interplay between human impacts on outdoor environments and nature’s impact on humans.

Activities: Outdoor experiences in this study include small groups of students undertaking self-sufficient experiences in more remote outdoor settings and may include bushwalking, cross-country ski touring, sea kayak touring, mountain biking, naturalist activities, conservation activities and surfing. Students will need to be highly organised and self-motivated as this study will involve them undertaking outdoor adventure activities (1 to 2 trips of 3 to 5 days per unit). Such as:

- Travel into terrain in which contact is restricted in comparison to day to day life
- Exposure to the natural elements with less protection than is provided in day to day life
- Natural environmental challenges requiring greater reliance on personal resources than required in day to day life.

UNIT 1

This Unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived.

UNIT 2

This Unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. In this unit students study nature’s impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

UNIT 3

The focus of this Unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. CASe studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students examine the dynamic nature of relationships between humans and their environment.

UNIT 4

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination Units 3 and 4 School Assessed Coursework: 50% Units 3 and 4 Examination: 50%

PHYSICAL EDUCATION

Advice and Pathways

Students studying Physical Education should consider the following:

This subject will suit you if you enjoy ...

- Developing an understanding of theoretical knowledge and then applying this knowledge in a practical setting
- Enhancing physical performance in chosen sports
- Sports science
- Understanding how the body works

This subject can lead to a career pathway in the following areas ...

Sport scientist, strength and conditioning coach, PE teacher, health promotion officer, community health project officer, sports coach, fitness instructor, personal trainer, physiotherapist, sports administration, massage therapist. In terms of university courses, it leads to courses such as (but not limited to); exercise science, human movement, physiotherapy and other related courses, health sciences, sports management, community health courses and physical education teaching.

Other subjects that complement this subject include ...

- Health and Human Development
- Biology
- Chemistry
- Outdoor and Environmental studies
- Psychology

Further considerations

This is a theoretical subject that is complemented by practical activities. The practical component is designed to enhance theoretical learning through participation. An approximate amount of practical activity would be a period per fortnight. Year 11 students can apply to study Units 3 and 4.

Subject Overview

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. It examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

UNIT 1: THE HUMAN BODY IN MOTION

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing, as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

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.

UNIT 4: TRAINING TO IMPROVE PERFORMANCE

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

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination Units 3 and 4 School Assessed Coursework: 50% Units 3 and 4 Examination: 50%

Humanities



YEAR 10 INTO VCE PATHWAYS

	YEAR 10	YEAR 11	YEAR 12
Humanities	<ul style="list-style-type: none">• Australian and Global Politics (Units 1 and 2)• History (Units 1 and 2)• Geography (Units 1 and 2) <p><i>Super Studies electives:</i></p> <ul style="list-style-type: none">- Enterprise Units- Commerce Units	<ul style="list-style-type: none">• Accounting• Economics• Business Management• Legal Studies• History• Philosophy• Sociology• Geography	<ul style="list-style-type: none">• Accounting• Economics• Business Management• Legal Studies• History• Philosophy• Sociology• Australian and Global Politics• Geography

AUSTRALIAN AND GLOBAL POLITICS

Advice and Pathways

Students studying Australian and Global Politics should consider the following

This subject will suit you if you enjoy ...

- Discussions, debates and philosophising
- Establishing an opinion, justifying arguments
- Making connections between situations and events
- Vocabulary and meta-language, analytical writing and remembering key facts and dates
- Being globally minded

This subject can lead to a career pathway in the following areas ...

Politics (local/state/federal government), international development, media, diplomatic services, legal services, finance, international trade, ngos, international agencies, aid, public affairs, international relations, strategic planning, journalism, public relations, lobbyist, social researcher

Other subjects that complement this subject include ...

- History
- Geography
- English Literature and English Language
- Philosophy
- Economics
- Legal Studies
- Business Management.

Subject Overview

UNIT 1: POLITICAL IDEAS AND POWER

In this unit students are introduced to the history of political theories and the key ideas relating to the exercise of political power, for example democracy through to communism. They explore how these ideas shape political systems and in particular the characteristics of balancing authority with individual liberties in governing a society. We explore the Australian political system and the contemporary issues in our current Parliament by considering the influence of key political parties and actors in Australia then conclude with considering the nature of power in Australian democracy in comparison to a non-democratic political system like China.

UNIT 2: GLOBAL CONNECTIONS

This unit introduces students to the global community and the global actors that are part of this community. Students begin by exploring the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. This leads into a thesis chosen by students that considers the extent to which an issue has been affected by globalisation. They investigate the ability of the global community to manage and respond to their issue before considering their own blueprint for a future resolution.

This is a Units 3 and 4 level subject offered in Year 11 or 12.

In the twenty-first century, political decisions and actions taken by individuals, groups, organisations and governments are increasingly global in their impact. Units 3 and 4 Australian and Global Politics will enable students to understand and reflect on contemporary international political issues, problems and events, and the forces that shape them.

The study provides a framework to help students develop an understanding of the exercise of international political power. Consideration is given to the values and motivations that drive the exercise of political power, and the ways in which this power can benefit or undermine the welfare of individuals, groups and states.

UNIT 3: GLOBAL ACTORS

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

Global Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years. However, contemporary issues and events may need to be contextualised for students and this may require some investigation prior to this timeframe.

Area of Study 1: Global Actors

Area of Study 2: Power in the Asia-Pacific Region

UNIT 4: GLOBAL CHALLENGES

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

Area of Study 1: Ethical Issue and Debates

Area of Study 2: Global Crises

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2 (YEAR 10)	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination Unit 3 School Assessed Coursework: 25% Unit 4 School Assessed Coursework: 25% Units 3 and 4 Examination: 50%

BUSINESS MANAGEMENT

Advice and Pathways

Students studying Business Management should consider the following:

This subject will suit you if you enjoy ...

- Discussions and debates
- Memorising facts and vocabulary
- Discussing real life case studies and current news events
- Debating ethical dilemmas

This subject can lead to a career pathway in the following areas ...

Advertising, marketing, banking, finance, project management, journalism, real estate, recruitment and human resource management

Business Management is also an excellent subject for students who are interested in a vocational pathway, including apprenticeships and traineeships and those with the ambition of establishing their own business.

Other subjects that complement this subject include ...

- Accounting
- IT Computing
- Economics
- Legal Studies.

Further considerations

In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

Subject Overview

Year 11 Business Management focuses on the necessary entrepreneurial skills and tools to plan and start up your own successful small business. Topics include entrepreneurs, types of businesses, sources of finance, creating your own mock-up business as well as a marketing excursion to Chadstone.

Year 12 Business Management examines how different people within large organisations work to achieve the objectives of their organisation. Students gain an insight into the decisions that need to be made as well as the various jobs that are needed for a business to become successful. Units 3 and 4 cover topics such as business ethics and corporate social responsibility, motivational theories, management styles, stakeholder obligations and the need for businesses to adapt to modern changes like globalisation. This culminates with an excursion to a large-scale corporation like Yakult or Thank You.

UNIT 1: PLANNING A BUSINESS

Small rather than large businesses make up the majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries such as manufacturing, construction and retail. Small businesses are tangible to students as they are visible and accessible in daily life. This Unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Unit 1 provides the skills and knowledge needed to become an entrepreneur. We cover a range of business types and the steps needed in establishing a business. Students are required to complete a business design project where they take a unique product or service idea and plan out the steps in getting their business up and running.

UNIT 2: ESTABLISHING A BUSINESS

Unit 2 focuses on the legal requirements and the marketing of a business idea. Students investigate the essential features of an effective marketing campaign and consider the best way to meet the needs of the business in terms of staffing and financial record-keeping. Students put their knowledge into practice by creating a business plan for a market day stall they will run during one lunchtime, selling a product of their choice.

The vital functions of marketing and public relations are also studied.

UNIT 3: MANAGING A BUSINESS

In this unit students investigate how to manage larger-scale organisations. They consider corporate culture, management styles and how to motivate employees within a business. We consider the need for efficiency in Operations Management and how this objective has changed where products are made around the world. Students also study the ethics in making such decisions by highlighting the growing importance of Corporate Social Responsibility in modern business. 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 compare theoretical perspectives with current practice.

Students visit one large manufacturing organisation (Yakult or Thankyou) to observe a real operations environment and meet the managers who make it happen.

UNIT 4: TRANSFORMING A BUSINESS

This Unit continues the examination of corporate management with a focus on analysing the management of change. 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, students evaluate business practice against the theories they have studied.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
A variety of tests, case-studies and 'make your own' business projects.	School Assessed Coursework and end-of-year Examination Units 3 and 4 School Assessed Coursework: 50% Units 3 and 4 Examination: 50%

ECONOMICS

Advice and Pathways

Students studying Economics should consider the following:

This subject will suit you if you enjoy ...

- Reading about current events
- Investigating current events and how they shape the Australian economy
- Understanding how Australia and the world works
- Understanding how the economy and effect our daily lives and living standards for future generations
- Understanding why politicians amend policies and laws

This subject can lead to a career pathway in the following areas ...

Running a business, banking and finance, investment, funds management, financial advice, environmental management and sustainability, government and policy development

Other subjects that complement this subject include ...

- Accounting
- Business Management
- Further Mathematics
- Legal Studies
- Global Politics

Further considerations

- Transferability of skills in any country of the world
- Fundamental concepts which can help you run a business

Subject Overview

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.

UNIT 1: THE BEHAVIOUR OF CONSUMERS AND BUSINESSES

Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.

UNIT 2: CONTEMPORARY ECONOMIC ISSUES

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals.

UNIT 3: AUSTRALIA'S ECONOMIC PROSPERITY

In this unit students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards. Students investigate the importance of international economic relationships in terms of their influence on Australia's living standards. They analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate and evaluate the effect of trade liberalisation.

UNIT 4: MANAGING THE ECONOMY

Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals. Students examine and analyse the effects of the last two Australian Government budgets, and how particular initiatives have helped to stabilise the level of aggregate demand and influenced the achievement of domestic macroeconomic goals.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination Unit 3 School Assessed Coursework: 25% Unit 4 School Assessed Coursework: 25% Units 3 and 4 Examination: 50%

Advice and Pathways

Students studying Geography should consider the following:

This subject will suit you if you enjoy ...

- Communication: sharing information
- Planning and organising: collecting, analysing and organising information
- Teamwork: working as an individual and as a member of a team
- Initiative and enterprise: initiating innovative solutions
- Problem-solving: applying a range of strategies to problem-solving
- Technology: using information technology to organise and communicate meaning
- Learning: managing own learning

This subject can lead to a career pathway in the following areas ...

Forestry, tourism, sustainability, town planning, spatial technology, politics (local/state/federal government), international development, media, finance, international trade, NGOs, international agencies, aid, public affairs, strategic planning, journalism, public relations, lobbyist, social researcher, law

Other subjects that complement this subject include...

- History, Politics, Biology, Environmental Science, Physics, Chemistry, Mathematics, English, Philosophy

Subject Overview

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

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in 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, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

Students explore these questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

Ten key geographic concepts underpin the study – place, scale, distance, distribution, movement, region, process, change, spatial association and sustainability.

UNIT 1: HAZARDS AND DISASTERS

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people, including:

- Geological (or geophysical) hazards include volcanic activity, erosion, earthquakes, tsunamis, landslides and avalanches
- Hydro-meteorological (weather, climate, water) hazards include droughts, floods, storms, storm surges and bushfires
- Biological hazards include infectious diseases such as hiv/aids and malaria, animal transmitted diseases, water borne diseases, and plant and animal invasion such as blackberries and cane toads in australia
- Technological hazards are human induced and exacerbated hazards including oil spills, air pollution, radiation leaks, flooding primarily caused by land clearances, epidemics caused by poor living conditions and hazards caused by current climate change such as rising sea levels or increased intensification of weather events

Area of Study 1: Characteristics of hazards

Area of Study 2: Response to hazards and disasters

UNIT 2: TOURISM

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. The study of tourism at local, regional and global scales emphasises the interconnection within and between places.

Area of Study 1: Characteristics of tourism

Area of Study 2: Impact of tourism

UNIT 3: CHANGING THE LAND

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

Students investigate three major processes that are changing land cover in many regions of the world:

- Deforestation
- Desertification, and
- Melting glaciers and ice sheets

Area of Study 1: Land use change

Area of Study 2: Land cover change

UNIT 4: HUMAN POPULATION - TRENDS AND ISSUES

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

In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

Populations change by growth and decline in fertility and mortality, and by people moving to different places. The Demographic Transition Model and population structure diagrams provide frameworks for investigating the key dynamics of population.

Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

Area of Study 1: Population dynamics

Area of Study 2: Population issues and challenges

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2 (YEAR 10)	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination Unit 3 School Assessed Coursework: 25% Unit 4 School Assessed Coursework: 25% Units 3 and 4 Examination: 50%

HISTORY

Advice and Pathways

Students studying History should consider the following:

This subject will suit you if you enjoy ...

- Independent thinking, reading, independent research, and developing critical thinking skills
- Being able to look at sources and examine their strengths and weaknesses

This subject can lead to a career pathway in the following areas ...

Historian, public servant, teacher, archivist, journalist, detective

History is an empowering pathway into many higher education courses, including Arts degrees, and other Social Sciences. Employers like it because it demonstrates good independent learning skills, research, and critical thinking skills.

Other subjects that complement this subject include ...

- Politics
- Legal Studies
- Economics
- Art
- Other investigative subjects

Further considerations

'To understand our present and future, we must understand our past.'

Subject Overview

UNIT 1: TWENTIETH CENTURY HISTORY (1918 – 1939)

In Unit 1, students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come.

Students explore these changes through topics like the subsequent rise of the Nazi regime in Germany. This culminates in an excursion and investigation of the holocaust as we question how it was allowed to occur. Social change in the 1920's is also a point of investigation as is the work of artists, musicians and filmmakers. How did their work reflect the spirit of change in their times and how did general society react to this change?

UNIT 2: TWENTIETH CENTURY HISTORY (1945 – 2000)

In Unit 2, students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

The period saw challenge and changes to the established order in many countries. We consider some of the major themes and principal events of post-World War II history, and the ways in which individuals and communities responded to the political, economic, social changes. Rivalry between the superpowers was played out in the arts, propaganda, sport, the space race, nuclear weapons production and political influence over developed and emerging nations. Students explore events like the Vietnam War, the Civil Rights movement in the USA, the Cuban Missile crisis all the way through to the end of the Cold War. The unit finishes by investigating the issues for our current millennium with a focus on terrorism and the Middle East conflicts.

UNIT 3 and 4: REVOLUTIONS

In Units 3 and 4, we look in depth at two major revolutions that have shaped the world as we know it, the French Revolution (1781-1795) and the American Revolution (1754-1792) or the Russian Revolution (1917 -1991). These were moments of radical social and political change where deliberate attempts were made to break with past traditions and ruling regimes in order to transform both society and government.

Each Unit will focus on one of the revolutions, and will start by examining the different theories and ongoing arguments about how these revolutions came about. We will consider the role that different ideas, leaders, movements and events might have had in creating a revolutionary situation.

We will then focus on how the revolutionaries went about trying to create a new society. We will consider how the new regimes were both threatened and radicalised by factors such as political dissent, civil war, economic breakdown and wars of foreign intervention. We will finally evaluate the extent of the transformation achieved by the revolutionaries and investigate if the revolution achieved anything more for people than was offered under the old regime.

The study of a revolution should consider differing perspectives and the reasons why different groups have made different judgements of the history of the revolution.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	Units 3 and 4 School Assessed Coursework: 50% Units 3 and 4 Examination: 50%

LEGAL STUDIES

Advice and Pathways

Students studying Legal Studies should consider the following

This subject will suit you if you enjoy ...

- Memorising facts and vocabulary
- Argumentative discussion
- Being process driven

This subject can lead to a career pathway in the following areas ...

- Solicitor, barrister, legal assistant, judge, police officer

Other subjects that complement this subject include ...

- Business Management
- Economics

Further considerations

Students may have the opportunity to visit a range of Law Courts as part of their studies.

Subject Overview

Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system. Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice.

UNIT 1: GUILT AND LIABILITY

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

UNIT 2: SANCTIONS, REMEDIES AND RIGHTS

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This Unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

UNIT 3: RIGHTS AND JUSTICE

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

UNIT 4: THE PEOPLE AND THE LAW

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
A variety of work related to outcomes is assessed by the school	School Assessed Coursework and end-of-year Examination Units 3 and 4 School Assessed Coursework: 50% Units 3 and 4 Examination: 50%

PHILOSOPHY

Advice and Pathways

Students studying Philosophy should consider the following:

This subject will suit you if you enjoy ...

- Thinking
- 'Community of inquiry'-based learning
- Lots of group discussion
- Considering the logic and reasoning within an argument
- Independent research tasks, reading texts and articles and written reflections
- Being challenged because Philosophy covers some content matter that is 'outside the square' and often complicated in that there is no clear 'right or wrong' answer

This subject can lead to a career pathway in the following areas ...

Law, arts, fine arts, any medical field where they have to consider ethics eg: biology, psychology, government

Other subjects that complement this subject include ...

- English and English Literature
- Politics
- Economics
- Sciences- where you need to consider the validity of science and truth
- Psychology - looking at the brain

Further considerations

Students need to keep an open mind to study Philosophy. The subject involves different ways of thinking but there is still a procedure to be followed. The skills developed through the subject can greatly boost your ability to think through a problem in an organised fashion, to problem solve and to be creative.

Subject Overview

Philosophy is the oldest academic discipline. It is broadly concerned with ethics, epistemology (philosophy of knowledge) and metaphysics. It is the founding discipline of logic, and continues to develop and refine the tools of critical reasoning, influencing approaches in Mathematics, Science and the Humanities.

Philosophers grapple with the most profound questions, such as: What is the nature of reality? Is it possible to attain certainty about anything? Is there a common human nature? What is meant by the expression, to live a good life? Philosophy is therefore not only concerned with issues of public debate such as artificial intelligence, justification for a charter of human rights or censorship of speech or art, but with the problems that lie at their foundation.

UNIT 1: EXISTENCE, KNOWLEDGE AND REASONING

What is the nature of reality? How can we achieve certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This Unit engages students with fundamental philosophical problems through active, guided investigation, and critical discussion of two key areas of philosophy, epistemology and metaphysics.

UNIT 2: QUESTIONS OF VALUE

This Unit invites students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

UNIT 3: MINDS, BODIES AND PERSONS

This Unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in philosophical sources to their own views on these questions and to contemporary debates.

UNIT 4: THE GOOD LIFE

This Unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a life well lived? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore philosophical texts that have had a significant impact on western ideas about the good life.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination Unit 3 School Assessed Coursework: 25% Unit 4 School Assessed Coursework: 25% Units 3 and 4 Examination: 50%

SOCIOLOGY

Advice and Pathways

Students studying Sociology should consider the following:

This subject will suit you if you enjoy ...

- THINKING
- 'Community of inquiry'-based learning
- Lots of group discussion
- Independent research tasks, reading texts and articles and written reflections
- Considering social dynamics and human behaviour as these are often complicated in that there is no clear 'right or wrong' answer

This subject can lead to a career pathway in the following areas ...

Law, arts, fine arts, government, city planning, social work, education, any medical field where they have to consider ethics
eg: biology, psychology

Other subjects that complement this subject include ...

- English and English Literature
- Politics
- Economics
- History
- Sciences- where you need to consider the validity of science and truth
- Psychology - looking at the brain

Further considerations

To understand how our society runs and why we live the way we do.

Subject Overview

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. There is no single sociological perspective. Rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts. Students examine key theories regarding family, deviance, ethnicity, community and social movements. Sociology draws on scientific method in the exploration of social relationships and the outcomes of social activities. Sociologists work to develop a reliable and valid body of knowledge, based on research.

UNIT 1: YOUTH AND FAMILY

This Unit uses sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories, or frameworks, to explain and analyse how social action, social processes and social structures work.

UNIT 2: SOCIAL NORMS: BREAKING THE CODE

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 gender and ethnicity.

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. This involves a critical exploration of the historical suppression of, and increasing public awareness of, Australian Indigenous culture. This requires some knowledge of the past and its influence on subsequent generations, as well as knowledge of contemporary factors that may be supporting and/or limiting increasing awareness of Australian Indigenous culture. Ethnicity is a key sociological category that plays an important role in social life. Individuals often define themselves, or others, as members of at least one ethnic group, based on a common heritage that gives them a unique social identity. Ethnicity is not fixed and unchanging; instead, ethnic identities constantly evolve and are shaped through a variety of political, cultural and social forces. The concept is often used in contrast to the concept of race which generally refers to groups based on visible physical characteristics such as skin colour and facial features. Most sociologists prefer to focus on the concept of ethnicity rather than race.

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 types of community are experienced. They examine the relationship between social movements and social change. Students examine the changing definitions and experiences of community. This includes examination of the challenges and opportunities posed by political, social, economic and technological change. Students examine the concept of community with particular reference to the theory of Ferdinand Tonnies and investigate the role of social movements. A social movement involves a group engaged in an organised effort to achieve social change. Students develop an understanding of the purpose, evolution, power and outcomes of social movements.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination Units 3 and 4 School Assessed Coursework: 50% Units 3 and 4 Examination: 50%

Languages



YEAR 10 INTO VCE PATHWAYS

	YEAR 10	YEAR 11	YEAR 12
Languages	<p>Must do one of...</p> <ul style="list-style-type: none">• French• Japanese• Language and Cultural Sustainability	<ul style="list-style-type: none">• French• Japanese	<ul style="list-style-type: none">• French• Japanese

Languages

Advice and Pathways

Students studying Languages should consider the following:

This subject will suit you if you enjoy ...

- Communicating with others
- Understanding how languages work
- Developing cross-cultural understandings
- Exploring socio-cultural attitudes and values

This subject can lead to a career pathway in the following areas ...

Education, law, business, tourism, hospitality, politics, art and media. Language learning could open an opportunity to study and work abroad. Language skills will enhance one's study and work and make overseas experiences more enjoyable.

Languages complements all areas of studies at tertiary levels including humanities, sciences, medicine, engineering, business and vocational studies.

Other subjects that complement this subject include ...

- English and English Language
- History
- Science
- Politics and Global Studies
- Art
- Food Studies
- Computing
- Commerce (Economics)

Further considerations

Students need to have satisfactory skills in the language to continue the subject. Consultation with the language teacher is required for students who have background in the language and have not completed the subject in the previous year.

As a result of government policy to encourage the study of languages and to reflect the different levels of competition in different studies, study scores in Languages are scaled up during the scaling process. Each VCE Language is adjusted up but it is not a uniform adjustment. Here are some examples based on the 2019 scaling report:

French

Study Score	VTAC Scaled Score
25	36
30	41
35	45

Japanese

Study Score	VTAC Scaled Score
25	33
30	38
35	43

Further to the adjustments to scores, an additional form of recognition for those students who choose to undertake the study of both a Language and a higher-level mathematics is awarded in the form of a certificate. In this instance, the student's Statement of Results will include an additional statement that recognises the award of the VCE (Baccalaureate). Tertiary institutions have indicated that they strongly support this initiative.

Subject Overview

Learning a language promotes understanding of different attitudes and values and provides students with a direct means of access to the rich and varied culture of different communities around the world. French is the only language other than English spoken on five continents. Currently being the most frequently taught language across the world after English and spoken as an official language in 28 countries, French is an obvious choice as a VCE subject to prepare students to operate in an ever more global world.

The study of VCE French continues the development of the skills of listening, speaking, reading, writing and viewing. The focus is on enhancing the student's ability to communicate and to understand and appreciate the socio-cultural contexts, ideas and information. The course will vary slightly each year to respond to the needs and interests of students in class.

UNIT 1

In this unit, students are developing an understanding of the language and cultures of French speaking communities through comparing schooling and school life in France and Australia. They will also learn about cultural differences in the life of teenagers in France and Australia in relation to leisure activities, social interactions with friends and the use of social media. In addition, they will research and present ideas about a specific French speaking country. Students will deepen their understanding of the language through the revision and study of verb tenses, such as the present, future and past tenses as well as compound tenses. Furthermore, they will extend their vocabulary and language skills related to the study of the selected topics.

UNIT 2

As well as specifically developing students' writing skills on the topic of health and wellbeing, the focus for Unit 2 is the understanding of culturally significant aspects of the language and culture of France. The topics studied will include significant French scientific discoveries as well as the in-depth study of a region of France. Through the study of these topics, students will develop skills and knowledge that enable them to understand the language as well as communicate in French. Careful consideration will be given to relevant vocabulary and grammatical structures for the selected topics as well as to developing an understanding of text-types and specific language skills to present information, ideas and opinions.

UNIT 3

In this unit students investigate the way French speakers interpret and express ideas, and negotiate and persuade in French through the study of communication technologies, sustainability and the place of France within Europe. They access and share useful information and consolidate and extend vocabulary and grammar knowledge and language skills based on their individual needs. Students are encouraged to consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of French-speaking communities and how it can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

UNIT 4

In this unit students investigate aspects of French-speaking communities and culture, considering cultural perspectives and language and explaining personal observations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. Students identify and reflect on cultural products or practices that provide insights into French-speaking communities in order to engage in a discussion in their VCE Oral Examination in October each year. Students consolidate and extend vocabulary, grammar knowledge and language skills in their preparation for the end of year Written Examination.

LEVELS OF ACHIEVEMENT

UNIT 1 AND 2	UNIT 3 AND 4
Individual school decision on levels of achievement	Unit 3 School Assessed Coursework 25% Unit 4 School Assessed Coursework: 25% Examinations: Oral Examination (October) 12.5% Written Examination (November) 37.5%

Subject Overview

Japanese is a language which opens doors to an Asian culture and society with which Australia has established lasting contacts. The culture introduces students to a new way of life and a different perspective on world issues. The language is useful in many professions but also introduces students to a different mode of expression and social nuances. The study of the language reveals the workings of language in general and imparts strategies of learning that can be applied in further language studies. Japanese studies at VCE continue the development of the skills of listening, speaking, reading and writing. Students will recognise a wider range of kanji in reading and also actively use more kanji in writing. With more knowledge students will gain a greater appreciation of Japan, its traditions and people.

UNIT 1

Students are introduced to ways of socialising in Japan by conversing about themselves, their family and friends in a more natural way using more sophisticated vocabulary and expressions. In addition, they will be able to understand some cultural differences between the daily routines of Japanese and Australian students. Students also develop their understanding of the plain form of Japanese and use it in numerous grammar patterns. Furthermore, they will be learning the language necessary to express their opinion and preferences, make comparisons, as well as explain reasons and consequences.

UNIT 2

The focus in the second half of the Y11 Japanese course is on travelling to Japan. Students are therefore introduced to the language and cultural information needed to engage in and obtain maximum benefit out of their Japan trip and exchange program. They will learn to shop and order meals independently, ask directions, share experiences and make decisions and suggestions. They will also learn and reinforce the unique etiquette of visiting and staying in a Japanese home and visiting a Japanese school.

UNIT 3

Students are introduced to the many traditions and annual celebrations of the Japanese people, as well as how life and leisure has changed through the years. They will also learn the language necessary to express intentions and plans for the future including study, travel and career. The language of persuasion is developed, as well as the skills necessary to support decisions through analysing the benefits and limitations of a given situation.

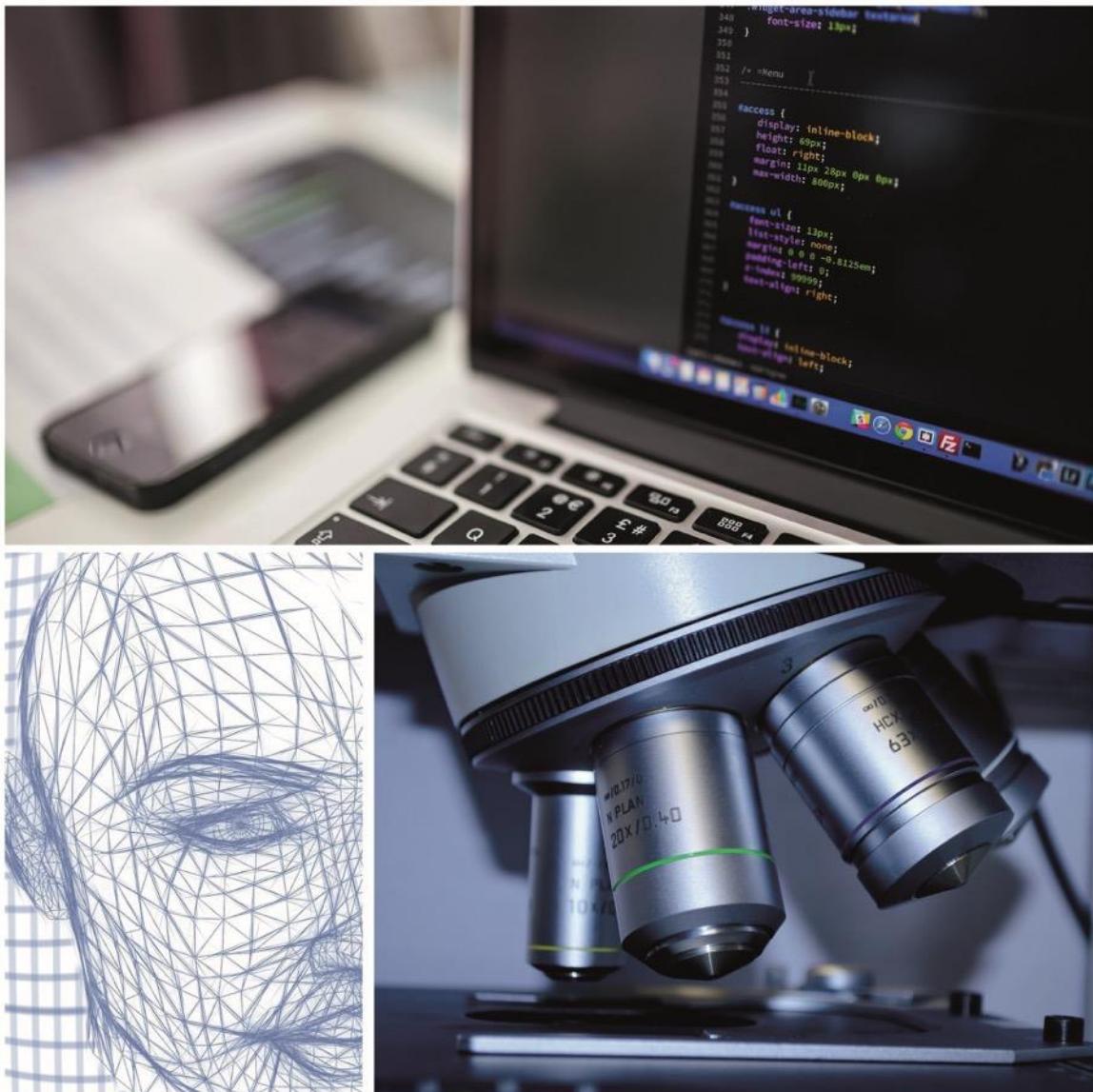
UNIT 4

Language necessary to discuss issues related to the environment, society and technology will be introduced in preparation for the Detailed Study – an in-depth study of a current issue in Japan. Topics will vary from year to year, dependent on the interests of a particular cohort. Through various texts, videos and articles students research their topic to successfully engage in a discussion about the topic in their VCE Oral Examination in October each year.

ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4	
Individual school decision on levels of achievement	Unit 3 School Assessed Coursework Unit 4 School Assessed Coursework: Examinations: Oral Examination (October) Written Examination (November)	25% 25% 12.5% 37.5%

Technology



YEAR 10 INTO VCE PATHWAYS

	YEAR 10	YEAR 11	YEAR 12
Technology	<p><i>Super Studies Electives:</i></p> <ul style="list-style-type: none">• Product Design Technology• Food Technology	<ul style="list-style-type: none">• Computing• Food Studies	<ul style="list-style-type: none">• Software Development• Data Analytics• Food Studies

COMPUTING

Advice and Pathways

Students studying Computing should consider the following:

This subject will suit you if you enjoy ...

- Logical thinking and problem solving
- Thinking outside the box
- Creativity
- Mathematics

This subject can lead to a career pathway in the following areas ...

Computer science, software engineering, design and technology, science

Other subjects that complement this subject include ...

- Mathematics
- Any Science subject
- Algorithmics
- Product Design and Technology
- Media Studies
- Visual Communications

Further considerations

Changes in the use of Information Technology will continue to impact on all aspects of society and be increasingly integrated into everyday living.

Subject Overview

This subject is about the use of information technology to solve problems on both a personal and business level. Several software packages are studied including databases, web authoring and spreadsheets.

UNIT 1: APPLIED COMPUTING

In this unit, students focus on how data can be used to meet a range of users' current and future needs. Students look into the use of this information in the form of visualisations and the privacy of the system holding the information. Students investigate an issue, practice or event and create a digital solution that graphically presents a solution. Students develop their computational thinking skills when using a programming or scripting language to create solutions by following the stages of the problem-solving methodology. Students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. Students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

UNIT 2: APPLIED COMPUTING

In this unit, students work collaboratively to develop an innovative solution to an identified need or opportunity. They apply all stages of the problem-solving methodology to investigate the use of digital devices and emerging technologies and their applications. Students construct digital systems and determine the moral and ethical issues around legislation to these emerging technologies. Students examine the technical underpinnings of wireless and mobile networks, as well as security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. The students consider the legal and ethical issues that arise when these network solutions are compromised.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2

Individual school decision on levels of achievement

DATA ANALYTICS

Advice and Pathways

Students studying Data Analytics should consider the following:

This subject will suit you if you enjoy ...

- Logical thinking and problem solving
- Thinking outside the box
- Creativity
- Mathematics

This subject can lead to a career pathway in the following areas ...

Students who study software development may lead to a course and career in: computer science, software engineering, design and technology, science.

Other subjects that complement this subject include ...

- | | | |
|-----------------------|---------------------------------|--------------------------|
| • Mathematics | • Algorithmics | • Visual Communications. |
| • Any Science subject | • Product Design and Technology | |
| | • Media Studies | |

Further considerations

Changes in the use of Information Technology will continue to impact on all aspects of society and be increasingly integrated into everyday living.

Subject Overview

UNIT 3:

The focus of this Unit is on data, information and information systems. Students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. Students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. Students use software to create data flow diagrams that depict how users interact with online solutions, acquire and apply knowledge and skills in the use of a database or spreadsheet to create a solution.

Students develop an understanding of the power and risks of using complex data as a basis for decision making. Students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis using visualisations. Students take an organised approach to problem solving by preparing project plans, monitoring the progress of the project and designing processes for their developed solution.

UNIT 4:

In this unit, students focus 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 determined in Outcome 2 of Unit 3 and then develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness and efficiency of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project.

Students explore how different organisations manage cybersecurity in the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

LEVELS OF ACHIEVEMENT

UNITS 3 AND 4
School Assessed Coursework and end-of-year examination School Assessed Coursework Units 3 and 4 10% each School Assessed Task: Two-hour Examination 30% 50%

FOOD STUDIES

Advice and Pathways

Students studying Food Studies should consider the following:

This subject will suit you if you enjoy ...

- Hands on/practical processes, vocabulary and independent research
- Health and wellbeing including dietary analysis
- Studying and exploring eating patterns and food production from a wide range of perspectives; historical, cultural, social, physical, economic, ethical and environmental
- Design focus problem solving
- Product development and analysis
- Scientific experiments
- Team and individual work

This subject can lead to a career pathway in the following areas ...

Nutritionist, dietician, health sciences, food scientist, food law, health promotion, food sustainability, product development, consumer science, food technology educators, hospitality industry, food manufacturing, food stylist and food photographer

Other subjects that complement this subject include ...

- Chemistry
- Biology
- Business Management
- Health and Human Development

Further considerations

Students should have a passion for food and a willingness to experiment with new ingredients. This course involves both theoretical and practical work.

Subject Overview

This Unit enables students to extend their knowledge and skills of food while building individual pathways to health and wellbeing. Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food, and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

UNIT 1: FOOD ORIGINS

Students investigate the roles of food through time and across the world. They explore how humanity has sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. They look at how Australian food patterns have changed. They investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

UNIT 2: FOOD MAKERS

Students investigate food systems in contemporary Australia, focusing on commercial food production industries and 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. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. 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

This Unit investigates the roles and everyday influences of food including the science of food, our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse healthy eating models and develop their understanding of diverse nutrient requirements. Students investigate factors influencing food choices that assist in the establishment of lifelong, healthy dietary patterns. The practical component enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

UNIT 4: FOOD ISSUES, CHALLENGES AND CULTURES

Students examine global and Australian food systems, focusing on 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 study food information and the development of food knowledge, skills and habits. They apply this methodology to navigate contemporary food fads, trends and diets. They practise 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 while reflecting on healthy eating models.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination Unit 3 School Assessed Coursework: 30% Unit 4 School Assessed Coursework: 30% Units 3 and 4 Examination: 40%

SOFTWARE DEVELOPMENT

Advice and Pathways

Students studying Software Development should consider the following:

This subject will suit you if you enjoy ...

- Logical thinking and problem solving
- Thinking outside the box
- Creativity
- Mathematics

This subject can lead to a career pathway in the following areas ...

Students who study Software Development may lead to a course and career in: computer science, software engineering, design and technology, science

Other subjects that complement this subject include ...

- Mathematics
- Any Science subject
- Algorithmics
- Product Design and Technology
- Media Studies
- Visual Communications

Further considerations

Changes in the use of Information Technology will continue to impact on all aspects of society and be increasingly integrated into everyday living.

Subject Overview

This subject is about the use of information technology to solve problems on both a personal and business level. Several software packages are studied including databases, web authoring and spreadsheets.

UNIT 3: SOFTWARE DEVELOPMENT

In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. Students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. By examining a range of software design representations and interpreting these when applying specific functions of a programming language to create working modules, students are able to respond to given software designs and develop a set of solutions through the use of a programming language. Students use the skills developed in the programming language to then use to provide a solution to a client of their choosing. They follow the problem-solving methodology to organise the work from the client to analyse the information problem and design a solution to the given problem.

UNIT 4: SOFTWARE DEVELOPMENT

This Unit focuses students further in their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They develop and evaluate the efficiency and effectiveness of the solution in meeting needs for a client. They also assess the effectiveness of the project plan in monitoring project progress. Students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems. The students link their solution to the cybersecurity of the client and make recommendations on this link to the clients information system.

LEVELS OF ACHIEVEMENT

UNITS 3 AND 4	
	<p>School Assessed Coursework and end-of-year examination School Assessed Coursework: 10% each School Assessed Task: 30% Two hour Examination: 50%</p>

Visual and Performing Arts



YEAR 10 INTO VCE PATHWAYS

	YEAR 10	YEAR 11	YEAR 12
Visual and Performing Arts	<ul style="list-style-type: none">• Drama Units• Music Units• Media Units• Art• Dance• Visual Communication Design	<ul style="list-style-type: none">• Theatre Studies• Music Performance• Media• Studio Art• Dance• Visual Communication Design	<ul style="list-style-type: none">• Theatre Studies• Music Performance• Media• Studio Art• Dance• Visual Communication Design

DANCE

Advice and Pathways

Students studying Dance should consider the following:

This subject will suit you if you enjoy ...

- Practical and physical activities
- Choreography and Dance
- Viewing and analysing professional dance performances
- Discussion, research, creating and performing
- Memorising vocabulary
- Collaboration (working with a group)

This subject can lead to a career pathway in the following areas ...

Motion capture, film, physiotherapy, osteopathy, chiropractor, pilates or fitness instructor, circus, stage management, event management, education, dance teaching, director, choreographer, performance, musical theatre, acting, employment in the arts industry, multidisciplinary performing arts projects (media, art, visual communication)

Other subjects that complement this subject include ...

- Drama
- English
- English Literature
- Philosophy
- Psychology
- Health and Human Development
- Physical Education
- Mathematics
- Science
- Music
- Musical Theatre and Performance

Further considerations

Dance allows students to develop a range of skills including: initiative and enterprise, planning and organising, communication, problem solving, self-management, team work and technology. In Dance, there is an equal amount of practical and written work. Students will be expected to work on practical tasks in some of their own time, in addition to class time.

Subject Overview

Dance is the language of movement. It is the realisation of the body's potential as an instrument of expression. Throughout history and in different cultures, people have explored the dancer's ability to communicate and give expression to social and personal experience. This study provides the opportunity to explore the potential of movement as a medium of creative expression through practical and theoretical approaches.

VCE Dance is designed to develop students' understanding and appreciation of dance as an art form that is based on innovation, creativity and spontaneity, as well as the investigation and communication of ideas, themes and concepts. Students will use sources of inspiration to generate, choreograph and present performances, working with and having direct access to Australia's leading professional choreographers.

UNIT 1:

In this unit students explore the potential of the body as an instrument of expression. They learn about and develop physical skills and commence the process of developing a personal movement style. They also begin to develop skills in documenting and analysing movement and develop an understanding of how choreographers use these processes. Knowledge of physiology, health and wellbeing, including care and maintenance of the body, is applied through regular and systematic dance training. Students develop and perform movement studies and dances with themes created through a range of movement processes. They discuss influences on their own dance backgrounds and on the themes and movement styles in their own and on other choreographers' dance works.

UNIT 2:

This Unit focuses on expanding students' personal movement style and choreographic skills through the exploration of various forms. Students apply their understanding of form, dance making and performing processes involved in choreographing and performing their own dance works and dance works created by others. Students are also introduced to dance traditions, styles and works. These might encompass dance traditions of indigenous cultures or other culturally specific dance through to the works of ballet choreographers, modern dance, early musical theatre/film choreography and the work of tap/jazz or street performers. Students also analyse and discuss the communication of their own and other choreographers' ideas.

UNIT 3:

This Unit focuses on choreography, rehearsal and performance of a solo dance work. Students also learn and perform a group dance work created by a professional choreographer. The dance making and performance processes involved in choreographing, rehearsing and performing the solo dance work, and learning, rehearsing and performing the learnt group dance work are analysed. This analysis connects each student's own work as a choreographer to the work of professional choreographers. Students analyse the dance design and use of movement style of selected works by choreographers of the 20th and/or 21st centuries, as well as consider influences on the choreographers' choice of theme, and production aspects of the dance works.

UNIT 4:

This Unit focuses on choreography, rehearsal and performance of a solo dance work. Students document and analyse the dance making and performance processes involved in the choreography, rehearsal and performance of the solo dance work. Students' understanding of choreographic skills is also developed and refined through an analysis of ways in which the choreographers' intention can be expressed through different types of group structures. Students analyse the group dance work by a 20th and/or 21st century choreographer. Influences on choices made by choreographers in these works are also studied.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework: 25% End-of-year performance Examination: 50% End-of-year written Examination: 25%

MEDIA STUDIES

Advice and Pathways

Students studying Media Studies should consider the following:

This subject will suit you if you enjoy ...

- A hands-on, practical and Technical study
- Viewing and analysing and writing extended responses
- Discussion and argumentative discussion
- Experimentation with different Media forms
- Collaboration

This subject can lead to a career pathway in the following areas ...

Media allows students to develop a range of skills across the board including communications, journalism, advertising, film-making, editing, film industry roles (camera operator, etc), cinema students, copy-writing, screenwriting, photography, animation, gaming industry, public relations, event management, social media consultancy

Other subjects that complement this subject include ...

- Studio Art
- Visual Communication and design
- English
- literature
- sociology
- philosophy
- psychology
- drama

Further considerations

Media covers both practical and written work. Students need to be aware that the study of Media comprises of written responses, essays, research and discussion. It is advisable that students have a sound capacity to demonstrate a good level of written skills in order to successfully complete a range of written tasks and formal examinations. Students intending to do Media need to know that the practical component represents a percentage of the course. Practical components concentrate on a variety of Media forms.

Students attempting Units 3 and 4 Media should have successfully completed Units 1 and 2 Media. Students who follow this pattern tend to have better levels of skills and knowledge to do well in their Year 12 Media results.

Subject Overview

Working on a personal, local, national and global level, media is deeply embedded within life and culture. It entertains, teaches, informs, and shapes audiences' perception of their lives and the worlds in which they live.

Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories narratives are constructed that engage, and are read, by audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever increasing technological sophistication, ease and speed to engage audiences.

Media audiences are no longer constrained by physical, social and political boundaries. Audiences are consumers, users, creative and participatory producers and product. This has created a dramatic increase in communicative, cultural and creative possibilities. The greater involvement of audiences has generated enormous changes in the media economy and issues of content control.

UNIT 1: MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

UNIT 2: NARRATIVE ACROSS MEDIA FORMS

Students develop an understanding of narrative in media products and forms in different contexts. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

UNIT 3: MEDIA NARRATIVES AND PRE-PRODUCTION

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product.

UNIT 4: MEDIA PRODUCTION AND ISSUES IN THE MEDIA

The production, post-production stages of a media product are a natural progression from the pre-production stage of the media production process. Students move from production into post-production where the manipulation and arrangement of the ideas and material generated in pre-production and production leads to the completion of a production.

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

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination School Assessed Coursework 20% School Assessed Task: 40% Examination: 40%

MUSIC PERFORMANCE

Advice and Pathways

Students studying Music Performance should consider the following:

This subject will suit you if you enjoy ...

- Expressive performance
- Dynamic solo or group-based music development
- Individual research – comparing and contrasting music styles
- Score reading and listening analysis – development of musical vocabulary
- Developing process and strategies needed for practical performance.
- Developing critical analysis skills and abilities to use in self-reflection and evaluation

This subject can lead to a career pathway in the following areas ...

Music therapy, artists and repertoire industry, film industry - sound composition, sound production, music education, music performance and musicology field (research)

Other subjects that complement this subject include ...

All subjects

Further Considerations

Students must perform in group and solo contexts. If a group cannot be formed within the class, then students will access school ensembles (if they are not already) to meet this performance requirement.

Subject Overview

Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students' understanding of artistic processes. Music Performance offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life long music.

UNIT 1:

This Unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works that they are preparing for performance, and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

UNIT 2:

This Unit focuses on consolidating performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments that show development in their skills. Students study the work of other performers through listening and analysis, and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practice-related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

UNIT 3:

This Unit prepares students to present informal performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis.

UNIT 4

In this unit students refine their ability to present convincing and informed performances of group and solo works. Students select a group or solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination: Unit 3 Music Performance School Assessed Coursework. 20% Unit 4 Music Performance School Assessed Coursework: 10% Units 3 and 4 Music performance aural and written Examination: 20% Units 3 and 4 Music performance Solo OR Group Performance: 50%

STUDIO ART

Advice and Pathways

Students studying Studio Art should consider the following:

This subject will suit you if you enjoy ...

- Using techniques and materials problem-solving (brainstorming, researching, finding inspirations and background material, trialling and selecting best visual outcomes)
- Hands-on practical applications
- The ability to express in verbal and written forms (write an exploration proposal to guide ideas and directions)
- Incorporating mixed media where appropriate, presenting final work as a folio
- Being able to record and explain processes
- Being able to analyse and write about art works in essays and short answers
- Participating in discussions in class, and telling a story/ be of a narrative nature

This subject can lead to a career pathway in the following areas ...

Creative and visual arts practice, design, fine arts

Other subjects that complement this subject include ...

Visual Communication; Media and Food Technology complement the direction, ideas and style used in Studio Arts; and support and reinforce the use of art elements and principles, the creation of a visual diary and the design processes that are part of Studio Arts.

Further considerations

Students need to have commitment and perseverance with planning and development of their portfolio: thinking creatively while being able to use time effectively to produce work. Students will need adequate writing skills or willingness to improve, as there are written exams in Years 11 and 12. Studying more than two folio subjects in VCE is not recommended.

Subject Overview

Studio Arts introduces students to develop an understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer. Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks.

UNIT 1: ARTISTIC INSPIRATION AND TECHNIQUE

This Unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through artmaking. Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

UNIT 2: DESIGN EXPLORATION AND CONCEPTS

This Unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists' ideas and how they have created aesthetic qualities and identifiable styles.

UNIT 3: STUDIO PRODUCTION AND PROFESSIONAL ART PRACTICES

This Unit focuses on the implementation of an individual design process, leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design 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 design process to support the making of finished artworks in Unit 4.

UNIT 4: STUDIO PRODUCTION AND ART INDUSTRY CONTEXTS

This Unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities. This Unit also investigates aspects of artists' involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination Unit 3 School Assessed Coursework: 33% Unit 4 School Assessed Coursework: 33% Units 3 and 4 Examination: 34%

THEATRE STUDIES

Advice and Pathways

Students studying Theatre Studies should consider the following:

This subject will suit you if you enjoy ...

- Hands on, practical performance
- Independent research
- Vocabulary and key terms memorising
- Analysing, cooperating, communicating, and problem solving
- Performing
- Production roles such as directing, costume, make-up, set, props, lighting and sound

This subject can lead to a career pathway in the following areas ...

Performing (acting), education, journalism, stage management, scriptwriting, events coordinator, writer, director, and the arts industry

Other subjects that complement this subject include ...

Theatre Studies can be undertaken with a range of other studies including Music Performance, Studio Art, Media, English, Literature and History.

Further considerations

Students will be required to see professional performances in order to complete SACs for Units 1, 2, 3 and 4. These have an additional cost and may occur outside of class time. Unit 4 also requires students to participate in a workshop to develop a solo performance.

Units 1 and 3 require the presentation of work at evening performances in front of an audience and therefore Theatre Studies students require excellent organisational skills and commitment.

It must be noted that in Units 3 and 4 students are **not** restricted to acting and direction for any assessable tasks. Students may choose a combination of production roles (as listed above).

Subject Overview

In VCE Theatre Studies students interpret scripts from the pre-modern era (before the 1920s) to the present day and produce theatre for audiences. Through practical and theoretical engagement with scripts they gain an insight into the origins and development of theatre and the influences of theatre on cultures and societies.

Students apply dramaturgy (research) and work in the production roles of actor, director and designer (including costume, set, props, sound, lighting), developing an understanding and appreciation of the role and place of theatre practitioners. Students learn about innovations in theatre production across different times and places and apply this knowledge to their work.

Students analyse and evaluate the production of professional theatre performances in all four units and consider the relationship to their own theatre production work. Students learn about and demonstrate an understanding of safe, ethical and responsible personal and interpersonal practices in theatre production also in all four units of study.

UNIT 1: PRE MODERN THEATRE STYLES AND CONVENTIONS

This Unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions.

Theatre styles from the pre-modern era of theatre include Ancient Greek, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms.

UNIT 2: MODERN THEATRE STYLES AND CONVENTIONS

This Unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles.

Theatre styles from the modern era of theatre include Epic theatre, Theatre of the Absurd, Political theatre, Expressionism, Eclectic theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education and Immersive/Interactive theatre.

UNIT 3: PRODUCING THEATRE

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script.

They use knowledge developed during this process to analyse and evaluate the ways in which work in production roles can be used to interpret script excerpts previously unstudied.

Students attend, analyse and evaluate a performance selected from the prescribed VCE Theatre Studies Unit 3 playlist.

UNIT 4: PRESENTING AN INTERPRETATION

In this unit students study a scene and an associated monologue. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students may realise this through acting and direction or two areas of design.

Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework: 45% End-of-year performance Examination: 25% End-of-year written Examination: 30%

VISUAL COMMUNICATION AND DESIGN

Advice and Pathways

Students studying Visual Communication and Design should consider the following:

This subject will suit you if you enjoy ...

- Creative problem-solving
- Manual and technical drawing methods
- Exploring a range of media and materials
- 2D and 3D visualising
- Using visual language to convey ideas and information

This subject can lead to a career pathway in the following areas ...

Advertising, animation, architectural drafting, architecture, cartography, cartooning, construction, costume design, desktop publishing, education, fashion design, film making, fine arts, furniture design, graphic design, illustration, industrial design, interior decoration, interior design, landscape architecture, multimedia development, offset printing, photography, production design, set and theatre design, signwriting, textile design, visual merchandising, web design

Other subjects that complement this subject include ...

Visual Communication and Design can be undertaken with a range of other studies in Studio Art, Media, Product and Design Tech, Theatre Studies.

Further considerations

Written components are part of the subject and an ability to draw is advantageous. Students will be required to have good time management and organisation skills to be successful in this subject. Studying more than two folio subjects in VCE is not recommended.

Subject Overview

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. Visual communication design relies on drawing as the primary component to support the development of concepts and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.

UNIT 1: INTRODUCTION TO VISUAL COMMUNICATION DESIGN

This involves applying design thinking skills as well as drawing skills to create messages, ideas and concepts. Students practise their ability to use observational drawing methods to explore ideas and concepts. Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information is read. Students investigate design styles which introduce a broader context to the purpose of design. Students understand copyright and intellectual property and the conventions for acknowledging sources of inspiration. In this unit students work with four stages of the design process: research, generation of ideas, development of concepts and refinement.

UNIT 2: APPLICATIONS OF VISUAL COMMUNICATION DESIGN

Using technical drawing conventions to communicate ideas in environmental or industrial fields of design. Investigate how typography and imagery are used in design fields. Apply design thinking skills to communicate ideas and concepts in different ways in the communication design field. Develop an understanding of the design process to organise their thinking and problem solving. Students engage in the stages of research, generation of ideas and development and refinement of concepts to create from a brief.

UNIT 3: DESIGN THINKING AND PRACTICE

Specific stages of the design process are followed to organise thinking to solving design problems and presenting ideas. Responding to a given brief addressing communication, environmental or industrial fields of design that outlines the messages or information to be conveyed to a target audience. The brief also provides a basis for reflection, as students develop an understanding of the nature of this process by revisiting stages to meet the requirements of the brief.

UNIT 4: DESIGN DEVELOPMENT AND PRESENTATION

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.

LEVELS OF ACHIEVEMENT

UNITS 1 AND 2	UNITS 3 AND 4
Individual school decision on levels of achievement	School Assessed Coursework and end-of-year Examination School Assessed Coursework 25% School Assessed Task: 40% End-of-year Examination: 35%

8. Other Pathways



YEAR 10 INTO VCE PATHWAYS

	YEAR 10	YEAR 11	YEAR 12
Other Pathways	<ul style="list-style-type: none">• Vocational Education and Training in Schools (VETiS)	<ul style="list-style-type: none">• VETiS• Structured Workplace Learning• School Based Apprenticeship	<ul style="list-style-type: none">• VETiS• Structured Workplace Learning• School Based Apprenticeship

Vocational Education and Training in Schools

Advice and Pathways

Students studying Vocational Education and Training in Schools (VETiS) should consider the following:

This subject will suit you if you enjoy ...

- Practical based learning
- Balancing theory related learning with practical work

Further considerations

Choice of VETiS subject should be made in consultation with our Careers Coordinator. Wednesday afternoon is the timetabled VETiS time but specific courses may occur at different times. The school covers some of the cost for VETiS subjects but there is a fee, set annually, that is charged to families. In 2020, this fee was \$1500.

Information on VETiS subjects

A list of VETiS subjects currently offered is set out on the following page. For detailed information on these courses, students and parents should ask the Careers Coordinator.

Assessment

VETiS subjects are counted towards the VCE. Successful completion of the first year gives students a 1/2 sequence towards VCE. Successful completion of the second year gives students a 3/4 sequence.

Successful completion of the second year of a VETiS subject also adds to a student's ATAR. Most VETiS subjects are only assessed as a S or N (pass or fail). In this case, the contribution to the ATAR is calculated as 10% of the lowest study score of the primary four VCE subjects ie the VETiS subject is counted as a student's fifth or sixth subject.

Some VETiS subjects (marked with an asterisk on the list opposite) are examined and scored as other VCE subjects and therefore can contribute directly to the ATAR.

VETiS Programs Available

The following table lists the VETiS Programs available.

* indicates scored VCE VETiS Program

Acting	Certificate III in Acting
Agriculture, Horticulture, Conservation and Land Management	Certificate II in Agriculture Certificate II in Conservation and Land Management Certificate II in Horticulture
Animal Studies	Certificate II in Animal Studies
Applied Fashion Design and Technology	Certificate II in Applied Fashion Design and Technology
Automotive	Certificate II in Automotive Technology Studies
Beauty	Certificate III in Beauty Services
Building and Construction	Certificate II in Building and Construction
Business*	Certificate II in Business
Cisco	Certificate IV in Integrated Technologies
Community Services*	Certificate II in Community Services
Cybersecurity	Certificate III in Information Digital Media and Technology
Dance*	Certificate II in Dance
Early Childhood	Certificate III in Early Childhood Education and Care
Electrical	Certificate II in Electrotechnology
Engineering Studies*	Certificate II in Engineering Studies
Equine Studies*	Certificate II in Equine Studies
Furnishing*	Certificate II in Furniture Making
Games Design	Certificate III in Information Digital Media and Technology
Graphic Design	Certificate III in Design Fundamentals
Health	Certificate II in Health Support Services Certificate III in Allied Health Assistance Certificate III in Health Support Assistance
Hospitality*	Certificate II in Hospitality Certificate II in Hospitality (Kitchen Operations) Certificate III in Catering Operations
Interactive Digital Media*	Certificate III in Creative Industries (Media) Certificate III in Screen Media
Interior Decoration	Certificate III in Interior Decoration
Make Up	Certificate III in Make Up
Music*	Certificate II in Music Certificate III in Music Certificate III in Technical Production
Sport and Recreation*	Certificate II in Sport and Recreation Certificate II in Outdoor Recreation Certificate III in Sport and Recreation
Tourism	Certificate III in Tourism
Visual Art	Certificate III in Visual Art

Please speak with the Careers Coordinator to explore specific courses and possibilities if you are interested.
VETiS courses attract additional student fees.

STRUCTURED WORKPLACE LEARNING

Advice and Pathways

Students studying Structured Workplace Learning should consider the following:

Structured Workplace Learning (SWL) or Work Placement allows students to spend one day a week in the workplace. It differs from work experience in that it is linked to a VETIS program ie it enables students to put into practice the skills they have learned in their VETIS program.

SWL would suit those students who meet the following criteria

- The student has a clear career goal
- That career goal does not require a university education
- There is a relevant VETIS program leading to that career goal
- The student has the maturity to handle the demands of school, TAFE and the workplace.

SWL provides an ideal pathway for students to gain a School Based Apprenticeship or a full time apprenticeship. Employers are often reluctant to take on apprentices who lack the skills and experience to be of value in the early stages of their apprenticeship. Students with a year of SWL will be more attractive to a potential employer as they will have gained skills from their VETIS course and experience from having had one day a week in the workplace

SWL must be linked to a VETIS course being undertaken by the student.

Although every effort will be made to minimise timetable clashes caused by a day in the workplace, there may be some missed lessons. Students must be prepared to liaise with their teachers to catch up on any work missed.

SCHOOL BASED APPRENTICESHIP (SBA)

Advice and Pathways

Students studying School Based Apprenticeship should consider the following:

School Based Apprenticeships (SBA) allow students to start their apprenticeship while still at school completing their VCE. This means students complete their apprenticeship and earn higher wages more quickly. In a week, a student would normally spend one day at TAFE, one day in the workforce and three days at school.

A SBA would suit a student who aims to move into an apprenticeship after secondary school.

Although every effort is made to minimise timetable clashes caused by being absent from school two days per week, there will be some missed lessons. Students must be prepared to liaise with their teachers to catch up on any work missed.

Students undertaking a SBA can gain credit towards their VCE and ATAR (as a 5th or 6th subject). However, students cannot gain credit for both a VET subject and a SBA in the same vocational area.

9. MY POTENTIAL YEAR 11 AND 12 COURSES

Please note: Course Pathways will depend on our anticipated blocking

Year 11	<i>ENGLISH 1</i>						6 subjects 12 Units
	<i>ENGLISH 2</i>						
Year 12	<i>ENGLISH 3</i>					<i>Study Period</i>	5 subjects 10 Units
	<i>ENGLISH 4</i>					<i>Study Period</i>	

Year 11	<i>ENGLISH 1</i>						6 subjects 12 Units
	<i>ENGLISH 2</i>						
Year 12	<i>ENGLISH 3</i>					<i>Study Period</i>	5 subjects 10 Units
	<i>ENGLISH 4</i>					<i>Study Period</i>	

Year 11	<i>ENGLISH 1</i>						6 subjects 12 Units
	<i>ENGLISH 2</i>						
Year 12	<i>ENGLISH 3</i>					<i>Study Period</i>	5 subjects 10 Units
	<i>ENGLISH 4</i>					<i>Study Period</i>	

APPENDIX A: CORNISH COLLEGE VCE PROCEDURES AND POLICIES

Please read this document in order to understand your rights and responsibilities with regard to completing the VCE at Cornish College, in accordance with the Victorian Curriculum and Assessment Authority (VCAA) requirements.

This document is a summary and rewording of elements from the VCAA **VCE and VCAL Administrative Handbook 2020** (the full policy is available online at <https://www.vcaa.vic.edu.au/Pages/schooladmin/handbook/2019/index.aspx>). In case of conflicting information, use the latest online VCAA policy as the main reference.

This policy is based on the following principles:

- The implementation of Cornish College's policies and procedures will assist students to successfully complete their VCE.
- Teachers will make all reasonable efforts to assist and support students to succeed.
- Students will be ultimately responsible for their actions and behaviour.
- In fairness to teachers and students, procedures need to be implemented fairly and consistently across all VCE programs.
- Students and parents will be informed as to the expectations, assessment criteria, work to be done, and assessment dates in that unit.
- The students and their parents will be supplied with clear, constructive feedback on student performance within the VCE units.

1. Student enrolment

All students must complete a VASS (Victorian Assessment Software System) personal details form and sign the agreement to abide by the Authority's regulations.

Any student who is transferring from another school or returning to study must ensure that details of past enrolments, including their student number, are included on the VASS form.

It is the student's responsibility to make sure that all personal details are correct on the VASS form. Units 3 and 4 results and tertiary offers are mailed directly to the address on the VASS files, not to the school, so students must ensure that the VCAA has all the correct details.

Students may give permission on the VASS declaration form for personal results to be made available to media or for the Premier's awards. If this permission is not granted by the student on this declaration, the student's name will not appear in any media nor will the student be eligible for a Premier's Award despite achieving the required level.

1.1 Withdrawing from a VCE subject

All senior students will complete a course selection process during the previous year. Dates for this subject selection process are published. These decisions take time and students and parents are encouraged to talk to as many people and find out as much information as possible to make an informed choice which is in line with their

pathway. If a student wishes to change or withdraw from a subject, the following needs to happen:

- Awareness of strict VCAA timelines
- Awareness of the restrictions imposed by blocking grid and class size
- Any change will need careful and early consideration given attendance and satisfactory requirements
- Discussions with Academic Care Leader, Secondary Studies Program Leader and Careers Coordinator
- Submission of paperwork (Change of Subject application form)
- Collection of signatures (teachers and parents).

2. Assessment

Students will demonstrate achievement of each of the outcomes in the units they are undertaking through their performance on the assessment tasks designated for that unit. These tasks will be completed mainly in the classroom, during class time.

In **Units 1 and 2**, outcomes will be assessed using the assessment tasks designated for the unit, S or N awarded, and results reported to the VCAA. The school will give the students marks or grades and feedback appropriate to each assessment task and each outcome, including advice on where and how improvements can be made for further learning. Marks will be reported on the end-of-semester reports, but are not reported to the VCAA and are not subject to moderation.

2.1 In Units 3 and 4, coursework assessment or **School Assessed Coursework (SAC)** describes the most commonly used form of graded assessment used to measure each student's level of achievement based on the assessment tasks designated for the unit. This assessment will take place mainly in the classroom under teacher supervision over a specified period of class time. Coursework scores are forwarded to the VCAA and are subject to statistical moderation. Details of the moderation procedure may be found in the pamphlet *Statistical Moderation of VCE Coursework* which can be accessed on the VCAA website: www.vcaa.vic.edu.au. At the school level, students will be given feedback appropriate to each assessment task and each criterion including advice on where and how improvements can be made for future learning.

2.2 School Assessed Tasks (SATs) are forms of assessment that are undertaken over a longer period of time. SATs occur in studies where students complete a product or folio such as Art, Media, Studio Arts, Visual Communication Design, and Food Technology. At the school level, students will receive regular feedback throughout the duration of the task.

The scores for SACs and SATs are forwarded to the VCAA and are subject to review based on students' performances on the **General Achievement Test (GAT)** that is held in June.

The VCAA will inform students of their level of achievement on School Assessed Coursework and Tasks.

In class we will use the acronyms SACs and SATs throughout Units 1 and 2 to help the students identify with the VCE terminology, however it is important to note that Units 1 and 2 assessment tasks are for internal reporting only. They are not sent to the VCAA and they do not go towards the ATAR score at the end of Year 12.

In some studies there are designated assessment tasks that are not scored but are essential for determining S or N.

Planning Documents

For Units 1 and 2, at the beginning of each unit, students will receive information outlining the nature of the assessment tasks for the unit, the criteria for assessment, the standard required for satisfactory achievement, and the weeks in which the assessment tasks will occur. For Units 3 and 4, one document per subject covering the whole year will be distributed in February.

Examinations: Breaches of the VCAA Exam Rules Students are expected to comply with the VCAA regulations for examination procedures. If teachers or examination supervisors believe a breach of rules has taken place, the incident will be documented, the student informed and the VCAA/Principal notified.

Satisfactory Completion of a Unit

Teachers will advise students about the outcomes and work required at the beginning of each semester, with the distribution of a Planning Document at the beginning of each year.

Achievement of an outcome means:

- The work meets the required standard as described in the planning document;
- The work was submitted on time;
- The work is clearly the student's own
- There has been no substantive breach of rules
- The student has attended a minimum of 80% of classes.
- If all outcomes are achieved, the student is awarded s (satisfactory) for the unit.

A student may not be granted satisfactory completion if:

- The work is not of the required standard as described in the planning document;
- The student has failed to meet a school deadline or approved extension of time for the assessment task;
- The work cannot be authenticated;
- There has been a substantive breach of rules including school attendance rules (the student has failed to attend a minimum of 80% of classes).

If one or more of the outcomes are not achieved, the student receives N (Not Satisfactory) for the unit. Where a student has completed work but there has been a significant breach of class attendance rules the student may receive N. All students are required to meet the 80% attendance requirement.

Communication, in the form of letters will inform students and parents/guardians of progress with regard to attendance and assessment.

3. Attendance and Appeals

Attendance is a vital factor for success. There is a clear link between attendance and results. Students who are frequently absent, with unexplained absences, lose track of what is happening in class, and fall behind in reaching successful outcomes.

Students are expected to cover all absences with written or email explanations from parents or with medical certificates. **Note that family holidays during VCE should be taken during term breaks.** In exceptional circumstances, a letter outlining the family's request should be forwarded to the Principal. It is the student's responsibility to ensure they are up to date should such a provision be granted.

Students who are persistently late for classes will have every three 'lates' recorded as an absence. This will affect their overall attendance.

A student must attend, for each study, a minimum of 80% of classes. Persistent lateness will affect a student's attendance. Failure to achieve this level of attendance will result in the student's final assessment being considered by a panel consisting of the Secondary Studies Program Leader, Form Teacher and Subject Teacher.

A student who receives N for a Unit due to poor attendance may appeal the decision to the Principal. The student must provide documentation supporting the extenuating circumstances that resulted in the poor attendance. Appeals will only be granted under exceptional circumstances.

3.1 Absence

Before any assessment task, the conditions under which the task will be conducted will be communicated to the students. It is the student's responsibility to understand and satisfy these conditions, so if in doubt about them, clarify them with the teacher before the task is completed. This is also relevant to test conditions.

A student who is absent from an assessment task should contact the school on the day of that assessment task, as is usual for an absence, but also inform the school that a SAC is being missed.

Students studying Units 3 and 4 must see the Secondary Studies Program Leader immediately on return to school with an explanation for the missed SAC. The scores of missed SACs will be withheld from the VCAA until a medical certificate (issued on the day(s) of the absence) or other official documentation such as a report from a counsellor, is supplied to cover the student's absence. A written note from a parent is not sufficient evidence. The school may verify the documentation with the practitioner concerned.

NOTE: Medical certificates provided by family members will not be accepted.

Students studying Units 1 and 2 must also see their subject teacher immediately on return to the school with an explanation for the missed SAC in the form of a medical certificate or note from a parent (which may be sufficient

at the 1/2 level). Their subject teacher will decide if a deferral will be granted.

Planning documents contain the weeks in which assessment tasks will occur. Closer to the scheduled week, students will be informed of the specific day. Students must, wherever possible, ensure that personal appointments do not clash with these tasks. It is recognised that some clashes, eg medical specialist appointments, cannot be avoided and students can apply for deferral of these tasks, **before** the task. They should see the Secondary Studies Program Leader to apply for this deferral. Note that appointments such as driving lessons, license tests, holidays within term time and other absences not sanctioned by the College are not sufficient reason for the deferral of a task, and the task may not be assessed as a result. If in doubt, consult the Secondary Studies Program Leader, **before** a task is scheduled.

Unforeseen circumstances may result in a task being deferred and rescheduled by the subject teacher. Any subsequent clash with a student's absence will not disadvantage the student, although the College encourages all avoidable absences to be kept to a minimum.

3.2 Completion of replacement SACs

In order to satisfactorily complete outcomes, students undertaking Units 1 and 2 should immediately see their subject teachers on return to school from an absence to be informed of the date for their replacement SACs. Replacement sessions for Units 3 and 4 SACs will be arranged by the subject teacher and in consultation with the Secondary Studies Program Leader regardless of whether a legitimate and documented reason for student absence from an assessment task has been provided. Insufficient documentation will result in SACs not being scored, and their result will only contribute to S (satisfactory) or N (not satisfactory) completion.

3.3 Redemption Policy

Students who do not satisfactorily complete all the criteria for an assessment task, or who do not meet the required standard, may have an opportunity to redeem this situation after consultation with their teacher. This will be communicated through the Redemption form. This redemption will not change the score for that assessment task but will qualify the student for an S for the outcome.

For Units 1 and 2, the subject teacher will arrange when the task will be redeemed, for Units 3 and 4, it will be arranged by the subject teacher and in consultation with the Secondary Studies Program Leader.

Satisfactory completion of the above must be undertaken by the student at the first available opportunity within two weeks of the date of the original SAC.

3.4 Extension of time to complete SACs and SATs

Students who are unable to complete a SAC or SAT by the due date must apply to their subject teacher (Units 1 and 2) or the Secondary Studies Program Leader (Units 3 and 4) prior to the due date for an extension of time and must provide a medical certificate or other documentation to

support their application. Extensions of up to two weeks from the original date may be granted.

4. Authentication of Coursework and Assessment Tasks

In order to meet the requirements for satisfactory completion of a unit, students must submit work that is clearly their own and that has not been submitted for assessment in any other unit. Apart from the incorporation of appropriately referenced text and source material, no part of a student's work may be copied from any other person's work.

A student should not accept undue assistance from any other person in the preparation and submission of work. Any material referred to in student work should be attributed to its source.

Teachers will provide opportunities throughout the Unit to check each student's work as students proceed through the completion of the assessment tasks. The onus of authenticity rests with the student. Students must show teachers work in progress to demonstrate the authenticity of their work.

The teacher may consider it appropriate to ask the student to demonstrate his/her understanding of the task at or about the time of submission of the work.

If a teacher believes that a student has submitted work which is not his or her own, or that a student is in breach of other rules relating to school assessment set by the school, the teacher should investigate the matter and submit a written report to the Secondary Studies Program Leader, who will then conduct further enquiries as deemed necessary.

The Secondary Studies Program Leader will act in an advisory capacity to the Principal, who is responsible for determining what action is to be taken.

The school will have the power to impose any of the following penalties for a substantive breach of the rules:

- reprimand/penalise a student who has enabled another student to obtain an advantage
- cancel the result in a specific Assessment Task and in effect, cancel the total assessment for the Unit concerned.

5. Storage of student work

Students must retain copies of Coursework submitted, notes, drafts or materials used in the process of completing Coursework until the end of the year. The VCAA may request any materials relevant to assessment by Cornish College. Students may also be required to photocopy their work for review processes. Some subjects may require SACs to be kept by the school but teachers will provide necessary feedback to students.

6. Lost, Stolen or Damaged work

The teacher or student who has lost work, or has had work stolen or damaged, must make a written statement, possibly including a statutory declaration.

The statement must be signed and dated. Cornish College will keep a record of the loss or damage and on the basis of records kept, shall determine the Unit result for the

student. The VCAA is consulted on any loss or damage of Units 3 and 4 work. **Note, however, that none of this applies to work lost or damaged due to computer misuse or malfunction.** Students' responsibilities for proper management of computer material are set out below.

7. Word Limits

Teachers will provide specific information regarding individual tasks within studies. If stated, it is the VCAA and Cornish College policy to adhere strictly to these rules.

8. Computer Use

When a student uses a computer to produce a work requirement or assessment task it is the student's responsibility to ensure that:

there is an alternative system available for use in case of computer or printer malfunction or unavailability

hard copies of the work in progress are produced regularly to meet drafting and authentication requirements

work is saved onto a back-up file. The back-up file should not be stored with the computer. It is imperative that all work is regularly backed up onto appropriate memory devices at school and at home

NOTE: Computer errors and problems are NOT sufficient reason for an extension of time or special provision procedure to be given to complete a piece of assessment.

9. Student Appeal Process

This section deals only with the satisfactory completion of a unit. Students may be awarded an 'N' for a Learning Outcome and hence a Unit because:

- The student failed to attend a Learning Outcome/Graded Assessment Task, and was not successful in obtaining a deferral.
- The student has failed to submit a Learning Outcome/Graded Assessment Task by the due date, including where an extension of time has been granted for any reason (including Special Provision)
- The student failed to meet the required standard in a Learning Outcome/Graded Assessment Task after a second attempt.
- The work cannot be authenticated
- There has been a substantial breach of rules, including attendance rules.

In this circumstance, students have a right to appeal to the school. Cornish College has instituted a VCE Appeals Panel to handle appeals. The VCE Appeals Panel will be made up of two or three members of the following: Secondary Studies Program Leader, Careers Coordinator or senior staff. The subject teacher may choose to attend. If the student wishes, a parent or friend may attend in a support role but not as an advocate. Official documentation needs to be completed.

9.1 The procedure for appealing an 'N' is as follows:

- The subject teacher will inform the student of the 'N' by giving the student a letter that also outlines the process for appeal.
- The student must complete the documentation and see the Senior Years Team Leader to organise an Appeals Panel within 14 days of receiving the letter, otherwise the 'N' will stand without further opportunity for appeal.
- After consulting with both teachers and student the Appeals Panel will decide on the outcome. There are only two outcomes; either awarding an 'N' for the work or re-negotiation of the task. The Appeals Panel may also recommend that the student attend sessions to develop study skills as part of the re-negotiation process.
- The VCE Appeals Panel will communicate their decision in writing to both student and parent.

If the re-negotiated conditions regarding time and work are not met, the Learning Outcome will be awarded an N.

Absence on a due date must be substantiated; otherwise the matter will be referred to the VCE Appeals Panel.

Students need to understand that the purpose of an Appeals Panel is to find out whether the student has a good reason for either not meeting a due date or submitting work that was not satisfactory. For Units 1 and 2, the first time that a student appears before an Appeals Panel is generally a warning and in most cases the student can expect the work to be re-negotiated. However for subsequent appearances at the Appeals Panel, students can expect that the most likely outcome will be an 'N' for the work and consequently an 'N' for one or more outcomes.

Students who receive an 'N' in a subject are still required to attend all classes and complete all work in that subject area in order to demonstrate that they can cope with the demands of the workload at this year level.

Receiving an 'N' in a subject area also has implications for continuation or promotion.

Subject teachers are responsible for ensuring that all course requirements for the semester have been covered by the end of a semester. Incomplete work or work not submitted by this time will attract an 'N'.

10. Progression Policy

Progression from Units 1 and 2 into Units 3 and 4 will depend in part on the satisfactory completion of Units 1 and 2 and in part on reaching an adequate standard in assessment tasks during the Unit to indicate likely future success in the study.

Students who have not satisfactorily completed one or more units in one year will need to justify why they should proceed to the next level in the following year and provide or develop an Action Plan to remediate any problems or issues that stand in the way of future success. The subject teacher and the Secondary Studies Program Leader will assess the Action Plan. If approved, the Action Plan will be

subject to review after the first two weeks of the year and subsequently on a monthly basis.

Students who have failed to attain an adequate standard in assessment tasks during the unit, to indicate likely future success in the study will need to justify them continuing with the course. They will also need to provide an Action Plan to improve their performance on assessment tasks to a level required for their career pathway. This may also involve committing to holiday homework to catch up on skills and understandings that were missed during the year or supplementary examinations to demonstrate preparedness for the following year. The subject teacher and the Secondary Studies Program Leader will assess the Action Plan. If approved, the Action Plan will be subject to review after the first two weeks of the year and subsequently on a monthly basis. In addition, students' proposed courses will be monitored and support offered by subject teacher, Form Teacher, Secondary Studies Program Leader, and Careers Practitioner to ensure that the choices the students make are in their best interests, both in terms of career pathways and ability.

11. Special Provision

For Units 3 and 4, students who experience some form of *chronic or significant hardship* during the year due to medical, physical and/or other serious reasons can apply for Special Provision.

VCAA may, depending on the nature of the hardship, allow the school to provide one or more of the following forms of support:

- Extra time for sacs
- Rest breaks during sacs
- Completing sacs in a separate room
- Use of a computer or use of a reader/clarifier and/or scribe.

NOTE: These forms of support may also apply as Special Examination Arrangements.

It is therefore, for as long as possible before Year 12, imperative that such significant hardships are well documented. The appropriate documentation must specify the problem, severity, treatment if any, effect on study and dates involved. These should be included in the medical or psychologist's reports the student must provide.

Specialist reports and recommendations do not automatically enable students to get special provision from the VCAA in Year 12. The students undergo a number of standard tests as required by the VCAA and their eligibility is assessed on their results.

If students wish to apply for Special Provision for Units 1 and 2 they should discuss this with the Secondary Studies Program Leader as soon as possible.

Students wishing to apply for Special Provision for Units 3 and 4 should see the Secondary Studies Program Leader before the end of the previous year.

Year 12 students who will be completing their VCE and who have experienced severe hardship due to personal,

health, financial or other reasons, through the whole or part of their VCE years should complete a *SEAS (Special Entry Access Schemes) Application Form* at the end of the year. This form is sent to the Victorian Tertiary Admissions Centre (VTAC) and could assist with tertiary entrance. This form will be available from the school or on the VTAC website: www.vtac.edu.au.

12. Derived Examination Score (DES)

Students who are ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study may apply for a DES. Students should speak with their Form Teacher and the Secondary Studies Program Leader. If their application is approved, a DES will be calculated by the VCAA.

The purpose of a DES is to ensure that a student's final result for an examination reflects as accurately as possible the level of achievement that would be expected based on the learning and achievement the student has demonstrated in the study over the year.

Students who experience the onset of an illness or the occurrence of an injury or personal trauma around the assessment period should discuss, with the Secondary Studies Program Leader, a school application for Emergency Special Examination Arrangements, which may assist them to sit their examinations.

13. Reporting

Cornish College will issue to parents an interim report each semester. A detailed written report of school-assessed work and for Cornish College examinations, including grades and comments about level of performance and application to work, will be issued to parents at the end of Semester One and Semester Two (for year 11 only).

Years 11 and 12 Student Progress Meetings will occur in Term 1, Term 2 and Term 3. Year 12 students will be informed about their coursework scores, and these Year 12 students will be reminded that these are subject to moderation by VCAA.

For Units 1 and 2, S or N only will be reported to the VCAA. For Units 3 and 4 assessment of S or N will be reported to the VCAA as well as results for School Assessed Coursework (SAC) and School Assessed Tasks (SAT).

The VCAA issues a Statement of Results at the end of the calendar year to all students who have obtained results in VCE units and VCE VET units of competency/modules.

The VCAA issues the VCE Certificate at the end of the calendar year to students who have become eligible for their certificate.

14. Feedback to Students

After work is submitted and assessed, teachers will provide feedback to students. Appropriate feedback includes:

- Advice on particular problem areas
- Advice on where and how improvements can be made for further learning
- Reporting achievement on criteria, s/n decisions and/or written comments on students' performance in an outcome
- Results on an assessment task as a letter grade or numerical score which contributes to the overall grade on a semester report.

In providing this feedback teachers may indicate to students their scores or grades on individual SACs or SATs. When providing the scores or grades, teachers will advise students that their total Coursework scores may change following statistical moderation.

Students' total scores for Coursework will be statistically moderated, not the scores for individual SACs or SATs. Students will receive a score indicating their level of performance with the understanding that this score may be changed by the VCAA due to statistical moderation or by VTAC after scaling.

15. Students at risk

- **Of not meeting the required standard in a learning outcome**

If it is discovered that a student is at risk of not achieving a Learning Outcome, a subject teacher will send, at the earliest opportunity, a student progress notification (SPN) to parents. This notification is intended to encourage open communication concerning student progress in a subject area and to give students an opportunity to address difficulties they may be experiencing in that subject area.

Should a student decline the offer of undertaking a renegotiated task, or not achieve a Learning Outcome after a second opportunity, then the student must follow the Student Appeal procedure by completing the Appeal form.

- **Of emotional distress**

If it is discovered that a student is at risk either due to the demands of the VCE program or in general, a member of staff will choose to contact a parent directly or to alert the student's Form Teacher, who will then contact the parents to discuss the concern.

The management of the student will be in partnership with the family and may also include Academic Care Leader, Secondary Team Leader, the Secondary Studies Program Leader, Counsellor/Psychologist, Deputy Principal, Head of Secondary and/or Principal. The criteria for individuals becoming involved in a student's management is based on limiting communication to those who are directly involved in managing or solving a problem. Where it is helpful, staff may also be informed in a summative form if it helps those professions manage the student's academic and social progress. Parents are encouraged to alert the staff to any potential problems or concerns as early as possible; the Form Teacher would be the first point of contact on most occasions.

APPENDIX B: GLOSSARY OF TERMS

Term	Definition
Assessing School	School responsible for providing the assessment for one or more units for a student, where the school differs from the ‘home’ school.
Assessment	In Units 3 and 4 the student’s level of achievement is determined by a combination of School Assessed Coursework (SACs), School Assessed Tasks (SATs) and examinations.
Assessment Task	A task set by the teacher to assess students’ achievements of Unit outcomes (see also Outcomes).
Authentication	Authentication is the process of ensuring that the work submitted by students for assessment is their own. The student must follow the rules set by the VCAA to ensure that the teacher can authenticate the work.
ATAR	Australian Tertiary Admission Rank. The overall ranking on a scale of 0 – 100 that a student receives, based on his or her Study Scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.
Derived Examination Scores (DES)	The Derived Examination Score is calculated by the VCAA and may be used as the student’s examination result where the student has met the eligibility requirements for the provision. The DES is intended for the student who is ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study.
English (EAL)	English as an Additional Language. Newly arrived EAL learners are able to access an intensive full-time program or targeted support to help them in the initial stages of learning English.
Examinations	External assessments set and marked by the Victorian Curriculum and Assessment Authority at Units 3 and 4 level. All studies have at least one examination held in October / November.
Extension Studies	First-year university studies recognised by the Victorian Curriculum and Assessment Authority are available to VCE students who are very able academically.
GAT	The General Achievement Test. The test that is done by all students doing a Units 3 and 4 sequence. It is used by the Victorian Curriculum and Assessment Authority to check that schools are marking school-assessed tasks to the same standard and as part of statistical moderation of coursework. It does not count towards students’ VCE graduation, but students’ GAT results are reported to them with their Statement of Results.
Graded Assessment	All VCE studies have three graded assessments for each Units 3 and 4 sequence. Each study includes at least one examination, most have School Assessed Coursework (SACs), and some have School Assessed Tasks (SATs).
Home School	Student’s major school. Responsible for ensuring that ALL their students have been allocated to an examination centre/room.
Outcomes	Outcomes are what a student must know, or be able to do, in order to satisfactorily complete a Unit as specified in the Study Design.
RTO	Registered Training Organisation. An organisation that is approved by the Office of Tertiary Training and Further Education and registered by the Victorian Registration and Qualifications Authority to deliver vocational education and training within a defined scope of registration.
SAC	School Assessed Coursework. A school-based assessment which is reported as a grade for either a Units 3 and 4 sequence or Unit 3 and Unit 4 individually. Coursework assessment consists of a set of assessment tasks that assess students’ achievement of Units 3 and 4 outcomes.
SAT	School Assessed Tasks. A school-based assessment for a Units 3 and 4 sequence and reported as a grade. A School Assessed Task is set by the Victorian Curriculum and Assessment Authority and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA.
Satisfactory Completion	The school decision that a student has demonstrated achievement of outcomes for a unit. Students receive an ‘S’ for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an ‘N’ (not satisfactory).
Scaling	A study score provides an indication of a student’s relative performance in a particular study. Scaling adjusts for differences in abilities of students undertaking different studies, so that the scaled study scores are comparable across different studies. It ensures that students are neither advantaged or disadvantaged on the basis of the studies they choose. All VCAA study scores are scaled by VTAC.
Semester	One half of the academic year. VCE units are designed to be completed in a semester.
Sequence	Units 3 and 4 are designed to be taken as a sequence at Year 12 level.

Term	Definition
Special Entry Access Schemes (SEAS)	SEAS applications are handled by the Victorian Tertiary Admission Centre (VTAC) for tertiary entrance purposes. Students are eligible to apply for this if they experience continuing personal circumstances affecting their performance in their Year 12 program. Eligible students are advised to discuss their situation with the Secondary Studies Program Coordinator or Careers Counsellor
Special Provision	VCAA acknowledges that sometimes things get in the way of a student completing their VCE studies. This includes physical or mental disabilities, illness, personal problems or other impairments. In any of these cases, students and families are advised to immediately inform the student's Team Coordinator. There are official forms and procedures which must be adhered to.
Statement of Marks	For each examination including the GAT, students can apply to the Victorian Curriculum and Assessment Authority for a statement showing the marks they obtained for each question/criteria and the maximum mark available.
Statement of Results	The document(s) issued by the Victorian Curriculum and Assessment Authority showing the results a student achieved in the VCE, and whether he or she has graduated.
Statistical Moderation	The process used to ensure that schools' assessments are comparable throughout the State. It involves adjusting each school's coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study
Studies	The subjects available in the VCE.
Study Design	A study design for each VCE study is published by the Victorian Curriculum and Assessment Authority. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the study designs.
Student number	Is the unique number assigned to each student enrolled in VCE, VCE VET and VCAL. Student numbers must be kept confidential.
Study Scores	Is a score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.
Units	A self-contained study of a semester's length. VCE studies are made up of four units numbered 1, 2, 3 or 4.
Units 1 and 2	Level of difficulty usually associated with Year 11. Units 1 and 2 may be done separately or as a sequence.
Units 3 and 4	Level of difficulty usually associated with Year 12. Units 3 and 4 must be done as a sequence (e.g. English Units 3 and 4).
VASS	Victorian Assessment Software System.
VCAA	The Victorian Curriculum and Assessment Authority. VCAA is responsible for the development and administration of the VCE, as well as the curriculum for Primary and Years 7-10 students.
VCE	The Victorian Certificate of Education. The Certificate awarded to students who meet the requirements for graduation of the VCE.
VCE (Baccalaureate)	An additional form of recognition for those students who choose to undertake the demands of studying both a higher level of mathematics (Mathematical Methods and/or Specialist) and a language (LOTE) in their VCE program both at Units 3 and 4 (sequence) level, as well as meeting certain standards in their English Studies.
VCAL	The Victorian Certificate of Applied Learning.
VETiS	Vocational Education and Training programs. Also known as VET or VETiS, Vocational Education and Training in Schools.
Virtual School Victoria (VSV)	Distance Education Centre Victoria administers the delivery of the VCE subjects which are not run at school.
VRQA	Victorian Registrations and Qualifications Authority.
VSL	Victorian School of Languages. Provision of language programs for students in Years 1 to 12 who do not have access to the study of those languages in their mainstream schools. The school's languages program is delivered through both face-to-face teaching in centres across the state and through distance education mode.
VSN	Victorian Student Number: the unique number assigned to a student enrolled in a Victorian school.
VTAC	The Victorian Tertiary Admissions Centre. It calculates and distributes the Australian Tertiary Admission Rank (ATAR). VTAC acts on behalf of universities and TAFEs and manages the majority of tertiary offers and enrolments.

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