Dear Students, Parents and Carers,

The transition into Year 11 marks not only the move into the VCE or VCAL, but also an increasingly serious commitment to education. It begins the final years of secondary-school education and is a time for students to reflect on future career aspirations and to plan towards the realisation of these ambitions.

The final years are also accompanied by a substantial increase in homework with most students needing to dedicate a minimum of two hours per day in Year 11 to the serious pursuit of their studies.

Most year 11 VCE students will undertake a course of Units 1 and 2 studies. However, students who have previously studied a Units 1 and 2 subject as a part of their Year 10 courses may consider undertaking Units 3 and 4 of the subject during Year 11. In every case, the student’s class teacher will be in the best position to advise them about this option.

Another important factor in achieving success at the VCE/VCAL level is for teachers, parents and students to work as a team. This support structure is most successful when all three parts of the team work together. The School has an obligation to provide students with educational support, but they also have an obligation to seek this assistance if or when it is required.

As well as lots of serious work, the final years are also a time of fun with many people reflecting on them years later as the most enjoyable part of their school life.

Together with our staff, I wish each student success and enjoyment during their final years of secondary education at Bairnsdale Secondary College.

Yours sincerely,

Mr Ian Hall
College Principal
PROGRAM OPTIONS

FLOWCHARTS
Learning Pathways........................................ 1

VICTORIAN CERTIFICATE OF EDUCATION ........ 2
What is the VCE.............................................. 3
Minimum Requirements................................... 3
Other options to consider ................................ 3
Choosing subjects & planning post school options.... 4
University ..................................................... 4
Prerequisites .................................................. 4
Work Experience............................................. 4
Studies offered at Bairnsdale Secondary College...... 5

ARTS.......................................................... 6
• ART
• MEDIA
• MUSIC PERFORMANCE
• STUDIO ARTS
• THEATRE STUDIES
• VISUAL COMMUNICATION AND DESIGN

ENGLISH...................................................... 14
• ENGLISH/ENGLISH AS AN ADDITIONAL LANGUAGE
• ENGLISH LANGUAGE
• FOUNDATION ENGLISH
• LITERATURE

LOTE ........................................................ 18
• JAPANESE ADVANCED
• GERMAN ADVANCED

MATHEMATICS............................................ 22

HEALTH AND PHYSICAL EDUCATION ............. 24
• HEALTH AND HUMAN DEVELOPMENT
• OUTDOOR AND ENVIRONMENTAL STUDIES
• PHYSICAL EDUCATION

SCIENCE..................................................... 29
• BIOLOGY
• CHEMISTRY
• ENVIRONMENTAL SCIENCE
• PHYSICS
• PSYCHOLOGY

HUMANITIES.............................................. 35
• ACCOUNTING
• BUSINESS MANAGEMENT
• SOCIOLOGY
• PHILOSOPHY
• ECONOMICS
• GEOGRAPHY
• 20TH CENTURY HISTORY
• ANCIENT HISTORY
• HISTORY OF REVOLUTIONS
• AUSTRALIAN HISTORY

TECHNOLOGY............................................. 46
• PRODUCT DESIGN TECHNOLOGY
  • METALS
  • TEXTILES
  • WOOD
• FOOD STUDIES
• SYSTEMS ENGINEERING
• INFORMATION TECHNOLOGY

VOCATIONAL EDUCATION AND TRAINING......... 52
VET Programs Offered.................................... 53
Benefits of VETiS.......................................... 53
VETiS Pathway............................................. 54
Cost for VET.................................................. 55
Attendance Requirements............................... 55
Structured Workplace Learning......................... 55
Block Recognition......................................... 55
Extra Certifications........................................ 55

VET SUBJECT DESCRIPTIONS ....................... 56
• CERTIFICATE II AGRICULTURE
• CERTIFICATE III ALLIED HEALTH
• CERTIFICATE II ANIMAL STUDIES
• CERTIFICATE II AUTOMOTIVE
• CERTIFICATE II BUILDING & CONSTRUCTION
• CERTIFICATE II DANCE
• CERTIFICATE III EARLY CHILDHOOD EDUCATION & CARE
• CERTIFICATE II ELECTRO TECHNOLOGY
• CERTIFICATE II ENGINEERING STUDIES
• CERTIFICATE II HOSPITALITY
• CERTIFICATE II & III INFORMATION DIGITAL TECHNOLOGY
• CERTIFICATE II MUSIC PRODUCTION
• CERTIFICATE III PLUMBING
• CERTIFICATE II RETAIL COSMETICS
• CERTIFICATE II SALON ASSISTANT
• CERTIFICATE III SCREEN & MEDIA
• CERTIFICATE II SMALL BUSINESS

VICTORIAN CERTIFICATE OF APPLIED LEARNING... 65
VICTORIAN
CERTIFICATE
OF
EDUCATION
(VCE)
VICTORIAN CERTIFICATE OF EDUCATION (VCE)

Information in this section of the handbook is accurate and in line with the Victorian Curriculum and Assessment Authority (VCAA) advice at the time of publishing.

What is the VCE?
The Victorian Certificate of Education (VCE) is a senior secondary certificate designed to be completed over two years and includes general education curriculum studies (VCE studies) and may include programs from Vocational Education and Training (VET) qualifications. Satisfactory completion of the VCE provides pathways to employment, training and further education.

What is a VCE program?
A VCE program is the entire set of studies a student will undertake to complete their VCE.

What are the minimum requirements?
The minimum requirement is satisfactory completion of 16 units, which must include:

- Three units of English, including a 3-4 sequence
- At least three sequences of Units 3&4 studies, which can include further sequences from the English group, VCE subjects and/or VET programs.

A VCE program will generally consist of 20-24 units of study taken over two years, although a student can vary the number of units they undertake in any one year, and in some circumstances, extend their study to a Year 13.

What subjects can be chosen?
There are over 90 studies or subjects to choose from. However, not all of these are offered by Bairnsdale Secondary College. Please see http://www.vcaa.vic.edu.au/vce/studies for a full list of subjects.

Each VCE study is designed to provide a two year program.
Studies are benchmarked at Units 1 and 2 level to Year 11 standard and studies at Units 3 and 4 level to a Year 12 standard. A unit of study equates to one semester of work.
Units 1 and 2 may be undertaken separately or as a pair. However, Units 3 and 4 must be undertaken as a sequence to qualify for the external exams at the end of the year. Students may commence their VCE in Year 10 by attempting a Unit 1 and 2 VCE subject.

OTHER OPTIONS TO CONSIDER.

University Enhancement studies
Enhancement/extension studies are university subjects undertaken in conjunction with the VCE. They build on VCE studies to first-year university level. Aimed at the most able students, they are an excellent way to extend and stimulate a student’s interest in a subject beyond the VCE.

Virtual Learning Victoria (formerly Distance Education)
Virtual Learning Victoria is available for subjects that the College is unable to offer.
For further information on programs or enrolment please speak to the Senior Learning Hub leaders.

School Based Traineeships and Apprenticeships
School Based Traineeships and Apprenticeships provide a nationally recognised qualification which students can achieve while they are still completing their education at school. Please speak to the Senior Learning Hub leaders for further information.
Choosing subjects and planning for post-school options

Planning for what students want to do after the VCE is not something that can be left until the end of Year 12. Students should be considering their options in the early stages of constructing an individual VCE program.

It is important for each student to find out which VCE studies best enable them to maximise their post-school options and select subjects required for entry to undergraduate degrees, or related to careers and occupations.

Take the time to find out about them!

Students should discuss their options with parents/carers, teachers, Hub leaders and the careers practitioner at School. They should seek their advice about what they want to do and how best they can ensure their success.

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

VTAC’s job includes:
   1. Organising the application procedures
   2. Calculating a student’s ATAR
   3. Receiving and processing applications including SEAS (Special Entry Access Schemes) and Scholarships on behalf of Universities
   4. Forwarding the appropriate applications and accompanying information to the relevant tertiary institution
   5. Making offers to prospective students on behalf of tertiary institutions.

VTAC produces a range of resources, both electronic and hard copy. Please see [www.vtac.edu.au](http://www.vtac.edu.au)

PREREQUISITES
Prerequisites are units of study which must be satisfactorily completed if a student is to be deemed eligible for selection into particular tertiary courses. Students need to carefully check the prerequisites for any courses for which they wish to apply and include these studies in their VCE program.

Other criteria
Students should be aware that some courses select on a range of criteria which may include auditions, folio presentations, interviews and pre-selection tasks.

Work Experience
Work Experience is available to senior students.
It is the responsibility of the student to ensure that Work Experience does not clash with timelines for unit assessment tasks or any significant College functions.
All Work Experience must be arranged in consultation with the Careers practitioner and a student’s Learning Hub Leader.
# STUDIES OFFERED AT BAIRNSDALE SECONDARY COLLEGE

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>THE ARTS</th>
<th>HEALTH AND PHYSICAL EDUCATION</th>
<th>STUDIES OF SOCIETY AND ENVIRONMENT</th>
<th>LANGUAGES OTHER THAN ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/EAL</td>
<td>Art</td>
<td>Health and Human Development</td>
<td>Accounting</td>
<td>German Advanced</td>
</tr>
<tr>
<td>English Literature</td>
<td>Media</td>
<td>Outdoor and Environmental Studies</td>
<td>Business Management</td>
<td>Japanese Advanced</td>
</tr>
<tr>
<td>English Language</td>
<td>Music Performance</td>
<td>Physical Education</td>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Studio Arts</td>
<td></td>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theatre Studies</td>
<td></td>
<td>History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Communication and Design</td>
<td></td>
<td>Australian and Global Politics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Legal Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Philosophy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sociology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATHEMATICS</th>
<th>SCIENCE</th>
<th>TECHNOLOGY</th>
<th>VET PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Mathematics</td>
<td>Biology</td>
<td>Design and Technology</td>
<td>Certificate II Agriculture</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Chemistry</td>
<td>Food Studies</td>
<td>Certificate III Allied Health (partial completion)</td>
</tr>
<tr>
<td>Further Mathematics</td>
<td>Environmental Science</td>
<td>Information Technology</td>
<td>Certificate II Animal Studies</td>
</tr>
<tr>
<td>Specialist Mathematics</td>
<td>Physics</td>
<td>Systems Engineering</td>
<td>Certificate II Automotive</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td></td>
<td>Certificate II Building &amp; Construction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Certificate II Dance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Certificate III Early Childhood Education &amp; Care (partial completion)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Certificate II Electro-Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Certificate II Engineering Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Certificate II Hospitality</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Certificate II &amp; III Information Digital Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Certificate II Music Production</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Certificate III Plumbing (pre-apprenticeship)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Certificate II Retail Cosmetics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Certificate II Salon Assistant</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Certificate III Screen &amp; Media</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Certificate II Small Business</td>
</tr>
</tbody>
</table>
ARTS

ART

RATIONALE
VCE Art allows students to create and express their ideas through any art form or style. Through exploration and experimentation students develop and refine ideas for finished artworks.
VCE Art introduces the role of art in society, in all forms of media. Students build an understanding of how artists communicate their ideas, beliefs and experiences through their artworks to reveal meanings and messages.

SPECIAL FEATURES (ART):
- Extra costs may be incurred for materials not provided by the College. Students will be expected to participate in any class excursions which will be an added expense
- Students will be offered life drawing classes at no extra cost.

STRUCTURE: Each unit of study has two outcomes, a practical folio and Art Appreciation.

UNIT 1: Artworks, experience and meaning.
Students present creative artworks using the art process that demonstrate their personal interests and ideas through trialling techniques, materials and processes. They analyse and interpret a variety of artworks.

UNIT 2: Artworks and contemporary culture.
Students use the art process to produce work that explores social and/or personal ideas or issues through the exploration of selected media, materials and techniques. They analyse, interpret and compare artworks from different cultures and times.

ASSESSMENT: Demonstrated achievement of the set outcomes as outlined above.

UNIT 3: Artworks, ideas and values.
Students use the art process to progressively document and evaluate the development and refinement of their artistic practice, including at least one finished artwork. They use analysis as a means of interpreting and comparing the meanings and messages of artworks produced before and since 1990.

UNIT 4: Artworks, ideas and viewpoints.
Progressive communication of students’ ideas and personal concepts evolve into a body of work (folio) that includes at least one finished artwork. Students examine and analyse an art idea and its related issues to inform their viewpoint.

ASSESSMENT:
- Unit 3 school-assessed coursework: 10%
- Unit 4 school-assessed coursework: 10%
- A folio of work from Units 3 and 4: 50%
- End-of-year examination: 30%

MEDIA

RATIONALE: The media has a significant impact on people's lives. It entertains, educates, informs and provides channels of communication. It also comments on culture and reflects the society that creates them.
The study of Media includes creating and studying media forms such as the print, radio, film, TV and photography, and media processes such as publishing, advertising, news production and popular culture.

STRUCTURE: Media is made up of four units: Media forms, representations and Australian stories; Narratives across media forms; Media narratives and pre-production and Media production and issues in the media.
UNIT 1:
For this unit students are required to demonstrate achievement in three (3) outcomes. As a set, these outcomes encompass both areas of study for the Unit.

Outcome 1
Students explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.

Outcome 2
Student use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.

Outcome 3
Students analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

UNIT 2:
For this unit students are required to demonstrate achievement of three outcomes. As a set, these outcomes encompass both areas of study for the unit.

Outcome 1
Students analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.

Outcome 2
Students apply the media production process to create, develop and construct narratives.

Outcome 3
Students discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

UNIT 3:
For this unit students are required to demonstrate achievement of three (3) outcomes. As a set, these outcomes encompass both areas of study for the unit.

Outcome 1
Students analyse how narratives are constructed and distributed and how they engage, are consumed and are read by the intended audience and present day audiences.

Outcome 2
Students research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production.

Outcome 3
Students develop and document a media production design in a selected medium for a specified audience.

UNIT 4:
For this unit students are required to demonstrate achievement of three outcomes. As a set, these outcomes encompass both areas of study for the unit.

Outcome 1
Students produce, refine and resolve a media product designed in Unit 3.

Outcome 2
Students discuss issues of agency and control in the relationship between the media and its audience.

ENTRY: There are no prerequisites for entry to Units 1, 2 and 3, although students must undertake Unit 3 prior to undertaking Unit 4.
MUSIC PERFORMANCE

Rationale: Music learning requires students’ active engagement in the practices of listening, performing and composing. VCE Music equips students with personal and musical skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

Students who enter VCE Music Performance must study traditionally notated works and have knowledge of theory equivalent to, or higher than, third grade music theory level. Students are required to take regular weekly or fortnightly lessons with instrumental teachers who will be expected to have a thorough understanding of their responsibilities under the course guidelines. Private instrumental teachers will also be contacted by the Bairnsdale Secondary College VCE Music teacher.

SPECIAL FEATURES (Music):
• Students must be prepared for the cost of hiring a qualified accompanist as necessary in performance. This cost will include multiple rehearsals and the final examination. Unless a local accompanist is used who is prepared to travel to Melbourne for the examination, students should keep in mind that they will also need to cover the cost of travelling to Melbourne to rehearse multiple times before their exam.
• Students must be prepared for the cost of private lessons for instruments not offered as a part of the College’s music program.

UNIT 1 - 4: Music Performance
Students should have a minimum of three years’ experience studying notated works prior to entry and be at least Grade 3 theory level. They will present music in solo and/or group contexts, undertake aural and theory training and music analysis, and develop an understanding of performance related issues.

Areas of study:
1. Performance
2. Preparing for performance (technical skills)
3. Music language (Theory/Aural/Analysis)
4. Organisation of sound (Unit 2 only.)

ASSESSMENT:
Outcome 1
Prepare and perform a program of solo and/or group works.
• Performance program
• Practice and rehearsal diary
• Masterclass participation.

Outcome 2
Demonstrate and discuss techniques relevant to performance of selected works.
• Technical exercises and scales
• Oral, multimedia or written (Unit 1 & 2 only) presentation.

Outcome 3
Identify, re-create, extend and notate music language components and short phrases and describe ways elements of music may be interpreted.
• Completion of Theory and Aural exercises from textbook
• Singing of scales/chords/modes
• Aural, theory and analysis written examination.

LEVELS OF ACHIEVEMENT:
Unit 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
School-assessed coursework, a school-assessed task and an end-of-year examination:
• Units 3 and 4 School-assessed Coursework: 20%
• Units 3 and 4 School-assessed Task: 40%
• End-of-year examination: 40%

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

LEVELS OF ACHIEVEMENT:
Unit 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
School-assessed coursework, a school-assessed task and an end-of-year examination:
• Units 3 and 4 School-assessed Coursework: 20%
• Units 3 and 4 School-assessed Task: 40%
• End-of-year examination: 40%
Outcome 4 (Unit 2 only)
Devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.
- A Composition OR an Improvisation
- Documentation (written or multimedia) describing use of music language

Levels of achievement for Units 3 and 4:

<table>
<thead>
<tr>
<th>ASSESSMENT:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3: School assessed Coursework</td>
<td>20%</td>
</tr>
<tr>
<td>Outcome 2 and Outcome 3 - 10% each</td>
<td>20%</td>
</tr>
<tr>
<td>Unit 4: School Assessed Coursework</td>
<td>10%</td>
</tr>
<tr>
<td>Unit 4: End-of-year Aural &amp; Written examination (Outcome 3)</td>
<td>20%</td>
</tr>
<tr>
<td>Unit 4: End-of-year Performance examination (external)</td>
<td>50%</td>
</tr>
</tbody>
</table>

STUDIO ARTS (ART AND PHOTOGRAPHY)

IMPORTANT: Studio Arts is a single subject but it is offered as two separate classes and will run as separate classes only if there are enough students.

- Students are only able to do one of these.

In Studio Arts (Art) students can work in Drawing, Painting, Printmaking, Ceramics, Sculpture, Photography and/or Multimedia. In Studio Arts (Photography) students may work in Black and White Photography, Special Effects in Photography, Digital Photography and Mixed-media.

RATIONALE:
VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making. VCE Studio Arts broadens students’ understanding of, and ability to engage with, artworks. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks.

SPECIAL FEATURES (PHOTOGRAPHY):
- Students will be expected to pay for at least one excursion in Units 3 and 4 to major Melbourne galleries. Extra costs may be incurred if students need more paper or wish to explore a large amount of digital photography.
- Students will need to take a lot of their photographs in their own time. A limited number of film and digital cameras may be available for overnight loan but students will benefit from having access to their own camera. It is expected that students explore both traditional film and digital techniques. In Units 3 and 4 they will begin to specialise in their preferred method and style.

SPECIAL FEATURES (ART):
- Students will be expected to pay for at least one excursion in Units 3 and 4 to major Melbourne galleries
- Depending on the student’s individual art styles, extra costs may be incurred for materials.

STRUCTURE:
The study is made up of four units.

UNIT 1: Studio Inspiration and Techniques
In this unit students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms.
Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.
Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas. They source inspiration and apply materials and techniques in artworks.
UNIT 2: Studio Exploration and Concepts
In this unit students focus on developing artworks through an individual studio process. Students learn to research inspiration, explore ideas, materials and techniques which is documented in an individual art exploration proposal. Students learn to generate a range of potential directions using the studio process from which finished artworks can be developed.
Artists/artworks from different times and cultures are analysed to understand how art elements and art principles are used to communicate artists’ ideas, and to create aesthetic qualities and identifiable styles. Students develop an understanding of the use of other artists’ work in the making of new artworks which may include the ideas and issues associated with appropriation such as copyright and artists’ moral rights.

UNIT 3: Studio Practices and Processes
In this unit, students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. The study of artists and their work practices and processes may provide inspiration for students’ own approaches to art making. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms.

UNIT 4: Studio Practice and Art Industry Contexts
In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. Once the artworks have been created, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists’ involvement in the art industry, focusing on at least two different exhibitions that the student has visited. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

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

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

LEVELS OF ACHIEVEMENT:
Units 1 and 2
* Levels of achievement in Units 1 and 2 are school-based decisions.

Units 3 and 4
Percentage contributions to the study score in VCE Studio Arts are as follows:
* Unit 3 School-assessed Coursework: 5%
* Unit 4 School-assessed Coursework: 5%
* Units 3 and 4 School-assessed Task: 60%
* End-of-year examination: 30%

THEATRE STUDIES

RATIONALE: Theatre Studies focuses on the interpretation of playscripts and the production of plays from the pre-modern era to the present day. Students apply stagecraft, including acting, to study the nature, diversity and characteristics of theatre as an art form. Throughout the study, students work with playscripts in both their written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre.
This knowledge is applied through stagecraft to collaboratively interpret playscripts in performance. Through contribution to the production of plays and performance of a monologue, students also develop knowledge and understanding of theatrical styles. This knowledge and understanding is further developed by analysis and evaluation of their own productions and productions by professional theatre practitioners.
Theatre Studies provides students with pathways to further studies in fields such as theatre production and theatre design, script writing and studies in theatre history.
STRUCTURE: The study is made up of four (4) Units.

UNIT 1: Theatrical Styles of the Pre-Modern Era
This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Stagecraft includes: acting, costume, direction, dramaturgy, lighting, make-up, multimedia, properties, promotion (including publicity), set, sound and stage management. Students research and apply acting and other stagecraft to interpret playscripts.

Areas of Study:
1. Pre-modern theatre
2. Interpreting playscripts
3. Analysing a play in performance.

Outcome 1
Identify and describe the distinguishing features of playscripts from the pre-modern era.

Outcome 2
Apply acting and other stagecraft to interpret playscripts from the pre-modern era.

Outcome 3
Analyse a performance of a playscript in performance from the pre-modern era.

UNIT 2: Theatrical Styles of the Modern Era
This unit focuses on studying theatrical styles and stagecraft through working with playscripts in both their written form and performance, with an emphasis on the application of stagecraft. Students work with playscripts from the modern era focusing on works from the 1880s to the present. Students study theatrical analysis and production evaluation and apply these skills to the performance of a play from the modern era.

Areas of Study:
1. Modern theatre
2. Interpretation through stagecraft
3. Analysing a play in performance.

Outcome 1
Identify and describe the distinguishing features of playscripts from the modern era of theatre.

Outcome 2
Apply stagecraft to interpret playscripts from the modern era.

Outcome 3
Analyse and evaluate stagecraft in a performance of a playscript from the modern era.

UNIT 3: Production development
This unit focuses on an interpretation of a playscript through the four designated stages of production: planning, production development, production season and production evaluation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They analyse the influence of stagecraft on the shaping of the production. Students also attend a performance selected from the prescribed Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin, and analyse and evaluate the interpretation of the playscript in the performance. They also analyse the influence of the areas of stagecraft they have selected on the shaping of the production across the four stages of the production process.

Areas of Study:
1. Production process
2. Stagecraft influence
3. Production analysis.

Outcome 1
Apply stagecraft to interpret a playscript for performance to an audience and demonstrate understanding of the stages of the production process.

Outcome 2
Analyse the use of stagecraft in the development of a playscript for production, incorporating the specifications appropriate for each stage of the production process.
Outcome 3
Analyze and evaluate ways in which a written playscript selected from the prescribed playlist is interpreted in its production to an audience.

UNIT 4: Performance Interpretation
In this unit students study a scene and associated monologue from the Theatre Studies Performance Examination (monologue list) published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene through acting and other appropriate areas of stagecraft. Students attend a performance selected from the prescribed Theatre Studies Unit 4 Playlist.

Areas of Study:
1. Monologue interpretation
2. Scene interpretation
3. Performance analysis.

Outcome 1
Perform an interpretation of a monologue from a playscript.

Outcome 2
Develop a theatrical brief that presents an interpretation of a scene.

Outcome 3
Analyze and evaluate acting in a production from the prescribed playlist.

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

LEVELS OF ACHIEVEMENT:
Units 1 and 2
- Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Theatre Studies students’ level of achievement will be determined by School-assessed Coursework, an end-of-year performance examination and an end-of-year written examination.
Percentage contributions to the study score in VCE Theatre Studies are as follows:
- Units 3 and 4 School-assessed Coursework: 45%
- Units 3 and 4 end-of-year stagecraft examination: 25%
- Units 3 and 4 end-of-year written examination: 30%

VISUAL COMMUNICATION AND DESIGN

RATIONALE: Visual Communication Design is the study and practice of communicating design ideas in a visual way. Most of the messages and ideas that we receive in the world are communicated through visual media and this study starts to develop students’ ability to produce and discern visual messages. Students learn to develop their problem solving skills, drawing techniques and use a variety of media and methods in order to communicate their responses to a range of real world problems. The study nurtures students’ ability to think creatively about design solutions. Students work in the three areas of design: Communication, Industrial and Environmental Design.

STRUCTURE: The study is made up of four units. There are three outcomes for each unit.

UNIT 1: Introduction to visual communication design
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves applying design thinking skills as well as drawing skills to create messages, ideas and concepts. Students practise their ability to draw what they observe and use visualisation drawing methods to explore their own ideas and concepts. Students complete final presentation drawings to clearly communicate their designs.
Through experimentation, students develop an understanding of how design elements and principles affect the visual message. Students investigate design styles which introduces them to the place and purpose of design.
UNIT 2: Applications of visual communication design
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes. Students use drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. Students develop an understanding of the design process and ways to solve design problems and present ideas.

UNIT 3: Design thinking and practice
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

UNIT 4: Design development and presentation
The focus of this unit is a folio with the development of design concepts and two final presentations of visual communications to meet the requirements of a brief. Students develop their own brief for their choice of designs. This involves applying the design process twice to meet each of the stated needs.

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

ASSESSMENT: Satisfactory completion. Demonstrated achievement of the set of outcomes.

LEVELS OF ACHIEVEMENT:
Units 1 and 2
• Individual school-based decision on levels of achievement.

Units 3 and 4
• Unit 3 School-assessed Coursework: 25%
• School-assessed Task: 40%
• End-of-year examination: 35%

SPECIAL NOTE: Extra costs may be incurred depending on the materials and methods of production required by individual work briefs.
ENGLISH

ENGLISH UNIT REQUIREMENTS:

For students to meet the requirements of VCE, they must satisfactorily complete at least three units of English, including the Unit 3/4 sequence.
Students may include another study from the English group in their program. These studies are English Literature and English Language.
English as an Additional Language (EAL) is an equivalent study to VCE English. EAL is available to students for whom English is not their first language.

ENGLISH / ENGLISH AS AN ADDITIONAL LANGUAGE

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

STRUCTURE: The study is made up of four units.

UNIT 1:
 Area of Study 1
 This area of study focuses on the reading of texts with comprehension and discrimination. Students analyse texts and respond both creatively and critically.
 Area of study 2
 Analysis of argument is the central concept in this area of study. Students analyse spoken and written persuasive texts to show their understanding of how language is used to position given audiences. The students then use their knowledge to create their own persuasive speech.

UNIT 2:
 Area of study 1
 This area of study is a comparative analysis of two texts and how they explore a shared theme.
 Area of study 2
 Analysis of argument is the central concept in this area of study. Students are typically required to complete a comparative detailed analysis of two or more media texts on a contemporary issue.

UNIT 3:
 Area of Study 1
 In this unit students study two texts and respond critically to the construction of one text, acknowledging possible interpretations and contexts. The second text is used as stimulus for students to create their own text, with the intention of creatively filling a gap in the original piece.
 Area of Study 2
 Students undertake an in-depth study of a contemporary media issue, critically analysing how various commentators use language to persuade an audience.

UNIT 4:
 Area of Study 1
 This area of study is a comparative analysis of two texts and how they explore a shared theme. Students identify, analyse and draw conclusions about the manner in which authors deal with various issues.
 Area of Study 2
 Students undertake an in-depth study of a contemporary media issue, critically analysing the different viewpoints and their key arguments. An oral presentation is the Common Assessment Task for this AOS.
ENTRY: There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3, prior to undertaking Unit 4.

NOTE: EAL contains a third area of study in Unit 3 that aims to highlight spoken texts and listening skills.

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

**LEVELS OF ACHIEVEMENT:**

| Units 1 and 2 | School-assessed coursework.
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3 and 4</td>
<td>School-assessed coursework and examinations. Unit 3 school-assessed coursework: 25% Unit 4 school-assessed coursework: 25% End-of-year examination: 50%</td>
</tr>
</tbody>
</table>

**ENGLISH LANGUAGE**

**RATIONALE:**
The study aims to combine learning about the nature of language in human thought and communication, with learning how to use English more effectively and creatively. It is informed by the discipline of linguistics and integrates a systematic exploration of the nature of the English Language. Students develop skills in the description and analysis of a diverse range of spoken and written English texts.

A knowledge of how language functions helps to develop skills useful in any field in which attention is paid explicitly to language such as communications, communication disorders, speech and reading therapy, pre-school and primary education, linguistics, foreign language and English teaching. These skills also have a profound impact on, and are central to, areas such as Psychology, Cognitive Science and Philosophy.

**STRUCTURE:** The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

**UNIT 1: Language and communication**

**Area of Study 1:** The nature and function of Language.

Students develop an understanding of how English is structured, created and manipulated in various contexts for various audiences and outcomes.

**Area of Study 2:** Language Acquisition.

Students research and critically analyse stages of child language acquisition, looking at which sounds, grammatical features, semantic understanding and discourse features are prioritised when learning to communicate.

**UNIT 2: Language change**

**Area of Study 1:** Language change over time.

English is a living language and has been changing for centuries into the form we currently use. In this unit students investigate English from its European roots and many other influences.

**Area of Study 2:** Globalisation of English.

Students look at English in contact with other languages and cultures. They focus on English used by other cultures as a language of communication such as pidgin, creole and other adaptive forms of English.

**UNIT 3: Language Variation and Social Purpose**

**Area of Study 1:** Informal language.

In the study of informal language students look at written and spoken informal texts, the differences in audience, construction and desired effect of informal conventions. The main text types are online communications and informal conversation transcripts.

**Area of Study 2:** Formal Language.

In the study of formal language students look at written and spoken formal texts and the differences in audience, construction and desired effect of formal conventions. The main text types are speeches, letters, forms and technical documents.
UNIT 4: Language Variation and Identity

Area of Study 1: Language variation in Australian society.
Australian English and its connection to our national identity, migrant group ethnolects and Australian accents are central to the discussion in this Area of study.

Area of Study 2: Individual and group identities.
This AOS highlights the overt and covert prestige created by groups to keep those that are ‘accepted’ apart from those who are not. Students also look at the manner by which different groups create and sustain their identity through language.

ENTRY: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Prior to enrolment in this Study, students will be required to undertake an interview with English staff to ensure the student’s choice of undertaking English Language as their VCE English Group requirement is appropriate.

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

LEVELS OF ACHIEVEMENT:
Units 1 and 2
• School-assessed coursework

Unit 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In English Language the student’s level of achievement will be determined by school-assessed coursework and an end-of-year examination.
School-assessed coursework and examinations.
• Unit 3 school-assessed coursework: 25%
• Unit 4 school-assessed coursework: 25%
• End-of-year examination: 50%

LITERATURE

RATIONALE: The study of literature focuses on the enjoyment and appreciation of reading that arises from and/or precedes discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others.
The study is based on the idea that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the text. The study encompasses texts that vary in form, social and cultural contexts.
Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form. The study of literature encourages independent and critical thinking in students’ analytical and creative responses to texts. Students gain a deeper understanding of their recreational reading and writing and this study helps in future studies in the Arts, Humanities and Social Sciences.

STRUCTURE: The study is made up of four units.

UNIT 1:
This unit focuses on developing informed responses to texts, on the ideas and concerns raised in texts and on making meaning from non-print texts.

UNIT 2:
This unit focuses on the interrelationships between texts, readers and their social and cultural contexts and on the way two or more texts relate to each other.

UNIT 3:
This unit focuses on how texts are constructed and how meaning is created for and by the reader.

UNIT 4:
This unit focuses on students’ creative and critical responses to texts.

Each unit deals with specific content and is designed to enable students to achieve a set of outcomes, each of which is described in terms of key knowledge and skills.

ENTRY: There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Prior to enrolment into this Study, students will be required to undergo an interview with English staff - this will ensure the appropriateness of the student’s choice of undertaking Literature as their VCE English Group requirement.
ASSESSMENT: Satisfactory Completion. Demonstrated achievement of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT:

Units 1 and 2
- School-assessed coursework

Unit 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In English Literature the student’s level of achievement will be determined by school-assessed coursework and an end-of-year examination.

School-assessed coursework and examinations.

- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End-of-year examination: 50%
**JAPANESE ADVANCED/GERMAN ADVANCED**

(OTHER LANGUAGES BY CORRESPONDENCE - see 10/11/12 Learning Hub Leader)

**UNIT 1:** It is expected that students will have studied the language continuously in Year 9 AND Year 10 at Bairnsdale Secondary College or have achieved an equivalent standard elsewhere.

**UNIT 2:** Students must have completed Unit 1 before being eligible for enrolment into Unit 2.

**UNIT 3:** It is expected that students will have studied the language continuously in Years 9 and 10 at Bairnsdale Secondary College or have achieved an equivalent standard elsewhere, as well as having completed VCE Units 1 and 2.

**UNIT 4:** Students must have completed Unit 3 before being eligible for enrolment into Unit 4.

No Beginners or Intermediate courses will be offered in VCE.

**JAPANESE ADVANCED**

**RATIONALE:** The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

In Australian schools Japanese is one of the most widely taught languages from the Asia-Pacific region. This recognises the close economic and cultural ties between the two countries.

The ability to communicate in Japanese, in conjunction with other skills, may provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education.

**UNIT 1:**
This unit is designed to extend students’ knowledge and skills in listening, speaking, reading and writing Japanese. Students are required to establish and maintain a spoken or written exchange related to personal areas of experience; listen to, read and obtain information from written or spoken texts; and produce a personal response to a text focusing on real or imaginary experience.

**Outcome 1**
Informal conversations or reply to personal letter/fax/email.

**Outcome 2**
Listen to spoken texts, (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables and read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables.

**Outcome 3**
Oral presentations or written piece of prose.

**UNIT 2:**
This unit is designed to extend students’ knowledge and skills in listening, speaking, reading and writing Japanese. Students are required to participate in a spoken or written exchange related to making arrangements and completing transactions; listen to, read and extract and use information and ideas from spoken and written texts; and give expression to real or imaginary experience in written or spoken form.

**Outcome 1**
Formal letter/email, or role-play/ interview.

**Outcome 2**
Listen to spoken texts, conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. Read (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
Outcome 3
Journal entry or personal account or short story.

ASSESSMENT: An end of Unit test may be set.

UNIT 3:
This unit is designed to extend students’ knowledge and skills in listening, speaking, reading and writing Japanese. Students are required to express ideas through the production of original texts; analyse and use information from spoken texts and exchange information, opinions and experiences.

Outcome 1
A 500 word personal or imaginative written piece.

Outcome 2
A response to specific questions, messages or instructions, extracting and using the information requested.

Outcome 3
A three to four minutes role-play, focusing on the resolution of an issue.

UNIT 4:
This unit is designed to extend students’ knowledge and skills in listening, speaking, reading and writing Japanese. Students are required to analyse and use information from written texts and respond critically to spoken and written texts that reflect aspects of the language and culture of LOTE speaking communities.

Outcome 1
A response to specific questions, messages, instructions, extracting and using the information requested.

Outcome 2
A 500 character informative, persuasive or evaluative written response. For example, a report, comparison or review written in LOTE and a three or four minute interview on an issue related to the text studied.

ASSESSMENT
END-OF-YEAR EXAMINATIONS
Oral Examination (approximately 15 minutes)
Section 1: Conversation- 7 minutes
Section 2: Detailed study- 8 minutes.

Written Examination (2 hours plus 15 minutes reading-time)
The student may use monolingual and/or bilingual print dictionaries in the written examination.

Section 1: Listening and Responding
Purpose
Section 1 of the written examination is designed primarily to assess the student’s knowledge and skill in analysing information from spoken texts.
The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Japanese in Part B to questions on this information. The questions may require the student to identify information related to:
1. The context, purpose and audience of the text;
2. Aspects of the language of the text. For example - tone, register and knowledge of language structures.

Specifications
Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.
The student hears three to five texts in Japanese covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 4½-5 minutes. The length of the individual texts will not be specified but one text will be longer than the other(s). Each text will be heard twice. There will be an announcement at the start of the first reading and a sound to alert students just before the commencement of the second reading. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.
Students will be expected to respond to a range of question types such as completing a table, a chart, a list or form or respond to a message, open-ended questions or multiple-choice items.

PART A
There will be two to three texts.
Questions will be phrased in English for responses in English.

PART B
There will be one or two texts.
Questions will be phrased in Japanese and English for responses in Japanese.

Section 2: Reading and Responding

Purpose
Section 2 of the written examination is designed primarily to assess the student’s knowledge and skill in analysing and responding to information from written texts.
In Part A the student will be required to demonstrate their understanding of written texts. The student may be required to extract, summarise and/or contrast aspects of both.
In Part B the student will be expected to demonstrate their understanding of a written text by responding in Japanese to information provided in a text.

Students may study other languages by correspondence. See the VCE Hub Leader for further information.

GERMAN ADVANCED

RATIONALE: The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.
The study of German develops students’ ability to understand and use a language which has long been recognised as a world language of culture, music, theology and philosophy, as well as a key language in the fields of science, medicine, economics and technology.
As well as being extensively used within communities in Europe, Latin America, the Far East and Africa there is a significant German heritage within Australia. Knowledge of the German language provides direct access to the culture, traditions, beliefs, attitudes and values of these communities.
German-speaking countries have emerged as strong international leaders in trade, commerce and politics and the ability to communicate in German, in conjunction with other skills, enhances students’ opportunities in a wide range of vocational areas.

UNIT 1:
This unit is designed to extend students' knowledge and skills in listening, speaking, reading and writing the language. Students are required to establish and maintain a spoken or written exchange related to personal areas of experience; listen to, read and obtain information from written or spoken texts and produce a personal response to a text focusing on a real or imaginary experience.

Outcome 1
Informal conversation OR reply to personal letter/fax/email.

Outcome 2
Listen to spoken texts, (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables and read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables.

Outcome 3
Oral presentation OR review of article.

UNIT 2:
This unit is designed to extend students' knowledge and skills in listening, speaking, reading and writing German. Students are required to participate in a spoken or written exchange related to making arrangements and completing transactions; listen to, read and extract and use information and ideas from spoken and written texts and give expression to a real or imaginary experience in written or spoken form.
Outcome 1
Formal letter/fax/email or role-play or interview. **Outcome 2**
Listen to spoken texts, conversations, interviews, broadcasts) and reorganise information and ideas in a different text type and read (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

Outcome 3
Journal entry or personal account or short story

**ASSESSMENT:** An end of Unit test may be set.

**UNIT 3:**
This unit is designed to extend students' knowledge and skills in listening, speaking, reading and writing German. Students are required to express ideas through the production of original texts; analyse and use information from spoken texts and exchange information, opinions and experiences.

**Outcome 1**
A 250 word personal or imaginative written piece.

**Outcome 2**
A response to specific questions, messages or instructions, extracting and using the information requested.

**Outcome 3**
A three to four-minute role-play focusing on the resolution of an issue.

**UNIT 4:**
This unit is designed to extend students' knowledge and skills in listening, speaking, reading and writing German. Students are required to analyse and use information from written texts and respond critically to spoken and written texts that reflect aspects of the language and culture of LOTE speaking communities.

**Outcome 1**
A response to specific questions, messages, instructions, extracting and using information requested.

**Outcome 2**
A 250-300 word informative, persuasive or evaluative written response. For example, a report, a comparison or review written in LOTE and a three to four-minute interview on an issue related to the text studied.

**ASSESSMENT:**

**END-OF-YEAR EXAMINATIONS:**
Oral Examination (approximately 15 minutes)
Section 1: Conversation
Section 2: Discussion
Written Examination (2 hours 15 minutes reading time)

Section 1: Listening and responding

**PART A**
Two or three (2 or 3) texts in German with responses in English. (Questions will be in English.)

**PART B**
One or two (1 or 2) texts in German with responses in German. (Questions will be phrased in German and English.)
Section 2: Reading and responding

**PART A**
One or two (1 or 2) texts in German with questions and responses in English.

**PART B**
One or two (1 or 2) texts in German with a response in German. (Questions phrased in German and English.)
Section 3: Writing in German
Original text to be written in German (200-300 words)

- Students may study other languages by correspondence. See the VCE Hub Leader for further information.
MATHEMATICS

RATIONALE:
The underlying principle of Mathematics study is that students will:
1. Develop mathematical knowledge and skills
2. Apply mathematical knowledge to analyse, investigate, model and solve problems in a variety of situations
3. Use technology to support the learning of mathematics.

These types of mathematical activities form the basis of each unit of Mathematics.

Structure: Units 1 and 2
VCE Standard General Mathematics
VCE Mathematical Methods

Structure: Units 3 and 4
VCE Further Mathematics
VCE Mathematical Methods
VCE Specialist Mathematics

VCE Standard General Mathematics Units 1 and 2:
Units 1 and 2 may be taken alone or with Mathematical Methods, Units 1 and 2. They contain knowledge and skills needed for Further Mathematics. Units 3 and 4.

VCE Mathematical Methods Units 1 and 2:
Units 1 and 2 have sequenced material intended as preparation for Mathematical Methods Units 3 and 4.

VCE Further Mathematics Units 3 and 4:
Units 3 and 4 may be taken alone or with Mathematical Methods Units 3 and 4. They provide general preparation for employment or further study. The assumed knowledge and skills for this subject are drawn from General Mathematics Unit 1 and 2.

VCE Mathematical Methods Units 3 and 4:
Units 3 and 4 may be taken alone or in conjunction with Further Mathematics or Specialist Mathematics 3 and 4.
Areas of study are: 1. Functions and graphs 2. Algebra 3. Calculus 4. Probability. This provides an appropriate background for further study in, for example, Science, Humanities or Economics.

VCE Specialist Mathematics Units 3 and 4:
Units 3 and 4 extend material from Mathematical Methods. Units 3 and 4 and are intended for those with strong interests in mathematics and those who wish to undertake further study in mathematics and related subjects.

Entry Requirements
There are no prerequisites for entry to General Mathematics Units 1 and 2.

Students attempting Mathematical Methods are expected to have a sound background in number, algebra, function and probability. Additionally, students should have completed Pre Methods in Year 10.

Units 3 and 4 are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study.
Enrolment in Specialist Mathematics assumes current enrolment in, or the successful completion of Mathematical Methods Units 3 and 4.
Assessment:

**Units 1 and 2:**
These units are assessed internally, including end-of-year exams.

**Further Mathematics**
- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 14%
- Units 3 and 4 examination 1: 33%
- Units 3 and 4 examination 2: 33%

**Mathematical Methods**
- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 14%
- Units 3 and 4 examination 1: 22%
- Units 3 and 4 examination 2: 44%

**Specialist Mathematics**
- Unit 3 School-assessed Coursework: 14%
- Unit 4 School-assessed Coursework: 20%
- Units 3 and 4 examination 1: 22%
- Units 3 and 4 examination 2: 44%
HEALTH AND PHYSICAL EDUCATION

OUTDOOR AND ENVIRONMENTAL STUDIES

RATIONALE: VCE Outdoor and Environmental Studies 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.

Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. For many, outdoor environments have become places of adventure, relaxation, scientific study, social activities and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. Outdoor and Environmental Studies seeks to enable students to critically analyse these differing relationships, impacts and issues, providing the knowledge and skills to participate in and contribute to contemporary society.

Outdoor and Environmental Studies offers students a range of pathways, and caters to those who wish to pursue further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education and agriculture.

STRUCTURE: The study is made up of four units.

UNIT 1: Exploring Outdoor Experiences
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual’s access to outdoor experiences and relationships with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Area of Study 1: Motivations for outdoor experiences
Area of Study 2: Influences on outdoor experiences

UNIT 2: Discovering Outdoor Environments
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impact on outdoor environments. In this unit students study nature’s impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments, and reflection on these areas, to develop theoretical knowledge about natural environments.

Area of Study 1: Investigating outdoor environments
Area of Study 2: Impacts on outdoor environments

UNIT 3: Relationships with Outdoor Environments
The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.
Area of Study 1: Historical relationships with outdoor environments.
Area of Study 2: Relationships with outdoor environments since 1900.

UNIT 4: Sustainable Outdoor Relationships
In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop and apply theoretical knowledge about outdoor environments.

Area of Study 1: Healthy outdoor environments
Area of Study 2: Sustainable outdoor environments

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

ASSESSMENT:
Satisfactory Completion of coursework and satisfactory participation in outdoor experiences. Demonstrated achievement of the set of outcomes specified for the Unit.

LEVELS OF ACHIEVEMENT:
Units 1 and 2
• Satisfactory completion. Demonstrated achievement of the set outcomes specific for the Unit.

Units 3 and 4
Percentage contributions to the study score in VCE Outdoor and Environmental Studies are as follows:
• Unit 3 school-assessed coursework: 25%
• Unit 4 school-assessed coursework: 25%
• End-of-year examination: 50%

HEALTH & HUMAN DEVELOPMENT

RATIONALE:
VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing and development holistically – across the lifespan and the globe - and through a lens of social equity and justice. VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them when they leave school and apply their learning in positive and resilient ways through future changes and challenges. VCE Health and Human Development offers students a range of pathways including further formal study in areas such as Health Promotion, Community Health Research and Policy Development, Humanitarian Aid Work, Allied Health Practices, Education and the wider health profession.

STRUCTURE:
The study is made up of four units.
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 should investigate the World Health Organisation’s (WHO) 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. Students identify personal perspectives and priorities relating to health and wellbeing and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. 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 an extended inquiry into one area of youth health.

Area of Study 1: Health perspectives and influences
Area of Study 2: Health and nutrition
Area of Study 3: Youth health and wellbeing

UNIT 2: Managing health and development
This unit investigates transitions in health, 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 enquire 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.

Area of Study 1: Developmental transitions
Area of Study 2: Health care in Australia

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 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 Organisation (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students 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.

Area of Study 1: Understanding health and wellbeing
Area of Study 2: Promoting health and wellbeing

UNIT 4: Health and human development in a global context
Unit 4 examines health and wellbeing and human development in a global context. Students use data to investigate health status and the 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 the 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. Area of Study 2 looks at global actions to improve health and wellbeing and human development, focusing on the United Nations Sustainable Development Goals (SDGs) and the work of the World Health Organisation (WHO). 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.

Area of Study 1: Health and wellbeing in a global context
Area of Study 2: Health and the Sustainable Development Goals
ENTRY: There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to Unit 4.

### ASSESSMENT
Satisfactory Completion. Demonstrated achievement of the set of outcomes specified for the Unit.

### LEVELS OF ACHIEVEMENT

#### Units 1 and 2
- Satisfactory completion. Demonstrated achievement of the set outcomes specific for the unit.

#### Units 3 and 4
Percentage contributions to the study score in VCE Health and Human Development are as follows:
- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End-of-year examination: 50%

## PHYSICAL EDUCATION

### RATIONALE
The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity through practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others’ performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

### 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. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

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

### UNIT 2: Physical activity, sport and society
This unit develops students’ understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of, and barriers to, physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the
social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

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

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

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

UNIT 4: Training to improve performance
In Unit 4, 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 or elite level. Improvements in performance, particularly fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work-to-rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

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

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

<table>
<thead>
<tr>
<th>ASSESSMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 1 and 2</td>
</tr>
<tr>
<td>• Satisfactory completion. Demonstrated achievement of the set outcomes specific for the Unit.</td>
</tr>
<tr>
<td>Units 3 and 4</td>
</tr>
<tr>
<td>Percentage contributions to the study score in VCE Physical Education are as follows:</td>
</tr>
<tr>
<td>• Unit 3 School-assessed Coursework: 25%</td>
</tr>
<tr>
<td>• Unit 4 School-assessed Coursework: 25%</td>
</tr>
<tr>
<td>• End-of-year examination: 50%</td>
</tr>
</tbody>
</table>
SCIENCE

BIOLOGY

RATIONALE: VCE Biology enables students to investigate the processes involved in sustaining life. Students examine how life has evolved over time and understand that, in the dynamic and interconnected system of life, all change has a consequence that may affect the collective biodiversity of Earth. Students gain insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements. Students develop a range of inquiry skills involving practical experimentation, critical thinking and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary biology-related issues and communicate their views from an informed position.

UNIT 1: How do living things stay alive?
Area of study 1: How do organisms function?
Through text and practical tasks students investigate and explain how cellular structures and systems function to sustain life.
Area of study 2: How do living systems sustain life?
Through text and practical tasks students explain how various adaptations enhance the survival of an individual organism. They investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.
Area of Study 3: Practical investigation
Students design and conduct a practical investigation related to knowledge and skills developed in Areas of Study 1 and/or 2.

UNIT 2: How is continuity of life maintained?
Area of Study 1: How does reproduction maintain the continuity of life?
Students compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth, cell differentiation and in medical therapies.
Area of Study 2: How is inheritance explained?
Students apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic technologies and decision-making related to inheritance.
Area of Study 3: Investigation of an issue
Students investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science from the Areas of Study 1 or 2.

UNIT 3: How do cells maintain life?
Area of Study 1: How do cellular processes work?
Outcome 1
Students explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration and analyse factors that affect or threaten biochemical reactions.
Area of Study 2: How do cells communicate?
Student apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

UNIT 4: How does life change and respond to challenges over time?
Area of Study 1: How are species related?
Outcome 1
Students analyse evidence for evolutionary change, explain how the relationship between species is determined, and elaborate on the consequences of biological change in human evolution.
Area of Study 2: How do humans impact on biological processes?
Student describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications and analyse the interrelationship between scientific knowledge and its applications in society.

Area of Study 3: Practical investigation
Student design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

ASSESSMENT:
- Assessment of Units 1-2 will be school-based from a range of tasks.
- Unit 3 School-assessed Coursework 16%
- Unit 4 School-assessed Coursework 24%
- End-of-year examination: 60%

CHEMISTRY

RATIONALE: Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials and the treatment of wastes.

UNIT 1: How can the diversity of materials be explained?

Area of Study 1: How can knowledge of elements explain the properties of matter?
- Elements and the periodic table
- Metals
- Ionic compounds
- Quantifying atoms and compounds.

Area of Study 2: How can the versatility of non-metals be explained?
- Intramolecular and intermolecular forces
- Materials from molecules
- Carbon lattices and carbon nanomaterials
- Organic compounds
- Polymers.

Area of Study 3: Research investigation
Options include
- How are atoms ‘seen’?
- How do surfactants help clean up oil spills?
- How are nanomaterials used in medicine and research?

UNIT 2: What makes water such a unique chemical?

Area of Study 1: How do substances interact with water?
- Properties of water
- Water as a solvent
- Acid-base (proton transfer) reactions in water
- Redox (electron transfer) reactions in water.

Area of Study 2: How are substances in water measured and analysed
- Water sample analysis
- Measurement of solubility and concentration
- Analysis for salts in water
- Analysis for organic compounds in water
- Analysis for acids and bases in water.

Area of Study 3: Practical investigation
UNIT 3: How can chemical processes be designed to optimise efficiency?

Area of Study 1: What are the options for energy production?
- Obtaining energy from fuels
- Fuel choices
- Galvanic cells as a source of energy
- Fuel cells as a source of energy

Area of Study 2: How can the yield of a chemical product be optimised?
- Rate of chemical reactions
- Extent of chemical reactions
- Production of chemicals by electrolysis
- Rechargeable batteries.

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

Area of Study 1: How can the diversity of carbon compounds be explained and categorised?
- Structure and nomenclature of organic compounds
- Categories, properties and reactions of organic compounds
- Analysis of organic compounds

Area of Study 2: What is the chemistry of food?
- Key food molecules
- Metabolism of food in the human body
- Energy content of food.

Area of Study 3: Practical investigation

ASSESSMENT
Units 1 and 2
- School-based from a range of tasks/practical activity.

Units 3 and 4
- School Assessed Coursework (SACs) 40%
- End-of-year examination 60%

ENVIRONMENTAL SCIENCE

RATIONALE: VCE Environmental Science enables students to explore the challenges that past and current human interactions with the environment present for the future by considering how Earth’s atmosphere, biosphere, hydrosphere and lithosphere function as interrelated systems. In undertaking this study, students examine how environmental actions affect, and are affected by, ethical, social and political frameworks.

In VCE Environmental Science students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary issues related to environmental science, and communicate their views from an informed position.

UNIT 1: How are Earth’s systems connected?
Area of study 1: How is life sustained on Earth?
Through text and practical tasks students compare the processes and timeframes for obtaining the key inputs required for life on Earth, describe strategies for the minimisation of waste product output and explain how Earth’s four systems interact to sustain life.

Area of study 2: How is Earth a dynamic system?
Through text and practical tasks students describe the flow of matter and energy, nutrient exchange and environmental changes in ecosystems across Earth’s four systems over different time scales.
Area of Study 3: Practical investigation
Students design and conduct a practical investigation related to knowledge and skills developed in Areas of Study 1 and/or 2.

UNIT 2: How can pollution be managed?
Area of Study 1: When does pollution become a hazard?
Students compare a selected pollutant that results in bioaccumulation with an air or water-borne pollutant, with reference to their sources, characteristics and dispersal. They explain how they can be measured and monitored and describe treatment options.

Area of Study 2: What makes pollution management so complex?
Students compare the sources, nature, transport mechanism, effects and treatment of three selected pollutants, with reference to their actions in the atmosphere, biosphere, hydrosphere and lithosphere.

Area of Study 3: Case study
Students investigate and communicate a substantiated response to an issue involving the management of a selected pollutant of local interest.

UNIT 3: How can biodiversity and development be sustained?
Area of Study 1: Is maintaining biodiversity worth a sustained effort?
Students explain the importance of Earth’s biodiversity, analyse the threats to biodiversity and evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species.

Area of Study 2: Is development sustainable?
Students explain the principles of sustainability and environmental management and analyse and evaluate a selected Environmental Science case study.

UNIT 4: How can the impacts of humans’ energy use be reduced?
Area of Study 1: What is a sustainable mix of energy sources?
Students compare the advantages and disadvantages of a range of energy sources, evaluate the sustainability of their use and explain the impacts of their use on society and the environment.

Area of Study 2: Is climate predictable?
Students investigate the astronomical, solar and Earth systems and human-based factors that have altered important relationships between the energy, water and nutrient cycles, resulting in an enhanced greenhouse effect and climate change. They compare natural and enhanced greenhouse effects and their significance for sustaining ecological integrity.

Area of Study 3: Practical investigation
Students design and undertake a practical investigation related to biodiversity or energy use from an environmental management perspective and present methodologies, findings and conclusions in a scientific poster.

ASSESSMENT:
Units 1 and 2
- School-based from a range of tasks

Units 3 and 4:
- School based assessment is in the form of a range of tasks. 50%
- End-of-year examination 50%

PHYSICS

RATIONALE: Physics is a natural science bases on observations, experiments, measurements and mathematical analysis with the purpose of finding explanations for phenomena occurring from subatomic scale through to the larger masses in the Universe. Students develop an understanding of the physical world around them by exploring current theories and testing them in their practical work through experimentation while looking for sources of error.

UNIT 1: What ideas explain the physical world?

Area of Study 1: How can thermal effects be explained?
- Thermodynamic principles
- Thermodynamics and climate change
- Issues related to thermodynamics.

Area of Study 2: How do electric circuits work?
- Concepts used to model electricity
• Circuit electricity
• Using electricity
• Electrical safety.

**Area of Study 3: What is matter and how is it formed?**
• Origin of atoms
• Particles in the nucleus
• Energy from the atom.

**UNIT 2. What do experiments reveal about the physical world?**

**Area of Study 1: How can motion be described and explained?**
• Concepts used to model motion
• Forces and motion
• Energy and motion.

**Area of Study 2: One option from 12 options based on different observations of the physical world**

**Area of Study 3: Practical investigation**

**UNIT 3: How do fields explain motion and electricity?**

**Area of Study 1: How do things move without contact?**
• Fields and interactions
• Effects on fields
• Application of field concepts.

**Area of Study 2: How are fields used to move electrical energy?**
• Generation of electricity
• Transmission of energy.

**Area of Study 3: How fast can things go?**
• Newton’s laws of motion
• Einstein’s theory of special relativity
• Relationships between force, energy and mass.

**UNIT 4: How can two contradictory models explain both light and matter?**

**Area of Study 1: How can waves explain the behavior of light?**
• Properties of mechanical waves
• Light as a wave.

**Area of Study 2: How are light and matter similar?**
• Behaviour of light
• Matter as particles or waves
• Similarities between light and matter
• Production of light from matter.

**Area of Study 3: Practical investigation**

**ASSESSMENT**

**Units 1 and 2**
• School-based from a range of tasks

**Units 3 and 4**
• School Assessed Coursework, (SACs) 40%
• End-of-year examination 60%
PSYCHOLOGY

RATIONALE: Psychology is the scientific study of the development of the mind and behaviour in humans and animals. Thus students develop an understanding of themselves and their relationships with others and their society. The course is not a prerequisite for tertiary Psychology courses but it is useful to those aiming for careers in Social Work, Business, Psychology, Nursing and Teaching.

STRUCTURE: The study is made up of four units, with a focus on the research methodologies in each of these 4 units.

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. Students examine the contribution that classical and contemporary research have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours. A student-directed research investigation related to brain function and/or development is undertaken in this Unit.

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. They examine the contributions that classical and contemporary research have made to the understanding of human perception and why individuals and groups behave in specific ways. A student practical investigation related to internal and external influences on behaviour is undertaken in this Unit.

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 contributions that classical and contemporary research have 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. A student-directed practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

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 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 contributions 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

ASSESSMENT: A range of assessment tasks are used in each unit. They may include: practical reports, posters, group presentations, data analysis, research projects and extended answers under test conditions.

<table>
<thead>
<tr>
<th>Units 1 and 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Individual school-bases decision.</td>
<td></td>
</tr>
<tr>
<td>Units 3 and 4</td>
<td>40%</td>
</tr>
<tr>
<td>• School-assessed coursework</td>
<td></td>
</tr>
<tr>
<td>• End-of-year examination</td>
<td>60%</td>
</tr>
</tbody>
</table>

34
HUMANITIES

ACCOUNTING

RATIONALE: Accounting is the process of recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external users of this information. It plays an integral role in the successful operation and management of businesses.

VCE Accounting focuses on small business. Unit 1 begins with a small service business, allowing students to develop knowledge and skills in accounting without the complexities of accounting for trading businesses or large organisations. Units 2, 3 and 4 then focus on a single activity trading business where students build on and extend their accounting skills.

Many students who study VCE Accounting will go on to further studies and careers in business and finance.

STRUCTURE: The study is made up of four units.

Unit 1: Role of accounting in business
This unit explores the establishment of a business, the role of accounting in the determination of business success or failure and the importance of accounting information for stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Unit 2: Accounting and decision-making for a trading business
Students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Unit 3: Financial accounting for a trading business
This unit focuses on financial accounting for a trading business owned by a sole proprietor and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Unit 4: Recording, reporting, budgeting and decision-making
Students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

ENTRY: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT:

Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a school-based decision.

Units 3 and 4
Percentage contributions to the study score in VCE Accounting
- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- End-of-Year Examination: 50%
BUSINESS MANAGEMENT

RATIONALE:
In contemporary Australian society there is a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as Marketing, Public Relations and Event Management.

STRUCTURE: The study is made up of four units.

UNIT 1: Planning a Business
Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation’s wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas, the internal and external environments within which businesses operate and the effect of these on planning a business.

UNIT 2: Establishing a Business
This unit focuses on the establishment phase of a business’s life. Establishing a business involves complying with legal requirements, making decisions about how best to establish a system of financial record keeping, how to staff the business and how to establish a customer base. Students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best ways to meet the needs of the business in terms of staffing and financial record keeping.

UNIT 3: Managing a Business
In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

UNIT 4: Transforming a Business
Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management.

ENTRY: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT:

Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a school-based decision.

Units 3 and 4
Percentage contributions to the study score in VCE Business Management:
- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- End-of-Year Examination: 50%
SOCIOMETRY

RATIONALE: Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements. Students are encouraged to question their assumptions and to reflect on their understandings and ideas about social relations.

STRUCTURE: The study is made up of four units.

UNIT 1: Youth and Family
This unit explores the social categories of youth and adolescence and the social institution of family. Students learn how to recognise and define social categories, how these have changed over time, and the factors that lead to differences in the experiences of being young. They learn about a range of social institutions and interpret these through various perspectives, particularly functionalism and feminism. They investigate the issues with homogenous thinking and stereotyping for both youth and the family.

UNIT 2: Social Norms – Breaking the Code
This area of study focuses on the concept of deviance, including how what is considered deviant may differ according to age and social status and across time and space. Students learn about the meaning of deviance, how various sociologists explain deviant behaviour and the impact of moral panic on society. Students also study the sociological concept of crime, including Australian data and crime rates, the range of factors that lead people to commit crimes and the aims and realities of punishment.

UNIT 3: Culture and Ethnicity
This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture and ethnicity in relation to migrant groups. Culture and ethnicity refer to groups connected by shared customs, culture or heritage. Students study the history of white settlement and its impact; the suppression of Indigenous Australians through Government policies and Australia’s ethnic diversity. Students engage with Indigenous culture through excursions to the Keeping Place and Indigenous guest speakers.

UNIT 4: Community, Social Movements and Social Change
In this unit students explore the ways sociologists have thought about the idea of community and how the various forms of community are experienced. They examine the relationship between social movements and social change, the concept of community over time and the use of ethics in Sociological research. Students finish this unit studying the concepts of social movement and social change, the nature of social movements and the nature of specific social movements, including an environmental movement and one other movement.

ENTRY: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT:

Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a school-based decision.

Units 3 and 4
Percentage contributions to the study score in VCE Sociology are as follows:

- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- End-of-Year Examination: 50%
PHILOSOPHY

RATIONALE: Philosophy provides students with the opportunity to read and understand some of the powerful ideas that have shaped our culture. This course introduces students to methods of philosophical argument and analysis, and their application to contemporary issues. The study also focuses on philosophies and philosophical ideas at different stages in history.

STRUCTURE: VCE Philosophy is made up of four units.

UNIT 1: Existence, knowledge and reasoning
What is the nature of reality? How can we acquire 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 questions through active, guided investigation and critical discussion. In applied epistemology and metaphysics they consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives.

UNIT 2: Questions of value
What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? Students explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. They 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
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 set texts from the history of philosophy to their own views on these questions and to contemporary debates. Students need to understand that arguments make a claim supported by reasons and reasoning, whereas a viewpoint makes a claim without necessarily supporting it.

UNIT 4: The good life
What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well-lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? Students critically compare the viewpoints and arguments in set texts from both ancient and modern periods to their own views on how we should live, and use their understandings to inform their analysis of contemporary debates.

ENTRY: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT:

Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a school-based decision.

Units 3 and 4
Percentage contributions to the study score in VCE Philosophy:
- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- End-of-Year Examination: 50%

ECONOMICS

RATIONALE: Economic decisions are about resource use in producing goods and services and about the distribution of the proceeds of production. To understand the basis for these decisions, and their impact, requires an understanding of basic economic principles and concepts. Students develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making.

STRUCTURE: The study is made up of four units.
UNIT 1: The behaviour of consumers and businesses
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. Fundamental economic concepts are explored and basic economic models are examined where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. Students examine a simple micro-economic model to explain changes in prices and quantities traded. They also gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

UNIT 2: Contemporary economic issues
This unit focuses 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. Students 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. Students explore how the benefits of economic growth are shared in an economy and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income. Students consider the influence on the world’s living standards of the decisions made and the actions taken in the global economy by investigating one or more contemporary global issues and the trade-offs involved.

UNIT 3: Australia’s economic prosperity
Students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students develop an understanding of the macro-economy. 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 macro-economic 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
The ability of the Australian Government to achieve its domestic macro-economic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards. 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 macro-economic goals.

ENTRY: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT:

UNITS 1 AND 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a school-based decision.

UNITS 3 AND 4
Percentage contributions to the study score in VCE Economics:
- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- End-of-Year Examination: 50%

GEOGRAPHY

RATIONALE: This study focuses on natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth’s surface. Students 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. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images.
STRUCTURE: The study is made up of four units.

UNIT 1: Hazards and Disasters
In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and people’s responses to them. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

UNIT 2: Tourism
This unit investigates 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. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

UNIT 3: Changing the Land
This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate three major processes that are changing land cover in many regions of the world. They investigate the distribution and causes of these three processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided.

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 these changes in different parts of the world. 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.

ENTRY: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSessment:

Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a school-based decision.

Units 3 and 4
Percentage contributions to the study score in VCE Geography:

- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- End-of-Year Examination: 50%

HISTORY

RATIONALE: History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present history. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records.
STRUCTURE:
The study is made up of ten (10) units. There is no restriction on the number of history studies a student may take. It is not necessary to have completed a Unit 1 or 2 History prior to undertaking a Unit 3 and 4 study. However, students must undertake Unit 3 and 4 as a sequence.

History studies offered at Bairnsdale Secondary College include:
- 20th Century History (Units 1 and 2)
- Ancient History (Units 1-4)
- History of Revolutions (Units 3 and 4)
- Australian History (Units 3 and 4.)

20TH CENTURY HISTORY

Units 1 and 2 only

- Links with History of Revolutions - Units 3 and 4
- Links with Australian History – Units 3 and 4

RATIONALE: History is the practice of understanding and making meaning of the past. The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time.

Unit 1: 20th Century history - 1918–1939
In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

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 20th Century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific.

ENTRY: There are no prerequisites for entry to Units 1 or 2. There is no restriction on the number of histories a student may take.

ANCIENT HISTORY

- Links with History of Revolutions – Units 3 and 4
- Links with Australia History - Units 3 and 4
- Links with 20th Century History

RATIONALE: History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created current history. They explore continuity and change: the world is not as it has always been, and it will be subject to change in the future.

UNIT 1: Ancient Mesopotamia
In this unit, students explore Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the ‘cradle of civilisation’. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities. Students investigate the creation of city-states
and empires. They examine the invention of writing – a pivotal development in human history. This unit highlights the importance of primary sources (the material record and written sources) to historical inquiry about the origins of civilisation.

UNIT 2: Ancient Egypt
Ancient Egypt gave rise to a civilisation that endured for approximately 3,000 years. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river. This unit highlights the importance of primary sources (the material record and written sources) to historical inquiry about Old and Middle Kingdom Egypt.

UNIT 3 and 4:
For units 3 and 4 students study the following two ancient civilizations: Rome and Greece, one in Unit 3 and one in Unit 4. They will undertake both areas of study listed below for each civilization.

Within each civilisation, two Areas of Study are completed.
1. Living in an ancient society: What was it like to live in Rome or Greece? What were the social, political and economic features of life? Why were these features significant?
2. People in power, societies in crisis: How did crises change ancient societies? How did key individuals contribute to such events? How might we judge the historical significance of these crises and the individuals who took part in them?

Entry: There are no prerequisites for entry to Units 1 or 2. Students must undertake Unit 3 and 4 as a sequence. There is no restriction on the number of histories a student may take.

ASSESSMENT:

Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a school-based decision.

Units 3 and 4
Percentage contributions to the study score in VCE Ancient History:
- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- End-of-Year Examination: 50%

HISTORY of REVOLUTIONS
Units 3 and 4 ONLY

RATIONALE: The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time. The meaning of particular revolutions has continually been reconsidered and debated. Any study of a revolution should consider these debates and the reasons why different people have represented the history of the revolution differently. Revolutions are those moments when the course of history is dramatically altered. Students will study two of the following revolutions: Russian, Chinese, American or French.

UNITS 3 and 4
Two revolutions (at teacher discretion) are studied over Units 3 and 4.

Within each revolution, two Areas of Study are completed.
1. Causes of revolution: What were the significant causes of revolution? How did the actions of popular movements and particular individuals contribute to triggering a revolution? To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?
2. Consequences of revolution: How did the consequences of revolution shape the new order? How did the new regime consolidate its power? How did the revolution affect the experiences of those who lived through it? To what extent was society changed and revolutionary ideas achieved?

ENTRY: It is not necessary to have completed a Unit 1 or 2 History. Students must undertake Unit 3 and 4 as a sequence. There is no restriction on the number of histories a student may take.
AUSTRALIAN HISTORY
Units 3 and 4 only

RATIONALE: History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

Unit 3: Transformations: Colonial society to Nation
In this unit students explore the transformation of the Port Phillip District (later Victoria) from the 1830s through to the end of the Gold Rush decade in 1860. They consider the dramatic changes introduced as the British colonisers swiftly established themselves, taking possession of the land and then its newly discovered mineral riches. Students examine transformations in the way of life of the Aboriginal peoples and to the environment as the European society consolidated itself. They also consider how new visions for the future created by the gold rush and the Eureka rebellion further transformed the new colony. Students explore the type of society Australians attempted to create in the early years of the newly federated nation.

Unit 4: Transformations: Old certainties and new visions
In this unit students investigate the continuing development of the nation in the early part of the 20th Century and the dramatic changes that occurred in the latter part of the century. After World War One the process of nation building was renewed. However, world events soon intruded again into the lives of all Australians. The economic crisis of the 1930s followed by another world war redirected the nation’s priorities for a time as it struggled to regain economic stability and defeat its military enemies. The experience of both the Depression and World War Two gave rise to renewed thinking by Australians about how to achieve the type of society envisaged at the time of Federation.

ENTRY: It is not necessary to have completed a Unit 1 or 2 History. Students must undertake Unit 3 and 4 as a sequence. There is no restriction on the number of history units a student may take.

AUSTRALIAN AND GLOBAL POLITICS

RATIONALE: Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues and to become informed citizens, voters and participants in their local, national and international communities. Australian Politics increases awareness of the nature of power and its influence. It allows students to become informed observers of, and active participants in, their political system. As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice. Global Politics provides students with an insight into the political, social, cultural and economic forces that are shaping our rapidly changing world. Students develop a critical understanding of the world in which they live and of contemporary global issues. In doing so, they are provided with the opportunity to develop the awareness and the critical thinking skills that underpin active citizenship and an ability to more deeply appreciate and contextualise the global environment in which they live.
STRUCTURE:
The study is made up of six units.
Unit 1: Ideas, actors and power
Unit 2: Global connections

Australian Politics
Unit 3: Evaluating Australian democracy
Unit 4: Australian public policy

Global Politics
Unit 3: Global actors
Unit 4: Global challenges

Unit 1: Ideas, actors and power
Students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and, in particular, the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

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

AUSTRALIAN POLITICS

Unit 3: Evaluating Australian democracy
Students focus on the values and principles that underpin the Australian political system. It introduces the key elements of liberal democracy and representative government and explores how they operate in theory and practice. They then evaluate the Australian liberal democratic system further by comparing it with the political system of the United States of America (USA). Students analyse key aspects of the US political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms.

Unit 4: Australian public policy
Students examine domestic policy, that which is largely concerned with Australian society and affecting people living in Australia. Students investigate ONE contemporary Australian domestic policy issue and consider the policy response of the Australian government to that issue. They analyse the major influences on the formulation of the policy and the factors affecting the success of its implementation. Students then consider contemporary Australian foreign policy. As it deals with Australia’s broad national interests, foreign policy may be less subject to the pressures and interests of competing stakeholders. Students examine the major objectives and instruments of contemporary Australian foreign policy and the key challenges facing contemporary Australian foreign policy.

GLOBAL POLITICS

Unit 3: Global actors
In this unit students investigate the key global actors in 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.

Unit 4: Global challenges
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 degrees of effectiveness in terms of responses and the challenges of resolving them.

ENTRY: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.
LEGAL STUDIES

RATIONALE: The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion and how they themselves can create positive changes to laws and the legal system.

VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

UNIT 1: Guilt and liability
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.

UNIT 2: Sanctions, remedies and rights
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 develop an understanding of the way rights are protected in Australia and in other countries and possible reforms to the protection of rights.

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 apply legal reasoning and information to actual and/or hypothetical scenarios.

UNIT 4: The people and the law
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 parliamentary 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.

ENTRY: There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

ASSESSMENT:

Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a school-based decision.

Units 3 and 4
Percentage contributions to the study score in VCE Legal Studies:
- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- End-of-Year Examination: 50%

ASSESSMENT:

Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a school-based decision.

Units 3 and 4
Percentage contributions to the study score in VCE Australian and Global Politics:
- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- End-of-Year Examination: 50%
TECHNOLOGY

PRODUCT DESIGN TECHNOLOGY
Wood, Metals and Textiles

➢ In the study of Design and Technology students will chose a focus material for each unit from the following:

- Metals
- Textiles
- Wood

RATIONALE: This study engages students in technological tasks that call on their knowledge and understanding of materials and production processes to design and make products suitable for their intended purpose.

STRUCTURE: The study is made up of four units.

UNIT 1: Sustainable Product Redevelopment
This unit focuses on the analysis, modification and improvement of product design with consideration of the materials and issues of sustainability. The processes and techniques used by designers will be examined to demonstrate design practice, IP and product design. Students use and evaluate materials, tools, equipment and processes to make a redesigned product.

UNIT 2: Collaborative Design
In this unit, students work both individually and as a member of a team. They identify a need and collaboratively develop design options and production planning in response to a design brief. Students justify, manage and use appropriate production processes to make a product and evaluate the suitability against the design brief.

UNIT 3: Applying the Product Design Processes
In this unit, students investigate a client/end users’ needs. They negotiate a design brief, develop evaluation criteria, identify and carry out research, develop design ideas and a work plan. Students present a folio that documents the procedures and decision-making processes used while working as a designer. Students examine a range of new and emerging technologies and the influence on design and development of products within industrial settings.

UNIT 4: Product Development and Evaluation
In this unit, students use comparative analysis and evaluation methods to make judgements about commercial product design. The students are required to produce the article for the client/end user designed in Unit 3. Students record the production processes modifications, evaluate the effectiveness and efficiency of techniques used and the quality of their product.

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

LEVELS OF ACHIEVEMENT:

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

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

Unit 3 and 4
- School Assessed Task: Production Work - completed in class: 50%
- Unit 3 School Assessed Coursework: 12%
- Unit 4 School Assessed Coursework: 8%
- End of Year Examination: 30%
SPECIAL FEATURES - TEXTILES

Unit 1 and 2
These units focus on processes and techniques used in design practice to solve design and production problems. In the planning and making of garments students will be encouraged to use a variety of fabrics and trims and experiment with different production techniques and equipment.

Unit 3 and 4
These units focus on planning and making for a client or end user. Students can explore a variety of aspects of garment making from evening/formal wear to lingerie, tailoring and casual wear. They may choose to produce textile products other than garments. Students will be encouraged to experiment with a range of techniques including beading, embroidery, fabric painting and using decorative trims. Emphasis is placed on the design process and the completion of a design folio.

SPECIAL FEATURES - WOOD

Units 1 and 2
These units focus on investigating materials and following the design process to produce products using a range of tools, machines and equipment. It is advised that students have completed two Middle School wood technology units.

Units 3 and 4
These units focus on designing and producing an article of furniture for a client or end user. Emphasis is placed on the design process and the completion of a design folio. Practical work takes up approximately 50% of class time. It is strongly advised that students have successfully completed Units 1 and 2 and/or two Middle School wood technology units.

SPECIAL FEATURES – METALS

Unit 1 and 2
These units focus on the design process, investigating materials to produce products using a range of tools, machines, equipment and metals.

Unit 3 and 4
These units focus on designing and producing a product for a client or end-user. The design process begins in Unit 3 and continues in Unit 4. The major project consists of a folio of design and a product emphasising original design, industry knowledge and skills using metal.

FOOD STUDIES

RATIONALE: Food Studies

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills.

VCE 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 past and present 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. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

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.

STRUCTURE: This study is made up of four units. Each unit deals with specific content contained in the areas of study and each is designed to enable students to achieve a set of outcomes for that Unit.

UNIT 1: Food origins
This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically 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 enquiry into particular food-producing regions of the world.

In Area of Study 2, students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing.
industries and immigration. Students investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine.

UNIT 2: Food makers
In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

UNIT 3: Food in daily life
This unit investigates the many roles and everyday influences of food. Area of Study 1 explores 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 appreciating food 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 the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutritional requirements.

Area of Study 2 focuses on the influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students enquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

The practical component of Unit 3 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 futures
In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies and the challenges of food security, food safety, food wastage and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points-of-view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

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

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

<table>
<thead>
<tr>
<th>ASSESSMENT:</th>
<th>Satisfactory completion. Demonstrated achievement of outcomes specified for the unit.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1 and 2:</strong></td>
<td>Individual school decision on levels of achievement</td>
</tr>
<tr>
<td><strong>Unit 3 and 4:</strong></td>
<td>Unit 3 School-assessed Coursework: 30%</td>
</tr>
<tr>
<td></td>
<td>Unit 4 School-assessed Coursework: 30%</td>
</tr>
<tr>
<td></td>
<td>End-of-year examination: 40%</td>
</tr>
</tbody>
</table>
SYSTEMS ENGINEERING

RATIONALE: This study emphasises integration of basic engineering and physics theory with practical tasks. Technological principles and associated disciplines are incorporated as essential tools employed in the processes of technological design, modification, production and evaluation. The study promotes innovative thinking and problem solving skills through a project based learning approach and can provide a sound basis for entry into a broad range of tertiary technology courses such as engineering and applied sciences, skilled trade and vocational training in the electro technology and automotive sectors or lead to employment in technological industries.

STRUCTURE: This study consists of 4 units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

UNIT 1: Mechanical Systems
This unit focuses on mechanical engineering fundamentals as the basis of understanding the underlying principles and the building blocks that operate in the simplest to more complex mechanical devices.

UNIT 2: Electro-technological Systems
This unit focuses on building understanding of the fundamental principles of electrical and electronic circuits, collectively and commonly referred to as electro-technology.

UNIT 3: Integrated and Controlled Systems
This unit focuses on how mechanical and electro-tech systems are combined to form a controlled integrated technological system. Clean Energy technologies are investigated and compared to non-renewables.

UNIT 4: Systems Control
This unit combines the contemporary focus of systems control and provides opportunities for students to build their understanding and apply it to practical solutions through the construction of controlled integrated systems.

ENTRY: Prerequisites are not required for Units 1, 2 and 3. However, some additional preparatory work would be advisable for students entering Units 3 and 4 without completing units 1 and 2.

ASSESSMENT: Satisfactory completion is obtained by the demonstrated achievement of specified outcomes of each unit.

LEVEL OF ACHIEVEMENT
Unit 1 and 2:
- Individual college decision on levels of achievement.

Units 3 and 4:
- School assessed course work (outcomes): 20%
- School assessed tasks (production work): 50%
- Final exam: 30%

INFORMATION TECHNOLOGY

RATIONALE: This study focuses on the processing of data and the management of information and information systems to meet a range of needs for individuals, organisations and society. The rapid pace of development in information and communications technology (ICT) is having a major influence on virtually all aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken, it also creates new opportunities in work, study, recreation and in relationships. Social relations and cultural values influence the way ICT is used. While it is important that students extend their use of ICT as a tool to assist with work, study, recreation and relationships, the study of Information Technology focuses on the capacities, scope and limitations of hardware and software, and their interactions, to carry out specialised applications.
With appropriate knowledge and skills, students will be equipped to make use of ICT and make informed personal and workplace choices about future developments and directions in this exciting and challenging field. Innovative approaches to the potential uses of ICT are developed, and students are encouraged to orient themselves towards the future, with an awareness of the implications of these uses.

The study of Information Technology may provide pathways to further studies in IT and to careers in ICT-based areas. It may also prepare students for programs that require either an IT-related subject or for a vast range of careers that require efficient and effective use of ICT.

STRUCTURE: The study is made up of six units.

Units 1 and 2: Computing
Units 3 and 4: Informatics
Units 3 and 4: Software development

Each unit deals with specific content and is designed to enable students to achieve a set of outcomes.

UNIT 1: Computing
This unit focuses on how data, information and networks can meet a range of needs for current and future users. Students collect primary data in a specific topic to investigate an issue and then create a graphic solution from the data collected. Network hardware is researched in Area of Study 2 and students can design a network to suit a specific purpose. Website development is also covered in this unit.

This unit focuses on how individuals use, and can be affected by, information and communications technology in their daily lives. Students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images to create solutions that persuade, educate or entertain. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied. Students examine how networked information systems allow data to be exchanged locally and within a global environment and explore how mobile devices, such as phones, are used within these networks.

UNIT 2: Computing
This unit focuses on how data and how the application of computational, design and system thinking skills support the creation of solutions that automate the processing of data. Students can focus on the development of computational thinking skills when using programming or scripting language to create solutions. Students also engage in the design and development stages of the Problem Solving Methodology. Students develop an understanding of data and how a range of software tools can extract data from large data sets and recreate, in a variety of ways, data that shows meaning and can be presented in a visual format. Last, students can develop databases from a dataset. Units 1 and 2 both prepare students for different aspects covered in either Software development or Informatics.

This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming language to meet users’ needs. Students apply all stages of problem solving methodology when creating solutions.

UNIT 3: Informatics
This unit focuses on the development of a relational database management system and how relational databases are used to manage a solution. Students also develop a large investigation relating to a topic of their choice. With this assignment, students focus on all four aspects of the problem solving methodology spanning both Units 3 and 4. This assignment is managed using a range of software tools.

The unit focuses on the World Wide Web and how it supports the information needs of individuals, communities and organisations. Students investigate the design and technical aspects of different websites to create their own prototype websites for online communities. Students use relational database management systems to examine techniques used by organisations to acquire data via websites. Students examine the legal requirements of organisations when collecting data and why and how data is acquired via websites.

UNIT 4: Informatics
Unit 4 focuses on the design, development and evaluation stages of the problem-solving methodology with the completion of the Student Assessed Task (SAT). Following this, students look into how organisations store and dispose of data to minimise threats to data integrity and security. Students also study the effectiveness of disaster management plans within large organisations.

This unit focuses on how ICT is used by organisations to solve ongoing information problems and the strategies employed to protect the integrity of data and security of information. Students apply either database or spreadsheet software to create solutions to information problems. Students use web authoring or multimedia software to produce onscreen documentation. Students explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to data integrity and security.
UNIT 3: Software Development
This unit focuses on the techniques and procedures for determining the ability of networked information systems to meet organisational needs and how the development of purpose-designed software, using a programming language, helps fulfil these needs. Students develop and apply knowledge and skills in determining the solution to specific problems within organisations, applying programming languages to assist in the solution.

UNIT 4: Software Development
This unit focuses on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment. Students are required to engage in the design, development and evaluation stages of the problem-solving methodology.

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

LEVELS OF ACHIEVEMENT
Satisfactory achievement is based on the completion of required learning activities and the achievement of the set outcomes as set out in the VCAA Assessment Guide published annually.

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 1 and 2</td>
</tr>
<tr>
<td>Assessment tasks are set a school level and may include a range of criteria to indicate levels of achievement.</td>
</tr>
<tr>
<td>Units 3 and 4</td>
</tr>
<tr>
<td>The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In Information Technology the student’s level of achievement will be determined by school-assessed coursework and an end-of-year examination. Percentage contributions to the study score in Information Technology are as follows:</td>
</tr>
<tr>
<td>• Unit 3 school-assessed coursework: 25 %</td>
</tr>
<tr>
<td>• Unit 4 school-assessed coursework: 25 %</td>
</tr>
<tr>
<td>• End-of-year examination: 50 %</td>
</tr>
</tbody>
</table>
VOCATIONAL EDUCATION AND TRAINING (VET)
VOCATIONAL EDUCATION AND TRAINING in SCHOOLS (VETiS) PROGRAMS

The following Vocational Education and Training certificates will be offered at Bairnsdale Secondary College:

- CERTIFICATE II AGRICULTURE
- CERTIFICATE III ALLIED HEALTH (partial completion)
- CERTIFICATE II ANIMAL STUDIES
- CERTIFICATE II AUTOMOTIVE
- CERTIFICATE II BUILDING & CONSTRUCTION
- CERTIFICATE II DANCE
- CERTIFICATE III EARLY CHILDHOOD EDUCATION & CARE (partial completion)
- CERTIFICATE II ELECTRO-TECHNOLOGY
- CERTIFICATE II ENGINEERING STUDIES
- CERTIFICATE II HOSPITALITY
- CERTIFICATE II & III INFORMATION DIGITAL TECHNOLOGY
- CERTIFICATE II MUSIC PRODUCTION
- CERTIFICATE III PLUMBING
- CERTIFICATE II RETAIL COSMETICS
- CERTIFICATE II SALON ASSISTANT
- CERTIFICATE III SCREEN & MEDIA
- CERTIFICATE II SMALL BUSINESS

The running the VET Certificates is subject to the availability of qualified staff, number of student’s selections or provision of outside providers.

INCREASES STUDENTS LEARNING POTENTIAL

- Broadens VCE Options
- Develops students’ capacity to make decisions and solve problems
- Helps students to gain confidence and improve communication and interpersonal skills through learning in an adult environment
- Matches student interests and career directions through the provision of strong pathways.

BENEFITS OF VETiS

- PROVIDES NATIONAL QUALIFICATIONS AND SKILLS
  - Upon successful completion of a VET program, students are awarded a nationally accredited vocational training certificate
  - VET qualifications articulate directly into further education and training at TAFE.

PREPARES STUDENTS FOR THE WORKFORCE

- Provides the opportunity to trial a career. Helps students to explore possible areas of interest
- Allows students to develop strong links with industry and local community employers
- Improves employment prospects.
- Help students gain knowledge of employers’ expectations and real working conditions
- Develops their capacity for cooperation, teamwork and leadership skills
- Assists in transition from school to work.
VETiS PATHWAYS

CERTIFICATE I
Entry level programs

CERTIFICATE II
Most VETiS and pre-apprenticeship programs are offered at this level.
Most Year 11 programs are at this level.

CERTIFICATE III
Some VETiS programs are offered at this level.
Most apprenticeships and traineeships are at this level.

CERTIFICATE IV
Some apprenticeships are offered at this level.
Available through TAFE & Registered Training Organisations.

DIPLOMA
Available through TAFE & Registered Training Organisations.

ADVANCED DIPLOMA
Available through TAFE & Registered Training Organisations.

UNIVERSITY
(Degrees and post graduate qualifications)
Credit may be given for TAFE programs undertaken.
COST FOR VET
For VET subjects students will be charged a Material Service Fee. These will be different for each VET subject and are yet to be determined. A list of the VET subject fees will be available at course counselling.

ATTENDANCE
Requirements for attendance for VET are the same as for all other VCE studies. Students are expected to attend 100% of their classes. Any absence must be reported to the VCE Hub Leader before or on the day of an absence. If this is not possible, a note should be handed to the VCE Hub Leader on the first day back. This is the same procedure regardless of whether the VET is on or off campus.

STRUCTURED WORKPLACE LEARNING (SWL)
Structured Workplace Learning is the arrangement under which students carry out a work placement one day a week, or part thereof, with a business. For VCAL students this can be in an industry related to their VET choice or somewhere of particular interest. For VCE students it must be in the industry related to the student’s VET subject choice. For example, if the student is undertaking Certificate II in Early Childhood Education and Care they would seek structured work placement at a child care centre, kindergarten or primary school.

The hour requirements for work placement in VET programs vary from Certificate to Certificate. These requirements have been set by VCAA and they have determined that structured work placement is an appropriate component of all VCE/VCAL Programs. Structure work placement complements the training at the school/RTO. It provides the context for:

- Enhancement of Skill Development
- Practical Application of Industry knowledge
- Assessment of selected modules as determined by the RTO.

VCAA strongly recommends that students be given the opportunity to gain an understanding of the industry and to enhance their acquisition of skills and knowledge through structured work placement.

- It is an expectation that all VCAL students will undertake structured work placement as part of their VET certificate. This will consist of a two-week block placement in Semester 1 and again in Semester 2. Students WRS teacher will advise them of the dates for their group.

Students are encouraged to investigate placement options for themselves. However, if they have difficulty securing structured work placement in the area of their choice they can approach the VET/VCAL Coordinator. Students must have completed a structured workplace arrangement form prior to commencing a work placement.

BLOCK RECOGNITION
Students are eligible to apply for credit towards the VCE if they have completed, or are completing, training in an AQF recognised qualification at Level II or above. There are certain requirements to be met and as a rule, students completing certificates at AQF Level II will be granted credit at Units 1 and 2 and students completing certificates at Level III will be given credit at Units 3 and 4.

Any student who is undertaking a training certificate or training of any kind should contact the VCE Hub Leader for advice on whether any credits may be awarded towards their VCE.

EXTRA CERTIFICATIONS
Some VET Certificates require additional training to meet the requirements of the course.

Extra certification required for different VET courses may include Construction Induction Card training, First-Aid training and Safe Food Handling.

Some VET subjects have a compulsory First Aid module where students are required to obtain a First Aid certificate (if they do not already have a valid one) to successfully complete the course. Trainers in these subjects are contacted by the VET Coordinator and provided with a list of names of students who require this training.

Other VET courses have a First Aid component as an elective and students are not required to have a certificate to successfully complete the course. However, students who choose to complete the First Aid elective in these courses have the opportunity of putting their names down for the First Aid training organised by the VET Coordinator.
### AHC20116 - CERTIFICATE II IN AGRICULTURE

**AIM:**
To provide an entry level occupational outcome in agriculture. The qualification enables individuals to select a livestock production or cropping context as a job focus or, in the case of mixed farming enterprises, both. Industry expects individuals with this qualification to carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work. This qualification is suitable for an Australian Apprenticeship.

**POSSIBLE CAREER PATHWAYS**
- Farmer/farm manager
- Farm hand
- Jillaroo/Jackaroo
- Agronomist
- Agricultural technical officer
- Veterinarian

**DELIVERY:**
External: (Nagle College)

**CREDIT:**
Recognition of two or more units at Units 1 and 2 level and a Units 3 and 4 sequence.

**ATAR CONTRIBUTION:**
Students who receive a Units 3 and 4 sequence for Certificate II in Agriculture either through the VCE VET or School Based Apprenticeships and Traineeships program, will be eligible for a 10% increment towards their ATAR (10% of the average of the primary four scaled studies). The VCE VET Agriculture, Horticulture, Conservation and Land Management program does not offer scored assessment.

### HLT33015 - CERTIFICATE II IN ALLIED HEALTH (PARTIAL COMPLETION)

**AIM:**
To provide students with the knowledge and skills that will enhance their employment prospects in the Health Industry. These qualifications cover workers who provide assistance to allied health professionals and other health professionals with the care of clients.

**POSSIBLE CAREER PATHWAYS**
- Allied Health Assistant
- Medical Imaging Assistant
- Occupational Therapy Assistant
- Physiotherapist Assistant
- Podiatrist Assistant

**DELIVERY:**
External: Federation Training

**CREDIT:**
Recognition of one unit at Units 1 & 2 level and a minimum of three units at Units 3 and 4 level.

**ATAR CONTRIBUTION:**
Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence from Certificate III must undertake a scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study. Where a student elects not to receive a study score no contribution to the ATAR will be available for these units.
# ACM20110 - CERTIFICATE II IN ANIMAL STUDIES

**AIM:**
To provide students with the skills and knowledge to enter the Animal Care and Management industry.

**POSSIBLE CAREER PATHWAYS**
- Animal care attendant
- Pet shop attendant
- Ranger
- Local laws officer
- Dog trainer
- Vet nurse
- Wildlife carer
- Animal groomer
- Zoo worker

**DELIVERY:**
External: Federation Training

**CREDIT:**
Recognition of up to two units at Units 1 and 2 level and a Units 3 and 4 sequence.

**ATAR CONTRIBUTION:**
Students who receive a Units 3 and 4 sequence for Certificate II in Animal Studies will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies). The increment is awarded by the Victorian Tertiary Admissions Centre (VTAC).

The VCE VET Animal Studies program does not offer scored assessment.

---

# AUR20716 - CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION

**AIM:**
To provide the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle. The range of technical skills and knowledge is limited. This qualification reflects the role of individuals who perform a limited range of tasks relating to identifying and inspecting mechanical and electrical components and systems of light vehicles, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles.

**POSSIBLE CAREER PATHWAYS**
- Auto Electrician
- Auto Mechanic
- Automotive Parts Interpreter
- Diesel Mechanic
- Exhaust Fitter and Repairer
- Light Vehicle Motor Mechanic
- Motorcycle Mechanic
- Navy Technical Sailor
- Panel Beater
- Small Engine Mechanic

**DELIVERY:**
Internal: Bairnsdale Secondary College

**CREDIT:**
Recognition of up to two units at Units 1 and 2 level and a Units 3 and 4 sequence.

**ATAR CONTRIBUTION:**
Students who receive a Units 3 and 4 sequence for Certificate II in Automotive Studies (pre-vocational) will be eligible for a 10% increment towards their ATAR (10% of the average of the primary four scaled studies). The VCE VET Automotive program does not offer scored assessment.
## 22238VIC - CERTIFICATE II IN BUILDING AND CONSTRUCTION

<table>
<thead>
<tr>
<th><strong>AIM:</strong></th>
<th><strong>POSSIBLE CAREER PATHWAYS</strong></th>
</tr>
</thead>
</table>
| To provide students with basic industry specific skills and knowledge to enable transition into an apprenticeship within the building and construction industries at the Certificate III level. This pre-apprenticeship course consists of a core of common cross-sector units of competency that provide skills and knowledge in applying basic levelling procedures, carrying out basic measurements and calculations, communicating in the workplace, erecting and safely using working platforms, interpreting basic plans and drawings, preparing and applying for work in the construction industry, working effectively and sustainably in the construction industry and workplace safety practices onsite. The course also includes a range of units that introduce the learner to the application of specific materials, tools and equipment and techniques used in specific trade sectors that underpin the Certificate III qualifications in the Bricklaying, Carpentry, Joinery, Shopfitting and Stair-building, Painting and Decorating, Solid Plastering, Stonemasonry, Wall and Ceiling Lining and Wall and Floor Tiling trade sectors. | • Carpenter  
• Builder  
• Joiner  
• Building inspector  
• Site manager/foreman  
• Wood machinist |

<table>
<thead>
<tr>
<th><strong>DELIVERY:</strong></th>
<th><strong>CREDIT:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal: Bairnsdale Secondary College</td>
<td>Recognition of up to five units at Units 1 and 2 level and a Unit 3 and 4 sequence.</td>
</tr>
</tbody>
</table>

**ATAR CONTRIBUTION:**
Students who receive a Units 3 and 4 sequence for the VCE VET Building and Construction program will be eligible for a 10% increment towards their ATAR (10% of the average of the primary four scaled studies). The VCE VET Building and Construction program does not offer scored assessment.
### CUA20113 - CERTIFICATE II IN DANCE

<table>
<thead>
<tr>
<th>AIM:</th>
<th>POSSIBLE CAREER PATHWAYS</th>
</tr>
</thead>
</table>
| To provide a preparatory qualification that allows students to develop basic technical skills and knowledge to prepare for work in the live performance industry. | • Dancer  
• Choreographer  
• Dance teacher |

<table>
<thead>
<tr>
<th>DELIVERY:</th>
<th>CREDIT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal: Bairnsdale Secondary College</td>
<td>Recognition of up to four units at Units 1 and 2 level and a Units 3 and 4 sequence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ATAR CONTRIBUTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students wishing to receive a study score for VCE VET Dance must undertake scored assessment. This consists of three coursework tasks, worth 50% of the overall study score and a performance examination, worth 50% of the overall study score.</td>
</tr>
</tbody>
</table>

### CHC30113 - CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE (PARTIAL COMPLETION)

<table>
<thead>
<tr>
<th>AIM:</th>
<th>POSSIBLE CAREER PATHWAYS</th>
</tr>
</thead>
</table>
| To provide students the opportunity to support the implementation of an approved learning framework and support children's wellbeing, learning and development. | • After-school assistant  
• Early Childhood room leader  
• Early Childhood Centre co-ordinator  
• Kindergarten assistant  
• Early Childhood teacher  
• Early Years Primary teacher  
• Primary School teacher |

<table>
<thead>
<tr>
<th>DELIVERY:</th>
<th>CREDIT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>External: Federation Training</td>
<td>Recognition of up to two units at Units 1 and 2 level and two Units 3 and 4 sequences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ATAR CONTRIBUTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Early Childhood Education and Care must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.</td>
</tr>
</tbody>
</table>
### UEE22011 - CERTIFICATE II IN ELECTRO-TECHNOLOGY
**(CAREER START)**

**AIM:**
To provide students the opportunity to develop competencies for a work entry program providing grounding in safety and basic skills and knowledge for work in any electro-technology discipline.

**POSSIBLE CAREER PATHWAYS:**
- Electrician
- Line worker
- Inspector
- Engineering

**DELIVERY:**
External: Apprenticeships Group Australia

**CREDIT:**
Recognition of three units at Units 1 and 2 level and a Units 3 and 4 sequence.

**ATAR**
Students who receive a Units 3 and 4 sequence for VCE VET Electrical Industry will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

### 22209VIC - CERTIFICATE II IN ENGINEERING STUDIES

**AIM:**
To provide pre-employment training and pathways in the engineering, manufacturing or other related industries. The VCE VET Engineering program enables students to gain recognised credentials and to make informed choices about vocational or career pathways.

**POSSIBLE CAREER PATHWAYS:**
- Electrical engineering
- Boiler maker
- Metal fabrication
- Mechanical or Automotive Engineering
- Fitter and turner

**DELIVERY:**
Internal: Bairnsdale Secondary College

**CREDIT:**
Recognition of two units at Units 1 and 2 and a Unit 3 and 4 sequence.

**ATAR CONTRIBUTION:**
Students wishing to receive an ATAR contribution for Units 3 and 4 sequence of VCE VET Engineering Studies must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

Where a student elects not to receive a study score for VCE VET Engineering, no contribution to the ATAR will be available.
SIT20416 - CERTIFICATE II IN HOSPITALITY

**AIM:**
To introduce students to the role of employees who perform a range of tasks in hospitality industries.

**POSSIBLE CAREER PATHWAYS:**
- Bar attendant
- Café attendant
- Food and Beveridge assistant
- Catering assistant

**DELIVERY:**
Internal: Bairnsdale Secondary College

**CREDIT:**
Recognition of two or more units at Units 1 and 2 level and a Units 3 and 4 sequence.

**ATAR CONTRIBUTION:**
Students wishing to receive an ATAR contribution for the VCE VET Hospitality program must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study. Further information can be found on the VTAC website www.vtac.edu.au

Note: Where a student elects not to receive a study score for VCE VET Hospitality, no contribution to the ATAR will be available.

ICA20111 - CERTIFICATE II IN INFORMATION DIGITAL TECHNOLOGY

**AIM:**
To provide students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of information technology in a range of industry areas. Organisational and specialist activity skills, in addition to some leadership skills, will be developed through the units of competency undertaken in Units 1 to 4 of the selected program.

**POSSIBLE CAREER PATHWAYS:**
- Database Administrator
- Computer Programmer
- Software Designer
- Computer Technician
- Computer Games Programmer

**DELIVERY:**
Internal: Bairnsdale Secondary College

**CREDIT:**

**ICT20115 Certificate II in Information, Digital Media and Technology:** Recognition of up to six units of credit at Units 1 and 2 level.

**ICT30115 Certificate III in Information, Digital Media and Technology:** Recognition of up to two units of credit at Units 1 and 2 level and a Units 3 and 4 sequence.

Students who are able to undertake further training to complete the certificate III in Information, Digital Media and Technology qualification may be eligible for further credit at Units 3 and 4 level.

**ATAR**
Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Information, Digital Media and Technology must undertake scored assessment for the purpose of achieving a study score. This study score can
contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study. Where a student elects not to receive a study score for VCE VET Information, Digital Media and Technology, no contribution to the ATAR will be available. Students who undertake additional training from Certificate III and achieve a further Units 3 and 4 sequence may be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

<table>
<thead>
<tr>
<th>CUA30915 - CERTIFICATE III IN MUSIC PRODUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AIM:</strong> To provide students with the knowledge and skills to enhance their employment prospects within the music industry. The VCE VET Music Industry program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia.</td>
</tr>
<tr>
<td><strong>POSSIBLE CAREER PATHWAYS:</strong></td>
</tr>
<tr>
<td>- Music technician</td>
</tr>
<tr>
<td>- Sound and Lighting engineer</td>
</tr>
<tr>
<td>- Audio Engineer</td>
</tr>
<tr>
<td>- Music Business</td>
</tr>
<tr>
<td><strong>DELIVERY:</strong> Internal: Bairnsdale Secondary College</td>
</tr>
<tr>
<td><strong>CREDIT:</strong> Recognition of two units at Units 1 and 2 level and at least one Units 3 and 4 sequence. Students who are able to undertake further training to complete the Certificate III in Music qualification may be eligible for further credit at Units 3 and 4 level. <strong>ATAR CONTRIBUTION:</strong> Students wishing to receive an ATAR contribution for a Certificate III Music Performance or Sound Production specialisation must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study. Where a student elects not to receive a study score for Music Performance or Sound Production, no contribution to the ATAR will be available.</td>
</tr>
</tbody>
</table>
### 22304VIC - CERTIFICATE II IN PLUMBING (PRE-APPRENTICESHIP)

**AIM:** To provide students with the skills and knowledge needed to pursue a career pathway in the plumbing industry

**POSSIBLE CAREER PATHWAYS:**
- Plumber
- Plumbing inspector

**DELIVERY:**
External: Apprenticeships Group Australia

**CREDIT:**
TBA

### SHB20116 - CERTIFICATE II IN RETAIL COSMETICS

**AIM:** To provide students with a broad range of knowledge and skills to pursue a career or further training in the hairdressing and beauty services industry.

**POSSIBLE CAREER PATHWAYS:**
- Beautician
- Beauty consultant
- Make-up artist
- Nail technician
- Sales representative

**DELIVERY:**
External: Federation Training

**CREDIT:**
Recognition of up to five units at Units 1 and 2 level.

**ATAR CONTRIBUTION:**
The VCE VET Hair and Beauty program (including Retail Cosmetics) does not offer scored assessment and therefore cannot contribute to the ATAR.

### SHB20216 - CERTIFICATE II IN SALON ASSISTANT

**AIM:** To provide students with basic knowledge and understanding of the industry and to develop fundamental practical skills

**POSSIBLE CAREER PATHWAYS:**
- Hairdresser
- Hairdressing salon assistant
- Hairdressing salon manager
- Stylist

**DELIVERY:**
External: Federation Training

**CREDIT:**
Recognition of up to four units at Units 1 and 2 level.

**ATAR CONTRIBUTION:**
The VCE VET Hair and Beauty program (including Salon Assistant) does not offer scored assessment and therefore cannot contribute to the ATAR.
### CUA31015 - CERTIFICATE III IN SCREEN AND MEDIA

**AIM:**
To provide students with a pathway to a variety of creative industries. Units 3 and 4 offers scored assessment and incorporates units such as 2D digital animations, writing content for a range of media, authoring interactive sequences and creating visual design components.

**POSSIBLE CAREER PATHWAYS:**
- Graphic or website designer
- Media producer
- Photographer
- Screen printing
- Multimedia or games developer
- Film, television production

**DELIVERY:**
Internal: Bairnsdale Secondary College

**CREDIT:**
Recognition of up to four units at Units 1 and 2 level and a Units 3 and 4 sequence. Students who complete further training in CUA31015 Certificate III in Screen and Media may be eligible for further credit at Units 3 and 4 level.

**ATAR CONTRIBUTION:**
Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of Certificate III in Screen and Media must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study. Where a student elects not to receive a study score for VCE VET Creative and Digital Media, no contribution to the ATAR will be available. Students who undertake additional training from Certificate III and achieve a further 3 and 4 sequence may eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

### 22247VIC - CERTIFICATE II IN SMALL BUSINESS

**AIM:**
To provide students with the knowledge and skills to enhance their employment prospects in small businesses or related industries. The program offers full completion of Certificate II and includes units such as small business policies and procedures, professional skills for small business environments, small business operations and innovation, small business planning, quality and change processes and routine financial activities of a small business.

**POSSIBLE CAREER PATHWAYS:**
- Book keeper
- Small business owner
- Small business general manager

**DELIVERY:**
External: Federation Training

**CREDIT:**
Recognition of up to three units at Units 1 and 2 level and a Units 3 and 4 sequence.

**ATAR:**
Students who receive a Units 3 and 4 sequence for the VCE VET Small Business program will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).
VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)
The Victorian Certificate of Applied Learning (VCAL) gives students in Years 11 and 12 an alternative pathway to completing their education by doing a course that is a “hands on” practical alternative to the traditional VCE. It provides students with ‘employability’ skills which can be used to go onto further training in the workplace, with traineeships and apprenticeships, at TAFE or towards completing an apprenticeship.

The VCAL is a fully accredited Senior Secondary School qualification.

There are two award levels:
- Intermediate
- Senior

The students will be placed in the award level according to their current skill level and prior experiences to best meet their educational needs.

In VCAL students will study five strands:

1. Literacy & Numeracy
2. Personal Development
3. Work Related Skills
4. Industry Specific Skills (incorporating VET)
5. Life Skills (intermediate only)

Students attempting the VCAL program will not receive an ATAR ranking and as such, will not be eligible for university study.

**How a student’s Work will be assessed**
- Satisfactory completion of a unit
- Students will receive an “S” (satisfactorily completed) or “N” (not yet completed) for each of the VCAL units of study – Literacy & Numeracy, Personal Development, Work Related Skills and Industry Specific Skills.
- The outcomes for each unit will be met by students displaying the associated competencies.

**Attendance**
- Students are expected to attend 100% of their classes. Any absence must be reported to the Senior School Hub office immediately upon return to the College.
- It is each student’s responsibility to communicate with their other teachers to organise catching up on any work missed as a result of attending VET courses or work placement clashes.
- It is also the student’s responsibility to advise the VCAL office if they are unable to attend their VET subject for any reason.

**General**
- Students are expected to bring all equipment to class ready to work e.g. Numeracy: books, pens, calculator; Literacy: books, pens etc
- All students will require access to a BYOD device for all classes
- Students are expected to follow all Bairnsdale Secondary College rules as outlined in this handbook
- Students may also undertake external certificate courses (e.g. Safe Food Handling Certificate, Construction Induction Card)
- All students will be expected to undertake Structured Workplace Learning/Work Placement.

The VCAL has four main strands that must be completed.

The descriptions of the strands below are general and apply to all award levels.

**STRAND 1: Literacy and Numeracy Skills**

This strand covers the two main areas:
1. Literacy which includes reading, writing and oral communication.
2. Numeracy which is mathematical skills relating to designing, measuring, constructing, using graphs, money, time and travel.

The literacy and numeracy topics relate to life skills.
AIMS:
- Develop knowledge, skills and understanding relevant to reading, writing and oral communication in the social contexts of family, employment, further learning and the community
- Develop knowledge, skills and understanding relevant to the practical application of numeracy in the contexts of home, work and the community
- Provide pathways to further study.

ASSESSMENT:
- Folio of exercises completed in class.
- Assessed tasks.

This work is based on set outcomes relevant to the award level a student is working towards.

STRAND 2: Industry Specific Skills

*It is an expectation that all VCAL students at Bairnsdale Secondary College will undertake a VET certificate as part of the Industry Specific Strand.

The purpose for studying a VET unit in this strand is to give students skills, knowledge and aptitudes that will prepare them for further learning or employment. Refer to the Vet areas of study in this handbook.

The aims of this unit are:
- To develop knowledge and skills with a theme of work-related skills
- To provide experiences according to the student’s interests and abilities
- To provide pathways to further studies through credits gained in VET studies.

ASSESSMENT:
Satisfactory completion of class work relating to module competencies

STRAND 3: Work Related Skills

To learn skills that can be applied to any industry and are not specific to one particular subject area.

VQA has determined that all VCAL certificates have a work placement component.

It is assumed the work placement will be related to a student’s VET subjects or career pathway.
- To develop students’ learning about work skills through their experiences
- To develop employability skills
- To develop critical thinking
- To develop planning and organisational skills.

ASSESSMENT:
Satisfactory completion of class work and work placement relating to unit outcomes.

STRAND 4: Personal Development Skills

To develop and learn skills that are important for personal development. Personal development includes self-esteem, self-confidence and personal qualities learned by achieving a personal goal that will benefit the community. Some examples are leadership skills, teamwork skills, communication skills, respect for others, improved health and fitness, environmental awareness, civil and civic responsibilities. Responsibility for achieving a goal, reflecting, decision-making and problem-solving skills are also developed.

ASSESSMENT:
Satisfactory completion of class work relating to unit outcomes.

More detailed information about each of the four strands and the work programs is available from the VCAL Coordinator.

STRAND 5: Life Skills

To develop and learn life skills to be prepared for life after school. This includes budgeting, cooking, insurances, health, employment, leaving home, independent living, shopping, purchasing a vehicle etc.