MARIBYRNONG COLLEGE

SENIOR YEARS COURSE SELECTION HANDBOOK 2017

Important Dates:
VCE Acceleration Application Monday 20\textsuperscript{th} June 2016

Year 9 into 10 VCE Acceleration Exam Thursday 14\textsuperscript{th} July 2016

Year 9 into 10 VCE Acceleration Interview Wednesday 3\textsuperscript{rd} August 2016

Parent Information and Expo Evening Tuesday 23\textsuperscript{rd} August 2016

Yr 9 10 11 Course Selection Sheets Due Friday 26\textsuperscript{th} August 2016

Course Counselling Interviews
Year 9 into 10 Monday 29\textsuperscript{th} and Tuesday 30\textsuperscript{th} August 2016
Year 10 into 11 Thursday 1\textsuperscript{st} September 2016
Year 11 into 12 Monday 22\textsuperscript{nd} August 2016
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>YEAR 10</strong></td>
<td></td>
</tr>
<tr>
<td>Year 10 Curriculum Structure</td>
<td>5</td>
</tr>
<tr>
<td>VCE Acceleration</td>
<td>7</td>
</tr>
<tr>
<td>Attendance and Examinations</td>
<td>8</td>
</tr>
<tr>
<td>List of Year 10 Semester Units</td>
<td>9</td>
</tr>
<tr>
<td>Selecting a Program</td>
<td>10</td>
</tr>
<tr>
<td>Sample Programs</td>
<td>11</td>
</tr>
<tr>
<td>Sample Programs Sports Academy</td>
<td>12</td>
</tr>
<tr>
<td>Subject Selection &amp; Planning Grid</td>
<td>13</td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Media Studies</td>
<td>14</td>
</tr>
<tr>
<td>Music Performance</td>
<td>14</td>
</tr>
<tr>
<td>Studio Arts: 2D, 3D or Photo/Digital</td>
<td>14</td>
</tr>
<tr>
<td>Theatre Studies</td>
<td>15</td>
</tr>
<tr>
<td>Visual Communication Design</td>
<td>15</td>
</tr>
<tr>
<td><strong>English &amp; EAL</strong></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>16</td>
</tr>
<tr>
<td>English as an Additional Language</td>
<td>16</td>
</tr>
<tr>
<td>Literature</td>
<td>16</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
<td></td>
</tr>
<tr>
<td>Fundamental Fitness</td>
<td>17</td>
</tr>
<tr>
<td>Introduction to VCE Health</td>
<td>17</td>
</tr>
<tr>
<td>Introduction to VCE Physical Education</td>
<td>17</td>
</tr>
<tr>
<td>Outdoor Recreation</td>
<td>18</td>
</tr>
<tr>
<td>Sports of All Sorts</td>
<td>18</td>
</tr>
<tr>
<td>Sports Trainers &amp; First Aid</td>
<td>19</td>
</tr>
<tr>
<td>Athlete Development Program</td>
<td>19</td>
</tr>
<tr>
<td>Physical Education in ADP</td>
<td>20</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td></td>
</tr>
<tr>
<td>Commerce</td>
<td>21</td>
</tr>
<tr>
<td>Civics &amp; Citizenship</td>
<td>21</td>
</tr>
<tr>
<td>Geography</td>
<td>22</td>
</tr>
<tr>
<td>History</td>
<td>23</td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td></td>
</tr>
<tr>
<td>Italian</td>
<td>24</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>Pre General Mathematics</td>
<td>24</td>
</tr>
<tr>
<td>Pre Mathematical Methods</td>
<td>24</td>
</tr>
<tr>
<td><strong>Science &amp; Technology</strong></td>
<td></td>
</tr>
<tr>
<td>General Science</td>
<td>25</td>
</tr>
<tr>
<td>Biology</td>
<td>26</td>
</tr>
<tr>
<td>Chemistry</td>
<td>26</td>
</tr>
<tr>
<td>Physics</td>
<td>26</td>
</tr>
<tr>
<td>Psychology</td>
<td>27</td>
</tr>
<tr>
<td>Food Technology</td>
<td>27</td>
</tr>
<tr>
<td>Computing</td>
<td>28</td>
</tr>
<tr>
<td>Textiles</td>
<td>28</td>
</tr>
<tr>
<td>Wood Technology</td>
<td>28</td>
</tr>
<tr>
<td>Systems</td>
<td>29</td>
</tr>
<tr>
<td><strong>YEAR 11 &amp; 12</strong></td>
<td></td>
</tr>
<tr>
<td>What is VCE? VCE Requirements</td>
<td>30</td>
</tr>
<tr>
<td>VCAA Assessment, ATAR, Examinations</td>
<td>31</td>
</tr>
<tr>
<td>General Achievement Test (GAT)</td>
<td>33</td>
</tr>
<tr>
<td>Derived Examination Score</td>
<td>34</td>
</tr>
<tr>
<td>Special Provision</td>
<td>34</td>
</tr>
<tr>
<td>Special Examination Arrangements</td>
<td>34</td>
</tr>
<tr>
<td>Attendance, School Assessment Rules</td>
<td>35</td>
</tr>
<tr>
<td>Transition and Redemption</td>
<td>36</td>
</tr>
<tr>
<td>Authentication</td>
<td>37</td>
</tr>
<tr>
<td>What VCE Students should expect</td>
<td>38</td>
</tr>
<tr>
<td>Frequently asked Questions</td>
<td>39</td>
</tr>
<tr>
<td>Considering A Course at Years 11 &amp; 12</td>
<td>40</td>
</tr>
<tr>
<td>Course Counselling &amp; Interview Process</td>
<td>41</td>
</tr>
<tr>
<td>Course Selection Planning Sheet</td>
<td>42</td>
</tr>
<tr>
<td><strong>List of VCE Studies offered</strong></td>
<td>43</td>
</tr>
<tr>
<td>English/EAL</td>
<td>44</td>
</tr>
<tr>
<td>Literature</td>
<td>45</td>
</tr>
<tr>
<td>Bridging English as an Additional English</td>
<td>46</td>
</tr>
<tr>
<td>Accounting</td>
<td>47</td>
</tr>
<tr>
<td>Biology</td>
<td>48</td>
</tr>
<tr>
<td>Business Management</td>
<td>50</td>
</tr>
<tr>
<td>Chemistry</td>
<td>51</td>
</tr>
<tr>
<td>Computing</td>
<td>53</td>
</tr>
<tr>
<td>Economics</td>
<td>56</td>
</tr>
<tr>
<td>Food &amp; Technology</td>
<td>57</td>
</tr>
<tr>
<td>Geography</td>
<td>58</td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td>60</td>
</tr>
<tr>
<td>History</td>
<td>61</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>62</td>
</tr>
<tr>
<td>Mathematics</td>
<td>63</td>
</tr>
<tr>
<td>Media Studies</td>
<td>69</td>
</tr>
<tr>
<td>Music Performance</td>
<td>70</td>
</tr>
<tr>
<td>Physical Education</td>
<td>71</td>
</tr>
<tr>
<td>Physics</td>
<td>72</td>
</tr>
<tr>
<td>Product Design &amp; Technology – Wood</td>
<td>73</td>
</tr>
<tr>
<td>Psychology</td>
<td>75</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>76</td>
</tr>
<tr>
<td>Theatre Studies</td>
<td>77</td>
</tr>
<tr>
<td>Visual Communication &amp; Design</td>
<td>78</td>
</tr>
<tr>
<td>VET Sport &amp; Recreation – Fitness</td>
<td>79</td>
</tr>
<tr>
<td>VET (Vocational Education &amp; Training)</td>
<td>80</td>
</tr>
<tr>
<td>Sports and Recreation Industry Pathway Program (SARIP)</td>
<td>81</td>
</tr>
<tr>
<td>Flexible Learning Plans</td>
<td>81</td>
</tr>
<tr>
<td>US College Sports scholarships</td>
<td>82</td>
</tr>
<tr>
<td>Open Days for Institutions</td>
<td>84</td>
</tr>
<tr>
<td>Career Planning &amp; Pathways Websites</td>
<td>86</td>
</tr>
<tr>
<td>Glossary</td>
<td>87</td>
</tr>
<tr>
<td>Notes…..</td>
<td>88</td>
</tr>
</tbody>
</table>

Maribyrnong College – Course Selection Handbook 2017  Page 3
INTRODUCTION

Young people need a high standard of education to underpin their economic and employment security, and to enable them to realise their potential in what is a more complex and challenging world. Maribyrnong College is committed to providing relevant, stimulating and appropriate learning pathways for all students. We want all students, whatever their learning styles, abilities and interests, to be active, life-long learners. We believe that all students have the ability to achieve success and develop the necessary skills and knowledge which will enable them to maximise opportunities in an ever changing workforce.

In Years 9 and 10 students are working towards their final Victorian Curriculum F-10 learning levels where the focus is on developing pathways. Students are now required to make deeper connections between their learning and the world around them and how learning might be applied. All students will be required to develop a Managed Individual Learning Plan which will incorporate an intensive career investigation including an audit of interests, abilities, career paths, tertiary and further education and training options.

The Year 10 course structure enables subject selection based primarily on interest and ability rather than a prescriptive curriculum, as well as enabling greater access to a range of VCE studies. We will continue to work with Sports Academy students to ensure that their course selection provides the flexibility needed to successfully meet training and sporting commitments. All Senior Years students will be provided with individual course counselling to ensure that career options and pathways are thoroughly explored and that subject selections are appropriate and well informed. Whether a student’s pathway is into one of Australia’s leading universities, some other form of further training or directly into employment, our commitment is to help all students in their endeavours.

Moving into senior secondary education carries additional responsibilities for students as well as increased expectations. Senior Years students are expected to become positive role models for younger students, not only in their attitude and behaviour, but also in their commitment to learning and work ethic. Success in the Senior Years is largely dependent on self discipline and motivation and on students’ ability to implement effective time management and organisational strategies as well as developing consistent study habits. The College supports students in developing skills in these areas and provides a range of workshops and programs such as study skills camps, seminars and many other targeted learning activities. To further ensure their success, it is important that students have a good understanding of the College’s expectations on issues such as attendance, homework and submission of work, all which have been outlined within this guide.

This publication is designed to assist students and their parents in making choices that will ultimately shape future pathways. I encourage you to consider the information in this guide and to seek the expert assistance of our staff where necessary. I would like to wish you all the best in the coming weeks and look forward to celebrating your successes in the future.

Mr Nick Scott
Principal
YEAR 10 CURRICULUM STRUCTURE

At Year 10 all subjects are allocated 5 periods per week which are aligned with the VCE timetable. This allows students greater access to a range of VCE subjects, as well as the flexibility to pursue interests and talents in greater depth. Subjects are delivered as semester long units and students complete a total of 12 units for the year, **6 units in semester one** and **6 units in semester two**.

All students **must** undertake **2 core units in English / EAL** and **2 units in Mathematics**; these will therefore make up 4 units out of the possible 12. The remaining 8 semester units are chosen from a range of elective units and may include a VCE subject which must be undertaken in both semesters.

Students **must** select one elective unit from each of the following Learning Areas (a total of 4 units):

1. The Arts
2. Health & Physical Education
3. Humanities
4. Science & Technology Learning Areas

The remaining 4 units may be selected from any area that is of interest to the student or may assist in preparation for a VCE study the following year. **Students are not permitted to choose the same elective twice.**

YEAR 10 SPORTS ACADEMY CURRICULUM STRUCTURE

At Year 10 all subjects are allocated 5 periods per week which are aligned with the VCE timetable. Subjects are delivered as semester long units and students complete a total of 12 units for the year, **6 units in semester one** and **6 units in semester two**.

All students **must** undertake **2 core units in English / EAL** and **2 core units in Mathematics**; these will therefore make up 4 units out of the possible 12. The remaining 8 semester units are chosen from a range of elective units and may include a VCE subject which must be undertaken in both semesters.

**All sports academy students must choose the compulsory Athlete Development Program (ADP) for both semesters** and this will therefore count as two units, as well as an additional five periods per week in either semester. In the additional five periods per week students will complete studies in Unit 1 Physical Education, as part of the Athlete Development Program (ADP).

Students who successfully complete Unit 1 Physical Education in Year 10 ADP will have the option of undertaking Year 11 ADP / Unit 2 Physical Education the following year.

When choosing remaining units, these should be selected from areas of interest to the student and where they will assist in preparation of a VCE study the following year.
Consideration must be given to choosing electives from at least 4 Learning Areas to ensure breadth of study. **Students are not permitted to choose the same elective twice.**

ADP students **cannot** select Introduction to VCE PE, Sports of all Sorts, Sports Trainers & First Aide and Fundamental Fitness.

ADP students can select introduction to Health & Human, and Outdoor Education.

Students who are undertaking VET Fitness are not permitted to select any other Units from the Health and Physical Education Learning Area.

Sports Academy students must also seek advice or be clear about pre-requisite subjects for VCE, as well as other tertiary pathways, such as the **US College pathways**. Year 10 students are advised that they may need to complete a year of both a humanities subject and a science subject. **Students MUST make an appointment to see Maureen Spencer-Gardner during the Year 9-12 course selection process if they are considering a US College pathway. Student must take a signed course plan from Maureen Spencer-Gardner to their course counselling interview.** Additional information regarding US College pathways is further on in this booklet.

---

**YEAR 10 ACCELERATION INTO THE VCE**

Year 10 students will be able to choose from a range of VCE subjects. Students who select a VCE study must undertake that study for the whole year and will therefore count as two units. Choosing a VCE subject allows increased flexibility in meeting the requirements of the VCE as well as an opportunity to gradually adjust to the demands of VCE during Year 10. Undertaking VCE units can provide Year 10 students with a satisfying challenge.

VCE units will be offered to students **who have demonstrated** a commitment to their studies and have the ability to meet the demands of the chosen VCE Study. **Selection of one of these subjects does not guarantee entry. Final approval is given after the Semester Two exams and will depend on the availability of the subject.**

Students will be required to complete a written application, undertake an aptitude test and attend an interview. Interim and semester reports along with recommendations from teachers and Year Level Coordinators will also be used to determine a student’s suitability. **Please note student will only permitted to accelerate in one VCE study. Students, however, cannot accelerate in the following subject: Physics, Chemistry, Math Methods, and Specialist General Math.**
YEAR 10 STUDENTS SELECTION CRITERIA FOR VCE ACCELERATION

The following criteria are used to select applicants:

1. **Overall academic performance**
   a) Students should have excellent academic results in all subjects.
   b) After being given a provisional recommendation in Term 3, students must continue to maintain an excellent academic standard in the subsequent Semester Two report.

2. **Work Habits**
   Students should be able to:
   - work independently and display initiative and commitment to achieving high results
   - work productively in class
   - display good time management and organisational skills to cope with the increase work load
   - seek help as required
   - actively seek teacher feedback and implement feedback suggestions
   - persevere with a difficult task

3. **Specific Skills**
   Students should be able to:
   - synthesize information from various sources
   - analyse data
   - express ideas in a clear and concise manner

4. **Attendance Rate**
   Students must have an attendance rate above 90% in order to demonstrate that they will be able to cope with the School Assessed Coursework and attendance requirements. (see attendance in the VCE below)

**Selection Process**

1. **Written Application**
   a) Students submit a written application outlining their reasons for undertaking a VCE study and how it will benefit their future pathways.
   b) Students must obtain a recommendation from the subject teacher in the area of the selected VCE study.

2. **Aptitude Test**
   Students will be assessed in a General Knowledge Test which will include multiple choice questions which assess thinking and comprehension skills.

3. **Interview**
   Students are given an opportunity at an interview to articulate their reasons for undertaking the VCE subject of their choice and to demonstrate an understanding of VCE requirements and expectations.
4. Review
Students’ results are reviewed at the end of the year to ensure that academic standards have maintained consistently high. Subject selection is confirmed at the end of the year when the Semester Two reports become available. Selection of the VCE study is subject to availability.

Detailed information about the VCE and list subjects offered can be found in this handbook.

**ATTENDANCE IN THE VCE**

VCAA has directed schools to set the minimum class time and attendance rules. The College has ruled that an ‘N’ can be given for a Unit if a student’s attendance falls below 90%, thus preventing the student from satisfactorily completing the Unit. Approved absences (illness, Sport etc.) are not included in this figure. Students are required to verify their absence no more than one week after the absence. Decisions to give an ‘N’ mark based on the lack of attendance are not subject to appeal to VCAA.

**EXTENDED HOLIDAYS & ATTENDANCE REQUIREMENTS**

Extended family holidays are NOT approved absences and absent days will contribute to the total unapproved absence count for Units being studied. Parents are therefore asked to consider this when planning vacations outside the regular school holiday periods. The school is not obliged to provide make-up opportunities for missed assessments as a result of school unapproved absences. Any missed assessments may lead to a lower grade for a Unit, and the possibility that the student cannot satisfactorily complete a Unit. Students may be asked to make up attendance during exam week and the school holidays.

Year 10 students undertaking a year 11 subject should carefully read “What is the VCE” section in this handbook.

**PROMOTION TO YEAR 11**

To be considered eligible for Year 11, Year 10 students must have successfully completed all the requirements of Year 10 including a satisfactory pass in English. Student who fail the end of year English exam will be required to attend classes following the transition program. Further more, subjects which a student is considering for Year 11 must be successfully completed at Year 10. For example, satisfactory completion of Year 10 Chemistry is needed for entry into Year 11 Chemistry.

**YEAR 10 EXAMINATIONS**

All year 10 students are required to complete end of semester 1 and 2 examinations in all subjects. The examination grades will be used as one of the determinants for eligibility into Unit 1 and 2 studies the following year. Students who receive a UG grade on the Semester 2 English examination will be required to attend a week long English program after transition week. This is a compulsory program which must be completed before the commencement of year 11. Students will not commence year 11 classes until they have satisfied the requirements of this program.
All examinations are conducted in a formal environment and in accordance with the VCAA examination rules and guidelines which must be followed by teachers and students. Year 10 and 11 examinations are administered and supervised by staff at Maribyrnong College whilst Year 12 examinations are administered and supervised by external VCAA personnel. Please refer to the list of examination rules in the handbook. All absences from year 10 and 11 exams must be explained by a Medical Certificate and all examinations missed will be rescheduled to another time within the week. During the examination week students will not be required at school when they do not have an exam, however, the private study centre is available for students wishing to study at school.

TRANSITION INTO YEAR 11

All students wishing to transition into Year 11 must attend the Transition Program after the Semester 2 examinations. Students who are absent must have a medical certificate.

LIST OF YEAR 10 SEMESTER UNITS

The following units will be offered in 2017. Details of these units appear in this handbook.

<table>
<thead>
<tr>
<th>CORE UNITS</th>
<th>YEAR 10 LEARNING AREAS AND ELECTIVE UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH / EAL</td>
<td><strong>ARTS</strong>&lt;br&gt;Computer Arts, Media Studies, Music Performance, Textiles, Theatre Studies, Visual Art, Visual Communication</td>
</tr>
<tr>
<td>Semesters 1 and 2</td>
<td><strong>HEALTH &amp; PHYSICAL EDUCATION</strong>&lt;br&gt;Fundamental Fitness, Introduction to VCE Health, Introduction to VCE Physical Education, Outdoor Recreation, Sports of All Sorts, Sports Trainers and First Aide, Athlete Development Program (ADP)- Offered to Sports Specialism Students only</td>
</tr>
<tr>
<td>and</td>
<td><strong>HUMANITIES</strong>&lt;br&gt;Civics &amp; Citizenship, History, Geography, Commerce</td>
</tr>
<tr>
<td>Pre-Mathematical Methods</td>
<td><strong>SCIENCE &amp; TECHNOLOGY</strong>&lt;br&gt;General Science, Biology, Physics, Chemistry, Psychology, Food Technology, Information Technology, Wood Technology</td>
</tr>
<tr>
<td>or</td>
<td><strong>ENGLISH &amp; EAL (English as Additional Language)</strong>&lt;br&gt;Literature</td>
</tr>
<tr>
<td>Pre-General Mathematics</td>
<td><strong>LANGUAGES</strong>&lt;br&gt;Italian (full year subject)</td>
</tr>
<tr>
<td></td>
<td><strong>VCE Units 1 &amp; 2 subjects</strong>&lt;br&gt;(full year subject)</td>
</tr>
</tbody>
</table>
PROCESS FOR SELECTING A PROGRAM

In selecting a program students must follow these steps:

**STEP 1:**
Select a mathematics unit for the year. Please consider future pathways in Year 11 mathematics and beyond. Successful entry into selected units will depend on past reports and teacher recommendations.

**STEP 2:**
Select one elective unit from each of the following Learning Areas: Arts, Humanities, Health & Physical Education and Science & Technology.

**STEP 3:**
Select four elective units from any Learning Area, including LOTE. Students cannot choose an elective that has already been chosen in Step 2. Students may choose to select a VCE subject at this point. Please refer to the list of VCE units available.

**Note:** Students who select LOTE must undertake the subject for the whole year. This will count for two units.

**STEP 4:**
Select two more elective units in case students are unsuccessful in their first selections and/or the elective is withdrawn.
### SAMPLE PROGRAMS

#### EXAMPLE 1 – GENERAL COURSE SUITABLE FOR MANY VCE PATHWAYS

<table>
<thead>
<tr>
<th>ENGLISH / EAL COMPULSORY</th>
<th>PRE GENERAL MATHS</th>
<th>ARTS</th>
<th>HEALTH &amp; PHYSICAL EDUCATION</th>
<th>HUMANITIES</th>
<th>SCIENCE &amp; TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Theatre Studies</td>
<td>Fundamental Fitness</td>
<td>History</td>
<td>Biology</td>
</tr>
<tr>
<td>ENGLISH / EAL COMPULSORY</td>
<td>PRE GENERAL MATHS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literature</td>
<td>Food Technology</td>
<td>Geography</td>
<td>Information Technology</td>
</tr>
<tr>
<td>BACK UP SELECTIONS</td>
<td></td>
<td>Media Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### EXAMPLE 2 – GENERAL COURSE PROVIDING FOR MANY VCE PATHWAYS

<table>
<thead>
<tr>
<th>ENGLISH / EAL COMPULSORY</th>
<th>PRE MATH METHODS</th>
<th>ARTS</th>
<th>HEALTH &amp; PHYSICAL EDUCATION</th>
<th>HUMANITIES</th>
<th>SCIENCE &amp; TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Music Performance</td>
<td>Physical Education</td>
<td>Commerce</td>
<td>Chemistry</td>
</tr>
<tr>
<td>ENGLISH / EAL COMPULSORY</td>
<td>PRE MATH METHODS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language (Italian)</td>
<td>Language (Italian)</td>
<td>History</td>
<td>Biology</td>
</tr>
<tr>
<td>BACK UP SELECTIONS</td>
<td></td>
<td>Intro to VCE Health</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### EXAMPLE 3 – VCE OPTION (VCE UNITS MUST BE CHOSEN TWICE)

<table>
<thead>
<tr>
<th>ENGLISH / EAL COMPULSORY</th>
<th>MATHS</th>
<th>ARTS</th>
<th>HEALTH &amp; PHYSICAL EDUCATION</th>
<th>HUMANITIES</th>
<th>SCIENCE &amp; TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Computer Arts</td>
<td>Introduction to VCE PE</td>
<td>History</td>
<td>Biology</td>
</tr>
<tr>
<td>ENGLISH / EAL COMPULSORY</td>
<td>MATHS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information Technology</td>
<td>Chemistry</td>
<td>VCE Psychology Unit 1</td>
<td>VCE Psychology Unit 2</td>
</tr>
<tr>
<td>BACK UP SELECTIONS</td>
<td></td>
<td>Intro to VCE Health</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SAMPLE PROGRAMS - SPORT ACADEMY STUDENTS ONLY

#### EXAMPLE 1 – SPORTS ACADEMY STUDENTS UNDERTAKING COMPULSORY ADP (7.5)

<table>
<thead>
<tr>
<th>ENGLISH / EAL COMPULSORY</th>
<th>PRE GENERAL MATHS</th>
<th>ARTS</th>
<th>HEALTH &amp; PHYSICAL EDUCATION</th>
<th>HUMANITIES</th>
<th>SCIENCE &amp; TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Computer Arts</td>
<td>ADP VCE</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Back up selections:
- Geography
- Food Technology

#### EXAMPLE 2 – SPORTS ACADEMY - UNDERTAKING COMPULSORY ADP PLUS ADP EXTENSION (ACADEMY APPROVAL NEEDED) (10.0)

<table>
<thead>
<tr>
<th>ENGLISH / EAL COMPULSORY</th>
<th>PRE GENERAL MATHS</th>
<th>ARTS</th>
<th>HEALTH &amp; PHYSICAL EDUCATION</th>
<th>HUMANITIES</th>
<th>SCIENCE &amp; TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Visual Art</td>
<td>ADP VCE Unit 1</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Back up selections:
- Physics
- VCD

#### EXAMPLE 3 – SPORTS ACADEMY – VCE OPTION – Students who are selected for VCE studies

<table>
<thead>
<tr>
<th>ENGLISH / EAL COMPULSORY</th>
<th>PRE MATH METHODS</th>
<th>ARTS</th>
<th>HEALTH &amp; PHYSICAL EDUCATION</th>
<th>HUMANITIES</th>
<th>SCIENCE &amp; TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>VCD</td>
<td>ADP VCE Unit 1</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Back up selections:
- Physics
- Info Tech
SUBJECT SELECTION

The more information that you gather over the next few weeks, the happier you will likely be with your final selection. There are many sources of assistance:

- this handbook - read it carefully
- your parents - give them the handbook to read
- Vocational Education Coordinator
- Current Year 10 subject teachers
- your Maths teacher will make a recommendations regarding your suitability to undertake Pre-General or Pre-Methods Mathematics

While there are few strict pre-requisites for VCE Units 1 or 2, students should choose Year 10 Units with their career aspirations and Year 11 and 12 courses in mind. Students must be realistic about their chances of success in their preferred subjects, courses and careers. When selecting Year 10 subjects students should try to select subjects from a range of curriculum areas in order to keep as many career options open to them.

Consider your selections carefully. Do not choose subjects based on your friends’ choices - their choices may not suit your abilities and needs, nor will you necessarily be in the same class. All current Year 9 students MUST return the Course Selection sheet by the due date, unless they are certain they will not be at Maribyrnong College. Students not returning to the College must return a transfer / exit form signed by parents.

RELEVANT STAFF

Vocational Education Coordinator                        Ms Josephine Butera
Middle Years Program Manager                             Mr Katherine Wharton
Senior Years Program Manager                              Mr Aaron Hester
Assistant Sports Director                                  Mr Leigh Holmes
Sports Pathways Coordinators                               Mr Darren Clark
Year 10 Coordinators                                       Ms Terri Edwards and Ms Jacqueline Fraser
Year 11 Coordinator                                       Ms Lauren Browne and Mr Jonathan Barry
Senior School Administration Officer                      Ms Jennifer Richards

Use this grid to plan your course selection for next year

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>MATHS</th>
<th>ARTS</th>
<th>HEALTH &amp; PHYSICAL EDUCATION</th>
<th>HUMANITIES</th>
<th>SCIENCE &amp; TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAL</td>
<td>COMPULSORY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPSULSORY</td>
<td>Circle either Pre-General or Pre-Methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGLISH</td>
<td>MATHS</td>
<td>CHOOSE FROM ANY LEARNING AREA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAL</td>
<td>COMPULSORY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPSULSORY</td>
<td>Circle either Pre-General or Pre-Methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACK UP SELECTIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THE ARTS

MEDIA STUDIES
Do you watch music video clips, go to the movies, read magazines, browse the newspapers, surf the net? How has the development of media technology changed the way we get information and messages, the amount of information available and how we are influenced by the media? Media studies gives you the opportunity to work in print and video production and think about the messages you want to give to your audience and how you might inform or influence them. The skills and understandings you develop will form a good basis for further studies in media.

MUSIC PERFORMANCE
The music industry employs people with many and varied skills from musicians to technicians, from conductors to sound engineers. As your skills in and understanding of music increases you will be able to confidently get involved in small group practical projects, building your industry and performance skills. If you already play a musical instrument your previous experience will be beneficial but you will also be able to develop new instrumental skills during the year to prepare you for further studies in music.

STUDIO ARTS  This year you can choose from three different forms of art.
STUDIO ARTS 2D
Through self-expression artists depict their feelings and ideas about the world around them. 2D Art involves the use of drawing, painting, printmaking and collage. In this unit you will be experimenting with various art media and responding to the themes presented such as street art and text as art. In addition you will be starting to specialise and develop your own style along with the study of the work of traditional and contemporary artists.

STUDIO ARTS 3D
3D Art uses media such as clay, wax, cardboard, foam core, stone, fabric and recycled materials to create models and works of sculpture. In Studio Arts 3D you will use these materials to explore themes such as the human head, fantasy figures, life casting and abstract art. There will also be scope to work on individual projects, focusing on your own field of interest and the study of ancient, modern and contemporary artists.

STUDIO ARTS PHOTO / DIGITAL
Digital Art involves expressing creative concepts through the combination of traditional artistic practices and digital technology. Students will develop skills in software commonly used within the design and art industry, photography, drawing, collage and video. Moreover they will learn how these skills can be combined to create cohesive artworks that express selected styles and concepts. Through both practical and theory activities students will learn to describe and manipulate art elements, principles and composition conventions.
THEATRE STUDIES

“Theatre is a transformational tool, an agent of change. It can appal and inspire. Show us the best and worst of ourselves. It continually reminds us of our humanness and that we are all one tribe. Theatre can transcend all boundaries and transport us into new worlds”. In this unit of study you will further develop your creative and collaborative skills through the practice of acting, directing, stage and costume design, and production while learning to explore and respond to these processes.

VISUAL COMMUNICATION DESIGN

The world around us is a highly visual place that surrounds us with messages and communications - on advertising, packaging, signage, merchandise, instructions, diagrams, etc. We consciously and subconsciously observe, read and interpret these messages based on our experiences and knowledge. Visual communicators who create these messages are given a brief which explains what they are required to design and for which audience they are designing. Your study in Visual Communication will help you develop a deeper understanding of a design thinking. This will help you to create works which are visually engaging and attractive to the target audience.
ENGLISH

All Year 10 students will study English. The English language is central to the way in which students understand, critique and appreciate their world and to the ways in which they participate socially, economically and culturally in Australian society. The study of English encourages the development of literate individuals capable of critical and imaginative thinking. The mastery of the key knowledge and skills dealt with in this subject underpins effective functioning in the contexts of study and work, as well as productive participation in a democratic society in the twenty-first century. At Maribyrnong College, Year 10 English seeks to develop in students the key knowledge and skills that will help them to succeed in VCE English and in later life.

ASSESSMENT TASKS:
Analytical and Creative responses to text; Using Language to Persuade; Examination

ENGLISH AS AN ADDITIONAL LANGUAGE (Formerly known as ESL)

The Year 10 EAL is designed for students who have been in Australia for less than 7 years, and for whom English is not their first language. Students develop writing, reading, speaking and listening skills in order to prepare them for VCE. Students are required to complete context questions, vocabulary exercises and extended written responses to print and visual texts. In addition, it is expected that students complete an analysis (written and oral form) of an issue in the media. At all times, students are expected to continue with their wider reading.

ASSESSMENT TASKS:
Writing folio; Extended written responses to print and visual texts; Oral Presentations on text / issues; Performance in examination.

ENGLISH ELECTIVE

LITERATURE
Are you an adventurous reader and committed to tackling a range of challenging texts? Would you like to explore and respond to unusual plays, poems or novels which have not been taught in your main English course? Then Year 10 Literature will be a good starting point. All students are expected to contribute to discussions and presentations.

Assessment Tasks: A wide range of writing tasks, from short classroom exercises directly linked to texts to more extended analytical and creative responses.

* Students who select this course must be keen readers and must be able to read at a high level.
HEALTH AND PHYSICAL EDUCATION

FUNDAMENTAL FITNESS
This unit is designed for students who are NOT in the sport academy program but who have an interest in learning about fitness and want to improve their own fitness levels.

In this unit you will learn the theory behind different fitness components, develop an understanding of fitness testing procedures and undertake both group and individual fitness training programs. You will complete a combination of practical and theory assessments.

Some costs associated with excursions / guest speakers etc will be incurred.

This unit will provide valuable information for those considering a career within the fitness industry.

ASSESSMENT TASK:
Fitness journal and assignment.

INTRODUCTION TO VCE HEALTH
This course is designed for students who are interested in pursuing Health and Human Development in VCE. The areas of study include:
- What is health?
- Basic study of nutrients including healthy diet pyramid and dietary guidelines
- Physical, social and mental health

Students will undertake theory work designed to increase their understanding of topics covered in VCE HHD and complete a combination of practical and theory assessments.

Some costs associated with excursions / guest speakers etc will be incurred.

This unit has a direct link to the VCE course in Health and Human Development as well as providing valuable information for those considering a career within the health or hospitality industry.

ASSESSMENT TASK:
Topic tests and examination.

INTRODUCTION TO VCE PHYSICAL EDUCATION
This course is designed for students who are interested in pursuing Physical Education in VCE. This course involves continued study on Body Systems and Training Programs, other topics include Energy Systems and Sport Psychology, and Laboratory activities will link the theory to the practical component. In addition students will focus on a few sports to learn tactics, skill acquisition and game play.
Students will undertake theory work and lab work designed to increase understanding of the topics covered in VCE PE as well as practical sport sessions to further enhance understanding of the theory covered.

Some costs associated with excursions / guest speakers etc will be incurred.

This unit has a direct link to the VCE PE course as well as providing valuable information for those considering a career within the fitness industry, such as personal training, gym instruction, physiotherapy etc.

ASSESSMENT TASK:
Topic tests, practical reports and examination.

OUTDOOR RECREATION
Outdoor Recreation is a study of the ways humans interact with and relate to natural environments. It allows students to think critically on sustainability and to understand the importance of environmental health, particularly in a local context. This unit will enable students to experience a combination of environmental and recreational studies. Students will undertake a selection of the following activities to be confirmed at the start of semester
- Bike Riding - Paddling, Rock Climbing – Orienteering - Water Safety
- Bushcraft and Camping Skills (setting up tents, cooking on trangias), leadership and initiative games.

Students will also complete theory related to aspects of outdoor recreation and will be assessed on a combination of practical and theory assessments.

COSTS:
A fee of approx. $120.00 will be charged to the students account for the costs of all excursions and activities.

This unit will be suited to students with a love of the outdoors practical activities and sustainable living.

ASSESSMENT TASK:
Activity journal, topic assignments and examination.

SPORTS OF ALL SORTS
This unit is designed for students who enjoy participation in sport, however, do not intend to pursue VCE physical Education. Students in the sport academy program cannot select this subject.

In this unit you will participate in a range of sporting activities, as well as developing an understanding of how to officiate, coach and organise competitions in a variety of sports. Students will be assessed on a combination of practical and theory assessments. Some costs associated with excursions / guest speakers etc will be incurred.

ASSESSMENT TASK:
Fitness journal and assignment.
SPORTS TRAINERS AND FIRST AID
Students will undertake studies that will give students the knowledge and skills required of a sport trainer. Students in the sport academy program cannot select this subject. Students will complete a combination of practical sport training activities, related to theoretical content. Theoretical units covered include sport taping, anatomy, injury identification and management, fitness and conditioning, energy systems, sport nutrition, drugs in sport and basic first aid.
This unit will be valuable for those considering a career within the fitness industry as a pathway into VCE physical Education or those wishing to work within sporting clubs.

ASSESSMENT TASK:
Topic tests, practical reports, training program assignment and examination.

ATHLETE DEVELOPMENT PROGRAM (ADP)
This ADP elective is only available to Sports Academy students and as a minimum, must be selected in both Semester 1 and 2 of Year 10 (5 periods per semester). It is also possible to select an additional elective of ADP in one semester but students must apply to ADP staff for this and it is assessed against criteria involving various factors including the level of sport representation (e.g. State/National), recovery from injury, late entry to the program, curriculum needs etc.

NOTE - Sports Academy students must also choose one semester of the elective “Physical Education in ADP” and this can be selected in either Semester 1 OR 2. (A separate subject description is supplied for this elective below).
ADP electives are taught and monitored by a team of tertiary qualified strength and conditioning staff, physical education/ADP teachers and a wide range of consultants and sport scientists.
ADP is curriculum based learning of the fundamental movement patterns required for strength and conditioning training based on long term athletic development models. The aim is that after their ADP education all Sports Academy students are capable and proficient to operate in a high performance training environment and for them to be physically prepared for the load in volume and intensity and competent in all advanced gym movements. The limiting factor in almost all sports is speed, so during ADP we teach full movement skills to promote explosive power development. This is where our platform lifting focus comes into the program. We commence this education with our junior students with a lifting program based around safety and progressions and start the lifting movements with modified equipment with minimal resistance. Correct technique is constantly reinforced and each student athlete is progressed through developmentally appropriate drills for their age and competence.
Throughout the ADP curriculum, staff take the time to ensure that the correct timing, technique, and sequence of exercises are done through to the end of Year 10 and move to more traditional structured programming when at VCE level, when more can be done to further develop the older athletes. The ADP curriculum is designed to develop key components of fitness that are generally important to student athletes regardless of sport and include strength, power, speed, agility, flexibility/mobility, and aerobic speed. Significant parts of the ADP curriculum are dedicated to pre-habilitation and rehabilitation programs and recovery activities such as hot/cold contrast baths to enhance continuity and longevity in in training and competition. Student-athletes are assessed against a rubric that focuses on their commitment and enthusiasm during the ADP sessions, injury management processes and their ability to follow correct exercise techniques and class processes.
### Unit 1 & 2 Physical Education in Athlete Development Program (ADP)

#### Rationale
Physical Education in ADP is designed to enable time poor student athletes to continue some physical strength and conditioning training whilst completing Unit 1 and 2 Physical Education. Athletes will continue to build on the fundamental movement patterns developed in the junior levels to a more sport specific and individualized program. Unit 2 is completed throughout Year 11, which enables students to continue with structured Athlete Development classes in the VCE years.

#### Structure
**ADP - UNIT 1 Physical Education – Completed in Year 10**
As part of the Athlete Development Program (ADP) in Year 10, students will also complete studies in Unit 1 Physical Education. This elective must be selected by Sports Academy students in either semester one or two (not both). In Unit One students explore how the body systems work together to produce movement in a sporting context. The students undertake practical training activities in the ADP component of the course to explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway. Students explore the multifactional causes of fatigue and consider different strategies used to delay and manage fatigue to promote recovery.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 1</td>
<td>Body Systems and Human Movement</td>
</tr>
<tr>
<td>OT 2</td>
<td>Aerobic and Anaerobic Pathways</td>
</tr>
<tr>
<td>OT 3</td>
<td>Fatigue and Recovery</td>
</tr>
</tbody>
</table>

**Assessment Tasks**

| AT1            | Body Systems Written Test                                        |
| AT2            | Energy Systems Case Study                                        |
| AT3            | Responses to Exercise and Fatigue and Recovery Written Report    |
| AT4            | Examination                                                      |

**Approach to Learning**

| AL1            | Behaviour                                                       |
| AL2            | Classwork                                                       |
| AL3            | Homework                                                        |

**ADP – UNIT 2 Physical Education – Completed in Year 11**

As part of the Athlete Development Program (ADP) in Year 11, students will also complete studies in Unit 2 Physical Education. This unit explores a range of factors that influence learning and improving physical skills, as well as investigating the role of the coach. Students will also be looking at the National Physical Activity Guidelines and the recommendations and classification of the different types physical activity. The students undertake practical training activities in the ADP component of the course to explore the fitness components and how they relate to training methods, training programs and fitness analysis.

**Assessment**

**Units 1 & 2:** Internal Assessment
HUMANITIES

COMMERC: THE ECONOMY, ACCOUNTING AND BUSINESS MANAGEMENT

In this subject students

- Describe how markets, government policies, enterprise and innovation affect the economy, society and the environment in terms of employment, economic growth, use of resources, exports and imports and ecological sustainability.
- Demonstrate skills needed to plan and manage personal finances.
- Develop economic reasoning skills to research economic issues and prepare solutions to problems of local, national and global significance.
- Interpret reports about current economic conditions both national and global, and explain how they can affect decisions of consumers, producers and government and policy makers.
- Demonstrate an awareness of the impact of values and beliefs of economic issues and how differences may be dealt with.

AREAS OF STUDY

- New Wave Economy: globalization; exports/imports; foreign currency; trade treaties and cooperation; free trade agreements case studies.
- Basic Accounting Concepts – Assets, liabilities, owner’s equity, revenue and expenses.
- Managing a business: ideas for new business; establishing a business; marketing a business; setting up a new business; managing business finances; preparing a cash budget.
- Introduction to economics and the share market: The ASX; shares and other investments; supply and demand; global economics; economic issues such as unemployment, inflation, consumer confidence and recession; current economic issues tracking.

ASSESSMENT TASKS:
Share market assignment: students track the share market over 8-10 weeks using the online ASX share market game, and interpret and analyse movements using a number of methods; Accounting: students compile balance sheets, cash journals and statements of receipts and payments; Topic tests; Examination.

RECOMMENDED VCE PATHWAYS
Business Studies, Accounting and Economics.

CIVICS AND CITIZENSHIP -
POLITUICS, LAW AND CURRENT ISSUES IN AUSTRALIA AND INTERNATIONAL ARENAS

In this subject students will study politics, the law and contemporary issues affecting citizens. The focus will be on Australia, though some international case studies will also be studied. The subject aims to help educate young people to become more informed citizens.
who can participate in a society in an active manner and help to ensure that we can live in a sustainable environment.

AREAS OF STUDY

• Students describe the origins and nature of Australia’s federal political system and present a considered point of view on an issue about change in the political system and the law. They explain how the Australian Constitution affects their lives, and human rights issues, both national and international. They explain how citizens influence government policy through participation in political parties, elections and membership of interest groups. They describe the election processes in Australia and how to vote. They analyse how well democratic values are reflected in aspects of the Australian political system.

• They explain the development of a multicultural society and the values necessary to sustain it.

• They explain the roles and responsibilities of courts at state and federal levels and evaluate a change in the law. They study the impact of the law on the individual.

• They take a global perspective when analysing an issue, and describe the role of global organizations in responding to international issues. Students draw on a range of resources, including the mass media to articulate and defend their own opinions about political, social and environmental issues and suggest strategies to raise community awareness of it.

• They participate in a range of citizenship activities including those with a national or global perspective, at school and in the local community.

ASSESSMENT TASKS:
Analysing political cartoons; forming an opinion; Developing an action plan; ICT activities; Research projects; Presentations; community investigation; Examination.

RECOMMENDED VCE PATHWAYS
Legal Studies and Geography

GEOGRAPHY

GLOBAL ISSUES IN GEOGRAPHY
Students will investigate the interaction of human activities with the natural environment through a study of issues and develop skills to evaluate the factors contributing to the development of these issues; identify strategies to address them and explore ways of managing them. This subject examines the characteristics of development that occur across the globe. Students will use an inquiry based approach to explore how a combination of various physical and human factors interact to produce observable patterns at a range of scales. Students research development topics and the impact of globalization in creating and reducing differences in development levels.
AREAS OF STUDY

- Urban development: This unit looks at patterns in our urban world focusing on development of Melbourne and contrasting it with development around the world.
- Global development: students will investigate how the world has developed. There is a focus on how developed countries can help, looking at aid organisations and microfinance.

ASSESSMENT TASKS: Reading, interpreting and comparing choropleth maps; Analysing a population pyramid; Analysing and interpreting data; Presentations; Research projects; Film studies; Examination.

Excursion: Students will undertake a fieldwork investigation.

RECOMMENDED VCE PATHWAYS

Geography

HISTORY

AUSTRALIA IN THE MODERN WORLD
This covers the history of Australia in the Modern World from 1918 to the present. The twentieth century was an important period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a period of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing.

Students consider broad inquiry questions including: why do nations go to war and how does war change society? How do people struggle for rights and freedoms? How does a nation deal with its past and attempt to shape the future? In depth studies will be made of: World War Two and its aftermath; struggles for freedom and rights; and social and cultural changes and influences.

AREAS OF STUDY

- Between the Wars: the peace settlements; the USA in the Roaring Twenties; the rise of capitalism; The Great Depression; the spread of Communism; Japan between the wars; the growth of Fascism; the rise of Nazi Germany.
- World War II: the path to war; Australia at war; war in Europe; the Pacific war; prisoners of war; key Australians of the war; women’s changing roles; the home front; the end of the war; and a new era for Australia.
- Rights and Freedom: an investigation into how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.
ASSESSMENT TASKS:
Skillbuilders; Analysing photographs and political cartoons; Interpreting poster propaganda; Film Analysis; research projects; fieldwork; Examination

RECOMMENDED VCE PATHWAYS

History

LOTE

LOTE- Italian
Students of year 10 Italian will use written and spoken Italian to interact with others in a range of contexts and for a range of purposes. They will discuss topics such as education, work, the environment and youth issues as well as concepts from a range of learning areas as well as recount experiences, and express feelings and opinions, agreement and disagreement, using present, past and future tenses. They will create a range of connected texts on a variety of subjects related to their own interests. They will participate in classroom discussions, present and communicate personal thoughts and opinions, and account for and sustain a particular point of view and discuss future plans and aspirations. They will translate texts and produce bilingual texts. Topics include Fitness and Health, Love and Friendship, The Modern World: Technology, the Environment and Art, Travel, Holidays and Life Overseas and the World of Work. Students will also reflect on their experience of learning Italian language and study cultural topics including the Giro d’Italia, the city of Verona, the Renaissance, and Italian Immigration.

ASSESSMENT TASKS:
The language skills of Listening, Speaking, Reading and Writing and Language Awareness will be assessed throughout the year as well as a major cultural assignment together with an examination.

MATHEMATICS

All Year 10 students must complete 2 units of Mathematics. They will choose either Pre General or Pre Methods Mathematics depending on their ability and VCE pathway.

In the first term students will attempt a typical Year 10 course, developing and consolidating skills and knowledge from Year 9 as well as preparing for future studies in this learning area. This unit will include topics chosen from: Algebra, Pythagoras, Trigonometry and Linear Graphs. The use of appropriate technology of computers and calculators will be encouraged and introduced at appropriate times within the course.
CHOICE OF:

YEAR 10 PRE-GENERAL MATHEMATICS
This course is designed to cover the key concepts in Mathematics that will prepare students for General Mathematics in Year 11 and Further Mathematics in Year 12. Areas of study include geometry, linear algebra and graphs, measurement, trigonometry, statistics (Univariate data/Bivariate data), consumer mathematics and equations.

OR

YEAR 10 PRE-MATHEMATICAL METHODS
This unit of Mathematics is designed to prepare students for the more demanding Mathematical Methods in Year 11. The focus will be on the more complex algebra that is required to be successful in the advanced VCE Mathematics courses.

ASSESSMENT TASKS:
Topic tests; Topic Summaries; Problem solving; Application tasks
Students should refer page 55 of the handbook to get an overview of how the Mathematical streams from Year 10 to 12.

*Year 10 semester one examination result will be reviewed to confirm student placement in Semester Two Pre Methods class.*

---

SCIENCE

The Year 10 Science course is divided into 5 one semester units. To study Science at Year 11, students **must undertake the corresponding subject in Year 10.** If Biology, Chemistry, Psychology or Physics are selected, students **should not** select the General Science subject.

**General Science is not a pathway to VCE,** it is designed to give the students a broad overview of all three streams of Science offered at Maribyrnong.

**GENERAL SCIENCE**
Students begin by studying the science behind weather, climate and natural disasters. They analyse weather systems, including El Niño and La Nina, develop an understanding of how plants and animals recover in the event of a brushfire, and the causes of earthquakes, tsunamis and volcanoes. Students consider their own carbon footprint and learn about the theories and evidence behind climate change. Finally students look into many aspects of Sport Science. This encompasses the human muscular and skeletal systems, cellular respiration, Newton’s Laws of motion, and the development of materials and products used in a variety of sports. Throughout the course students will be developing and refining skills in research methods involving both experimental and non-experimental procedures.

Assessment:
Tests/Projects/Assignments; Practical Activities; Semester Examinations
**BIOLOGY**

This subject begins by focussing on the process of scientific investigation. Students learn how to design and conduct controlled experiments and report on investigations in line with scientific conventions. Students will also examine the structure of cells and how materials are transported across the cell membrane. Causes of disease and how humans protect themselves against infectious diseases will be explored. Finally, students will analyse the role of DNA, genes and chromosomes in genetic inheritance and study the theory of evolution by natural selection. As a component of the assessment for this subject, students will undertake an extended task that will involve designing, undertaking and reporting on a major practical investigation.

Assessment:
Tests
Investigations/Assignments/Practical reports
Semester examination

**CHEMISTRY**

In this course, students will develop an understanding of the behaviour and properties of materials in terms of their constituent particles and the forces holding them together. Students will also investigate how similarities in the chemical behaviour of elements and their compounds and their atomic structures are represented in the way the periodic table has been constructed. Students will use atomic symbols and balanced chemical equations to summarise chemical reactions, including neutralisation, precipitation and combustion. This course also focuses on the diverse application of chemistry in the discovery of new materials and technology for the advancement of society.

Assessment:
Tests/Projects/Assignments; Practical Activities; Semester Examinations

**PHYSICS**

Students will study Motion, Electricity and Cosmology. The Motion topic develops student understanding of vector and scalar quantities in relationship to velocity and acceleration. Students will analyse graphs representing motion and study Newton’s Laws. The unit also investigates the energy transforms during collisions and when mechanical work is done on objects. The Electricity chapter introduces students to the relationship between current, voltage and resistance in electrical circuits. Students will study Ohm’s Law in electrical components. The Cosmology topic allows students to develop an understanding of the evolution of the Universe and research certain aspects of cosmology and astrophysics.

Assessment:
Tests/Projects/Assignments; Practical Activities; Semester Examinations
PSYCHOLOGY

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

In VCE Psychology 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 psychology-related issues, and communicate their views from an informed position.

Assessment:

Tests/Projects/Assignments; Practical Activities; Semester Examinations

TECHNOLOGY

FOOD TECHNOLOGY

Menus and More

Year 10 Food Technology investigates a number of topics all related to the design process of food preparation. Menus and More will specifically look at the design process of preparing food in the kitchen. Students will have to work through a variety of design plans to suit a specific design brief. This incorporates investigation, design, production and finally the evaluation of their product. Meal planning, convenience foods, food labeling and food preservation are some of the topics covered in this unit.

Course written work, practical activities, assignments and unit exams are the assessment tasks of this unit. Year 10 Menus and More is a great introduction to VCE Food and Technology.

ASSESSMENT TASKS:
- Evaluations and classwork
- Food hygiene and safety
- Nutrition through the lifespan
- Design plan and production
- Topic tests and examination
COMPUTING

In the Information Technology course students will extend their skills of image manipulation using Photoshop, develop their own websites using Dreamweaver, and learn to use Excel to create spreadsheets for a small business. The course will also cover some theory needed for VCE, such as data and information, graphics types, the information processing cycle.

ASSESSMENT TASKS:
- Production of a Website
- Spreadsheet Project
- Game maker / Programming tasks
- Project Database project
- Examination

TEXTILES

Garment Making
This unit will focus on the production of a garment and the topics related to the design and construction process. Students will be required to maintain an organised workbook documenting the results of the research and design process. To complete the major project, students will be required to follow the steps in a pattern, prepare materials and fabrics for construction and assemble and evaluate the garment. All students will be required to use equipment safely and work independently in the textiles room.

ASSESSMENT TASKS:
- Research Assignment: Famous Designers
- Practical Assignment: Pyjama Bottoms
- Practical Assignment: Toiletry Bag/ Pencil Case
- Practical Assignment: Garment/ Home Furnishing
- Examination

WOOD TECHNOLOGY

This unit focuses on the design and production of a major project in wood. Students will be required to maintain an organised journal documenting the results of the research and design process. To complete the major project, students will be required to follow the steps in a production plan, prepare materials for construction and assemble and decorate. All students will be required to use tools safely and work independently and safely in the wood technology room.

ASSESSMENT TASKS:
- Tool use and safety practice
- Successful completion of folio and construction of major project
- Maintenance of an organised workbook
- Examination
SYSTEMS

This is an inquiry based semester course consists of 2 units, one on electronics engineering and the other on mechanical engineering.

Electronics
Students will be designing and producing an electronic project that is based around a micro controller. The project will be well documented in the Engineer’s notebook with detailed schematic diagrams and C-Code programming flow charts. Students may choose to design a stand-alone electronics project, such as a LED cube, alarm system, or any simple interactive device.

Mechanical
Students will design mechanical projects consisting of several components. The projects will be designed using 3D modelling software and produced in the classroom. Detailed isometric and orthographic drawings of all components will be included in the Engineer’s notebook. Students will be able to design simple stand-alone mechanical projects, such as CO2 Cars, Catapults, or any simple mechanical device. Students will also have the option to combine the electronics and mechanical components to produce a robotic system.

ASSESSMENT TASKS:
- Engineer’s notebook
- Electronics project
- Mechanical project
- Examination
WHAT IS THE VCE?

The Victorian Certificate of Education (VCE) is a two year senior secondary certificate administered by the Victorian Curriculum and Assessment Authority (VCAA). This certificate is a main requirement for entry into tertiary courses and some employers require it for selection purposes.

The VCE curriculum program comprises studies (subjects) which are divided into units of study, numbered 1 – 4. Each unit is studied for one semester and is assessed during that semester. Units 1 & 2 can be completed as single units and Units 3 & 4 in each study are designed to be taken as a sequence. In the event that a student finds themselves unsuited to a study at Unit 1 they can opt, with appropriate consultation, to select a more appropriate Unit 2.

Units 1 & 2 are generally undertaken at Year 11 and Units 3 & 4 at Year 12. Typically at Year 11 level students complete 12 units, 6 per semester and at Year 12 level they complete 10 units, 5 per semester. Therefore over the two years students normally complete 22 units.

REQUIREMENTS FOR SUCCESSFUL COMPLETION OF VCE

To be awarded the VCE a student must satisfactorily complete at least 16 Units including:

- 3 Units of English (including a Units 3 & 4 English or Literature sequence)
- Units 3 & 4 in 3 subjects other than English

Outcomes are the basis for satisfactory completion of a VCE Unit. 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 teachers’ assessment of the students’ overall performance on assessment tasks designated for the Unit. Achievement of an outcome means:

- The work meets the required standard
- The work was submitted on time
- The work is clearly the student’s own
- There has been no substantive breach of rules

If all outcomes are achieved, the student receives S for the Unit. If any of the outcomes are not achieved, the student receives N for the Unit. A student will not satisfactorily complete a Unit if:

- Their work is not of the required standard
- The student fails to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision
- The work cannot be authenticated
- There has been a substantive breach of rules including school attendance rules
- Where a student has completed all work but there has been a substantive breach of the attendance requirement, the student may be awarded N
VCAA ASSESSMENT

Units 1 & 2
Each unit comprises of 2 – 4 outcomes which are prescribed in the Study Design (curriculum document) for the subject. These are assessed S (satisfactory completion) or N (unsatisfactory completion). Outcomes are assessed against a range of school based assessment which is referred to as Scored Assessed Coursework (SACs) or School Assessed Tasks (SATs) which are graded from A+ to UG (ungraded). Schools are required to report only S and Ns to VCAA.

Units 3 & 4
Similarly for Units 3 & 4 there are 2 – 4 outcomes which are assessed S or N and are reported to VCAA. In addition, students complete school based assessment, which is Scored Assessed Coursework (SACs) or School Assessed Tasks (SATs) as well as external examinations. School based assessment is numerically scored and is reported to the VCAA. VCAA uses school determined scores and external exam scores to produce a study score for each study, this is a score out of 50. Study scores are used to calculate a student’s Australian Tertiary Admissions Rank (ATAR) formerly known as the ENTER, and is used by tertiary providers when offering student places.

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

• ATARs are used by the Victorian Tertiary Admission Centre (VTAC) to rank all students applying for tertiary study
• The score is accrued from students’ results in English and the next best three studies at Year 12 level
• A further 10% is included for up to two more studies
• VET studies can also be included but the weighting varies from study to study

Only six Unit 3 & 4 sequences can be used to calculate an ATAR. Maribyrnong College does NOT support courses of study that will lead to the completion of more than six Units 3 & 4 studies. This includes any subjects studied externally to the school.

EXAMINATIONS

Internal examinations will be undertaken by students completingUnits 1 & 2. Whilst these results are not reported to VCAA they can be used as one of the determinants for course selection for the following year. Students who receive a UG grade on the Unit 1 and 2 English examinations will receive an N unit result. Students will be required to attend a week long English program in the Term 2 & 4 school holidays to achieve an S. Students who receive an N result for any unit of English must complete the program to continue in the VCE at Maribyrnong College.
All students completing Unit 3 & 4 studies will undertake external examinations set by VCAA in October and November. These results along with the School Assessed Coursework contribute to the student’s ATAR score. Performance and oral examinations are held at external venues whilst all other examinations are held at the College and are supervised by VCAA personnel. There will no longer be midyear examinations for Units 3 & 4 other than the GAT which students will undertake on the second Wednesday of June. Please note all students completing a Unit 3 and 4 studies must complete the end of year examinations. Internal results will be withheld until the completion of examinations.

It is College policy that students remain in all examinations until the scheduled end time. This policy applies to exams from Years 10-12, including the GAT and all Units 3 & 4 VCAA exams. In addition, students must complete all VCAA assessments, School Assessed Coursework, graded assessment tasks and examinations.

All examinations are conducted in a formal environment and in accordance with the VCAA examination rules and guidelines which must be followed by teachers and students. Year 10 and 11 examinations are administered and supervised by staff at Maribyrnong College whilst Year 12 examinations are administered and supervised by external VCAA personnel.

The examination rules are as follows:
1. Students must not cheat or assist other students to cheat.
2. Students must not take any action that gives or attempts to give them or another student an unfair advantage in a VCE external assessment.
3. Students must not allow, induce or assist any other person to present for a VCE external assessment in their place.
4. Students must not present for a VCE external assessment in another student’s place.
5. Students must not present for a VCE external assessment under the influence of alcohol or drugs.
6. Students must obey and observe all proper instructions or directions given by their supervisor.
7. Students attending a VCE external assessment may bring only materials and equipment approved for that external assessment into the examination room.
8. Students must not possess mobile phones and electronic devices that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries and computerised watches, during a VCE external assessment.
9. Students detected with any device defined in Rule 8 must, upon the direction of a supervisor, surrender that device for inspection. Any confiscated device will be retained, pending any investigation into an alleged breach of VCAA rules.
10. Students must not bring into or possess in the examination room any drinks or food except under special circumstances as approved and directed by the VCAA. Bottled water is permitted in the examination room under approved conditions.
11. Students must not communicate with any other student while the VCE external assessment is being conducted.
12. Students must not cause any nuisance, annoyance or interference to any other student during a VCE external assessment.
13. Students must not remove or tear out any part of a bound reference, question/task book, question and answer book or answer book, except where permitted, for example formula sheets.
14. Students must not remove any response material, used or unused, from the examination room.
15. Students must not begin to write or mark their paper or response material in any way, or use a calculator, until advised by a supervisor that writing may commence.
16. Students must raise their hand if they wish to communicate with a supervisor.
17. Students must not leave their place until permitted by a supervisor.
18. Students must cease writing when instructed to do so by a supervisor.
19. Students must remain silent and seated in their place at the end of the VCE external assessment until response materials have been collected and checked, and an announcement is made permitting students to leave the examination room.
20. Students must not communicate with an assessor, before, during or after a VCE external assessment, except when communication is necessary for the conduct of the assessment.
21. Full school uniform must be worn at all examinations.
22. Students must be punctual to their scheduled examination.

Students who are late to Year 10 and 11 examinations will not be permitted into the examination centre and their examination may be rescheduled by the sub school staff to an alternate time and place.

Students at years 10 and 11 who breach the examination rules may be required to attend a formal investigation conducted by the Principal and or Senior College staff. Students who are in breach of the rules may face a range of consequences including not having their examination graded, detention or suspension.

All absences from year 10 and 11 exams must be explained by a Medical Certificate and all examinations missed will be rescheduled to another time within the week. During the examination week students will not be required at school when they do not have an exam however the private study centre is available for students wishing to study at school.

For a full list of examination rules for Unit 3 and 4 examinations please visit the VCAA website.

THE GENERAL ACHIEVEMENT TEST (GAT)

The GAT is a test of general knowledge and skills in written communication, mathematics, humanities, the arts, social sciences, science and technology. The GAT does not count towards a student’s VCE results or ATAR, however is now being used by some tertiary institutions in the selection of students into specific courses. A statement of GAT results will...
be mailed to each student along with other VCE results. The GAT is used by VCAA to check that School-assessed Tasks, School-assessed Coursework and examinations have been accurately assessed and to the same standard. These checks are an important part of ensuring that the VCE is fair to everyone. All students enrolled in Units 3 & 4 of any study, whether in Year 11 or Year 12 must undertake the GAT.

**DERIVED EXAMINATION SCORES**

The GAT is a good indicator of student achievement and is one of the datasets used in the calculation of Derived Examination Scores. Students who are ill or are affected by other personal circumstances at the time of an examination and, whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study may apply for a Derived Examination Score (DES). Where an application is approved, a DES will be calculated by VCAA. The purpose of a DES is to ensure that a student’s final result on an examination reflects as accurately as possible the level of achievement that would be expected based on the learning and achievement the student has demonstrated in the study over the year/semester. Students who experience the onset of an illness or the occurrence of an injury or personal trauma around the examination period should immediately inform the Senior Years Program Manager or Year Level Coordinator. In most circumstances the school can apply for Emergency Special Examination Arrangements which will not exempt a student from undertaking an examination but provide special conditions that will assist a student to complete their examinations with more ease.

**SPECIAL PROVISION**

A student is eligible to apply for Special Provision if at any time he/she is:
- Significantly adversely affected by illness (physical or psychological), factors relating to personal environment or by other serious cause
- Disadvantaged by a disability or impairment

Special provision does not exempt students from meeting the requirements for satisfactory completion against the outcomes for a study. Students who believe they have grounds for special provision must apply to the Senior School Program Manager as soon as the need for special provision becomes apparent, as special provision cannot be applied retrospectively. All applications for special provision must be accompanied by a history of documented evidence, including ongoing educational assessments.

**SPECIAL EXAMINATION ARRANGEMENTS**

Special Examination Arrangements may be approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access the examination questions and communicate their responses in a timed examination. This is a detailed process and applications to VCAA must be made by December of the year prior to the student commencing Units 3 & 4. Please see the Senior Years Program Manager for more information.
ATTENDANCE

VCAA has directed schools to set the minimum class time and attendance rules. The College has ruled that an ‘N’ can be given for a Unit if a student’s attendance falls below 90%, thus preventing the student from satisfactorily completing the Unit. Approved absences (illness, Sport etc.) are not included in this figure. Students are required to verify their absence no more than one week after the absence. Decisions to give an ‘N’ mark based on the lack of attendance are not subject to appeal to VCAA.

Sports Academy students must complete a VCE Notification of Absence for Sporting Commitments one week prior to the date of absence. Students who do not complete and submit the form will have an unapproved absence. In this instance the rules regarding unapproved absence will apply.

EXTENDED HOLIDAYS & ATTENDANCE REQUIREMENTS

Extended family holidays are NOT approved absences and absent days will contribute to the total unapproved absence count for Units being studied. Parents are therefore asked to consider this when planning vacations outside the regular school holiday periods. The school is not obliged to provide make-up opportunities for missed assessments as a result of school unapproved absences. Any missed assessments may lead to a lower grade for a Unit, and the possibility that the student cannot satisfactorily complete a Unit. Students whose attendance falls below the 90% requirement may be asked to make up attendance during exam week and the school holidays.

Students who are late to school must report to the sub school office for a late pass before going to class. Year 11 and 12 students must self-report to their respective Year Level Coordinators at recess on the same day. Students who do not self-report at recess which be issued a lunchtime detention which commences at the beginning of lunchtime. A student on three occasions will receive an afterschool detention from 3.15pm – 4.00pm. Students who are late 6 times will incur a suspension and for every subsequent late thereafter.

SCHOOL ASSESSMENT RULES – SACs & SATs

In addition to observing VCAA rules, students must also observe the rules of the school. Students who miss an assessment period for a legitimate reason can apply to the Senior Years Program Manager and Year Level Coordinator for special provision and, if granted, may be given the opportunity to complete the assessment task or school assessed coursework (SAC) at a time determined by the teacher or during at the official make-up session held on Wednesday afternoons from 3.30pm – 5.30pm in the Study Hall located in the Sports Academy.

It is the responsibility of students who have missed an assessment to organise a makeup session with their teacher immediately upon their return to school. Unless approved by the Program Manager or Assistant Principal it is expected that students are prepared to complete missed assessments upon their return.
Students who are too ill to attend school must have a medical certificate issued for the day of the missed assessment. It is against the law for doctors to issue medical certificates retrospectively; therefore these will not be accepted. Students who miss an assessment period without a legitimate reason may be given the opportunity to complete the assessment during a makeup session to demonstrate that they have met the outcome, however, the task will not be graded A+ to D. At Units 3 & 4 this will ultimately impact adversely on a students’ overall school assessed coursework score and in the end, the study score for the study. Therefore, students must make every effort to complete all assessments by the due date. The number of “non-approved” absences from assessment periods is limited to 3 per student per semester. The Senior School Program Manager, Year Level Coordinators and relevant Assistant Principal will determine what constitutes a legitimate reason for being absent.

When assessment tasks are completed out of class (SATs), students must hand the work to the teacher in their normal class and on the published due date. It is NOT acceptable to hand in the work after school or the next morning, to put work in a teacher’s pigeon-hole or on their desk or to submit it to another teacher unless students have been specifically instructed to do so.

RESUBMISSION OF TASKS OR RESITTING SCHOOL ASSESSED COURSEWORK (SACS)
Students who complete an assessment task or SAC but do not meet the required standard may be permitted to resubmit work or resit the SAC to demonstrate satisfactory achievement of an outcome. A task may only be resubmitted once, and the student must make a genuine effort to complete the task before a resubmission can be considered. Resubmitted work will not be regraded. The original grade will not be changed. Teachers will endeavour where possible to give students a week’s notice before a resit. Students who fail to attend or complete the resit without an approved absence will be graded N and can ultimately fail a unit.

COMPUTERS
While encouraging the use of computers, the college is not able to make computer facilities available to all students at all times.
It should be especially noted that a computer breakdown or mishap (a “lost” file or a non-functioning printer etc.) cannot be accepted as an excuse for late submission or non-submission of Assessment Tasks.

TRANSITION INTO YEAR 12

All students wishing to complete Year 12 must attend the transition program after the Semester 2 examinations. Students who are absent must have a medical certificate.

REDEMPTION

The College uses the 5-weekly reporting cycle to check that all students are up to date with their work. The week after these reports are produced is Redemption Week. Individual programs are provided to students during SSR indicating the exact nature of any work that still needs to be
completed. In addition, the work is listed on Compass. During Redemption Week, staff will support students who are not up to date so that they can submit all outstanding work within 5 days. In addition, a special Saturday program is offered to further support students. Work submitted on Saturday is not subject to any detention penalty. Students who do not complete all work within the regular redemption program are placed in a special program the following Monday. If students submit work anytime on Monday from the previous redemption period, lunchtime detentions will be issued on a sliding scale depending on how many periods are required on Monday to support students to become “up to date”.

Students who are absent on the Monday after redemption week are not precluded from the detention penalty. Students who are absent from school on the Friday of redemption week or have extended absence during this week may be exempted from the detention penalty at the discretion of the sub school team.

The College will make its best attempt to contact parents during redemption week to help ensure students are up to date as required. Students who submit work on the following Monday after redemption week will incur mandatory lunchtime detentions as a consequence.

**AUTHENTICATION**

Teachers are required to authenticate all student work. This means that the teacher must be convinced that work submitted by students is genuinely their own. Teachers authenticate student work by using methods such as monitoring class activities, consulting with the student, viewing work completed in class, setting a test, requiring an oral explanation of work and keeping records of a student’s ability and history.

It is the student’s responsibility to ensure that teachers are able to authenticate their work.

VCAA has clear procedures described in the Administrative Handbook which operate if a breach of authentication is reported. The college will follow these procedures which include a formal investigation by the Principal or their delegate, an interview with the student and notification of the penalty, which can include an N grade for the assessment and /or unit.

Students must keep all drafts, notes, preparatory work, photocopied references, records of interviews, etc. so that they can prove authenticity if asked to do so. It is reasonable to put the onus of proof onto the student.

In order to avoid authentication issues, the VCAA provides the following rules, which students must observe when preparing work for assessment at both Years 11 and 12.

1. Students must ensure that all unacknowledged work submitted for coursework is genuinely their own.
2. Students must acknowledge all resources used, including text and source material the name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. Students must not receive undue assistance from any other person in the preparation and submission of work. Acceptable levels of assistance include: the
incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking) but which has been transformed by the student and used in a new context, prompting and general advice from another person or source which leads to refinements and/or self-correction. Unacceptable forms of assistance include: use of, or copying of, another person’s work or other resources without acknowledgment of actual corrections or improvements made or dictated by another person.

4. Students must not submit the same piece of work for assessment more than once.
5. Students who knowingly assist other students in a Breach of Rules may be penalised.
6. Students must observe the rules for VCE examinations set by VCAA in the completion of all formal assessments. This includes not bringing in unauthorised materials and equipment into an examination, including notes, textbooks, electronic devices, calculators, mobile phones etc.

**WHAT SHOULD VCE STUDENTS EXPECT?**

Students taking Units 1 & 2 should expect their workload to increase significantly from Year 10. Deadlines are frequent and not negotiable. Days missed through illness or other reasons are much more difficult to catch up. Students are expected to show more initiative and take more responsibility for their own learning.

Students taking Units 3 & 4 should expect a further increase in their workload. Year 12 students will have at least 5 periods of private study and will need to learn to use this time productively. Students are required to attend the VCE Study Hall to complete homework and study during this time. Externally set exams require students to work at a more sophisticated level. Students may find that the amount of homework expected of them increases considerably. Students may need to seek extra help from their teachers and others.

Parents and students should be aware that students have a responsibility to make sure that all coursework is the students’ own work and is submitted on time. The majority of students who are organised and keep up with the workload and deadlines will be successful and will obtain their VCE.

**HOMEWORK RECOMMENDATION**

Year 11 students – A minimum of 2 hours per night and 6 hours over the weekend
Year 12 students – A minimum of 3 hours per night and 8 hours over the weekend

**PART-TIME WORK**

A number of VCE students undertake part time employment during their VCE years. For many students part time work provides students not only a financial benefit but a break from study. We strongly recommend that the hours of work to be limited to 6 – 8 hours per week. Students need to realise that the VCE is a full time course of study and cannot be completed successfully if too much time is given to outside commitments.

**MARIBYRNONG COLLEGE’S EXPECTATIONS OF SENIOR STUDENTS**

Maribyrnong College expects that every student will reach their full potential through cooperation and an expression of motivation and self-discipline. The following guidelines, if considered and adopted, will help guide students towards successful study habits and responsible behaviour.
• Students must treat their studies as a full-time job. Social activities and part-time work MUST come second.
• Students must recognise the importance of using study time wisely and intelligently. Whilst students will be given direction and assistance in their studies the VCE does require students to work independently and students must be prepared to do extra rather than the bare minimum.
• Regular attendance is essential. A note explaining an absence is required. It is not acceptable for individual student to take a day off for private study or whenever he/she feels inclined to stay home.
• The necessity to meet deadlines and work requirements.
• Senior students need to work with the teachers. They share the responsibility of guiding and helping the younger students. They are called upon to exercise leadership roles within the school.
• Students need to continue to place value on family life and commitments and to remember, with respect and gratitude, their parents'/guardians’ efforts in supporting them.

Students undertaking VCE studies require:
• a comfortable, private study centre
• a healthy diet to ensure the necessary energy to undertake their VCE studies
• adequate rest
• balanced participation in family rituals, sporting commitments and part time jobs for successful completion of their courses.

THE ROLE OF PARENTS
Although these courses are designed for senior students who are almost at the end of their secondary education it is worth reconsidering the joint role that parents and teachers play in the education of each child. The daily experience of the student is a continuous one involving the home, school and the peer group. Discussion at home can encourage students to evaluate their own progress more responsibly provided that they are not made to feel inadequate simply because the rate of progress is not identical with or better than that of other students.

Parents must be careful not to impose their own expectations on their children. Considerable discussion between children and parents should precede the choice of units for the next two years. Students will need close guidance from both parents and teachers in the initial selection of units and as the two-year course progresses. Parents should not hesitate to contact the school on any matter concerning their child’s education.

FREQUENTLY ASKED QUESTIONS

Does every student enter VCE automatically?
No – Entry to VCE studies is based on proven commitment and ability in Year 10 work.

Does the school guarantee that every student will get the subjects they choose?
No - We do our best to accommodate the requirements all of students. While a wide range of Units are offered, some classes may not run due to lack of numbers. Timetabling
restrictions may make it difficult to offer students every possible combination of Units. Availability of staff can also limit the subjects that run. Past experience has shown that the majority of students get most of the Units they choose. However, students should choose their second and third choice subjects very carefully.

**Can students change subjects after Course Confirmation Day?**
**Maybe** - Students may be able to change courses during the first 2 weeks of Semester 1 or the last 2 weeks of Semester 1. The requested changes are only possible under certain conditions. Deadlines for withdrawal from subjects are fixed by VCAA. Late withdrawal means an N is awarded for the Unit.

**Will students be expected to change their study habits?**
**Maybe** - Students will need to be organised and ensure they meet work deadlines. Students are expected to take a greater responsibility for their learning and acquire skills in studying effectively and working.

### CONSIDERING A COURSE AT YEARS 11 AND 12

#### 1. Basic Questions
To determine subject choices a student should ask the following questions:
- What sort of career do I hope to pursue when I leave school?
- Do I need to complete tertiary studies to pursue my chosen career?
- What subjects (pre-requisites) are needed for entry into that Tertiary Course?
- What subjects am I good at?
- What subjects interest me?

Students should refer to the pre-requisite information contained in the VICTER Booklets or VTAC guides which are available from the Careers Office. Prerequisites change from time to time and students must ensure that they use the correct publication for the appropriate year of University/TAFE entry.

#### 2. Career Advice
The College Careers Teacher will assist students to:
- Assess their own abilities and career preferences.
- Make the correct choice of subjects in Year 11 and Year 12
- Consider carefully the various factors involved in choosing a tertiary course and institution.

#### 3. Tertiary Study
There are three forms of tertiary study available: University; College of Technical and Further Education (TAFE); and private providers (e.g. Melba Memorial Conservatorium of Music). Please go to page 74 for the dates for University and TAFE Open Days.

**Further Education and Training**
The Victorian Tertiary Admission Centre (VTAC) administers a joint selection system on behalf of the Victorian Tertiary Institutions and TAFE Colleges. The VTAC publication:
VICTER 2016 - contains the entrance requirements and specific course requirements for the tertiary institutions and TAFE Colleges.

Course requirements
Once students have satisfied the minimum entrance requirements (VCE pass), they will also need to satisfy specific course requirements for each course for which they wish to apply. Students need to look at the detailed requirements for each course listed in the VICTER or VTAC publication. Being eligible for a course however, does not guarantee selection. An applicant must also be selected in competition with all other eligible candidates.

Special requirements
Many courses have prerequisite studies and obligatory special requirements (e.g. interviews, tests, completion of extra forms, etc.) which applicants must fulfil to be eligible for the course. Where courses have such requirements, they are noted under the course’s entry in the VTAC Guide.

Course Selection – ATAR and the Middle Band
The formulation of the ATAR in conjunction with other factors such as the quota of available places, enables institutions to sort applicants into three groups:
• Those clearly to be selected on their rank i.e. those with an ATAR above a particular rank
• Those clearly to be rejected on their rank, i.e. those with an ATAR below a particular rank
• Those in the middle band (those with ATARs between the two particular ranks), for whom additional information needs to be considered before it is determined whether they will receive an offer.

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

COURSE COUNSELLING AND INTERVIEW PROCESS
Students will be given the opportunity to discuss their VCE courses with the Vocational Education Coordinator and our experienced Course Counselling Team, consisting of the Senior Years Program Manager, Year Level Coordinators and one of our Assistant Principals. As a preliminary to such an interview each student should prepare a personal information sheet outlining possible career paths, the required prerequisite subjects and pathway programs related to their career interest fields. This information is used in conjunction with recommendations from subject teachers’, past reports and examination results to determine appropriate VCE programs for each student.

Students seeking a pathway into specific Vocational fields, Traineeships or Apprenticeships have the option of choosing Vocational Education and Training (VETIS) programs as part of their VCE program. These students should discuss this option with the Vocational Education Coordinator for information on career pathways, delivery mode, and balancing VET studies with their VCE program. Students interested in completing Language Studies (LOTE) as part of their VCE have the option of enrolling into their preferred language through the Victorian School of Languages (VSL). This option should be discussed with the Vocational Education Coordinator who will assist with accessing information on enrolling into the selected language.
**COURSE SELECTION PLANNING SHEET**

To assist your course selection planning, complete the grid, noting the following points:

1. All students must undertake studies in English or EAL if eligible. These are already placed within the grid.
2. The remaining units can be your choice

<table>
<thead>
<tr>
<th>Proposed VCE Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 11</strong></td>
</tr>
<tr>
<td><strong>Year 12</strong></td>
</tr>
</tbody>
</table>

**VCE Subjects Completed In Year 10**

| Unit 1 | Unit 2 |

Sports Academy Students may consider completing their VCE studies over three years to accommodate their training and sporting commitments.

<table>
<thead>
<tr>
<th>Proposed VCE Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 11</strong></td>
</tr>
<tr>
<td><strong>Year 12</strong></td>
</tr>
<tr>
<td><strong>Year 13</strong></td>
</tr>
</tbody>
</table>

**VCE Subjects Completed In Year 10**

| Unit 1 | Unit 2 |
### LIST OF VCE STUDIES OFFERED

<table>
<thead>
<tr>
<th>Study Areas</th>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory Subjects</strong></td>
<td><strong>English / EAL</strong></td>
<td><strong>English / EAL</strong></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Literature</td>
<td>Literature</td>
</tr>
<tr>
<td></td>
<td>Bridging English</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td>Media</td>
<td>Media</td>
</tr>
<tr>
<td></td>
<td>Music Performance</td>
<td>Music Performance</td>
</tr>
<tr>
<td></td>
<td>Studio Arts</td>
<td>Studio Arts</td>
</tr>
<tr>
<td></td>
<td>Theatre Studies</td>
<td>Theatre Studies</td>
</tr>
<tr>
<td></td>
<td>Visual Communication &amp; Design</td>
<td>Visual Communication &amp; Design</td>
</tr>
<tr>
<td><strong>Health and Physical</strong></td>
<td>Health &amp; Human Development</td>
<td>Health &amp; Human Development</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>Accounting</td>
<td>Accounting</td>
</tr>
<tr>
<td></td>
<td>Business Management</td>
<td>Business Management</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td>History (20th Century)</td>
<td>History (Revolutions)</td>
</tr>
<tr>
<td></td>
<td>Legal Studies</td>
<td>Legal Studies</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>Economics</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td></td>
<td>General Mathematics</td>
<td>General Mathematics</td>
</tr>
<tr>
<td></td>
<td>General Mathematics Advance</td>
<td>General Mathematics Advance</td>
</tr>
<tr>
<td></td>
<td>Specialist Mathematics</td>
<td>Specialist Mathematics</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>Psychology</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>Computing</td>
<td>Computing</td>
</tr>
<tr>
<td></td>
<td>Food &amp; Technology</td>
<td>Food &amp; Technology</td>
</tr>
<tr>
<td></td>
<td>Product Design &amp; Technology</td>
<td>Product Design &amp; Technology</td>
</tr>
<tr>
<td></td>
<td>(Wood)</td>
<td>(Wood)</td>
</tr>
<tr>
<td><strong>VCE VET</strong></td>
<td>Certificate II Community</td>
<td>Certificate II Community</td>
</tr>
<tr>
<td></td>
<td>Recreation - Fitness</td>
<td>Recreation – Fitness</td>
</tr>
<tr>
<td><strong>Course Selection</strong></td>
<td>See matrix of Pre-requisite subjects for Units 1 &amp; 2</td>
<td>See matrix of Pre-requisite subjects for Units 3 &amp; 4</td>
</tr>
<tr>
<td><strong>Options for entry into</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the U.S. Sport Scholarship Programs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students can elect to complete a LOTE external to the school through the Victorian School of Languages. Details regarding delivery of external LOTE course are available online [www.vsl.vic.edu.au](http://www.vsl.vic.edu.au)
ENGLISH AND ENGLISH AS ADDITIONAL LANGUAGE (EAL)

Rationale

The English language is central to the way in which students understand, critique and appreciate their world and to the ways in which they participate socially, economically and culturally in Australian society. The study of English encourages the development of literate individuals capable of critical and imaginative thinking. The mastery of the key knowledge and skills dealt with in this subject underpins effective functioning in the contexts of study and work as well as productive participation in a democratic society in the twenty-first century.

Structure

Unit 1
The focus of this unit is on the reading and viewing a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written and oral texts. The EAL course will include an aural component.

Unit 2
The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written and oral texts.

Unit 3
The focus of this unit is on reading and responding writing to a range of texts, including narrative and persuasive texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading and the ability to explore choices they have made as authors.

Unit 4
The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide a comparative interpretation. Students will present a point of view on an issue in oral form, explaining their language choices.

Assessment: This is in accordance with the VCAA English/EAL Study Design. Students undertake a range of written and oral tasks after completing school assessed coursework and sit a final examination set and administered by VCAA.

Units 1 & 2: Internal Assessment
Unit 3: School-Assessed Coursework 25 percent
Unit 4: School-Assessed Coursework 25 percent
Units 3 & 4: End-of-year Examination 50 percent
LITERATURE

Rationale
Literature involves the study and enjoyment of a wide range of literary texts - classical, popular, traditional and modern. Its distinctive focus is on the use of language to illuminate and give insight into the nature of experience. Literature is an interactive study between the text, the social\political\economic context in which the text was produced, and the experience of life and of literature that the reader brings to the text.

Structure

Unit 1
In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape responses to text. They engage with other views about texts and develop an awareness of how these views may influence and enhance their own reading of a text.

Unit 2
In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Unit 3
In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

Unit 4
In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis speeches.

Assessment
Units 1 & 2: Internal Assessment
Unit 3: School Assessed Coursework 25 percent
Unit 4: School Assessed Coursework 25 percent
Unit 3 & 4: End of year examination 50 percent
Rationale

Bridging English as an Additional Language (EAL) is the intensive and explicit study of English language in a range of socio-cultural contexts and for a range of purposes, including further education. Students develop their language skills and confidence, assisting them to communicate effectively in a range of contexts, including academic and every day, using a range of registers of spoken and written Standard Australian English. This contributes to students being able to participate effectively in Australian life. Bridging EAL focuses on language skills needed by students for whom English is an additional language. Students develop knowledge and skills in speaking, listening, reading, viewing, writing and thinking, and progress from informal use of language to more formal, academic and technical language.

Structure

The study is made up of two units at Units 1 and 2 level. There is no Units 3 and 4 sequence in this study.

Each unit deals with content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

This study is comprised of compulsory and elective areas of study. Compulsory areas of study are:

- Unit 1, Area of Study 1: English for everyday and academic purposes
- Unit 1, Area of Study 2: English for self-expression

Areas of study in Unit 1 contain key knowledge and key skills common to both outcomes.

The following elective areas of study will be selected for study in Unit 2:

- Unit 2, Area of Study 2: English literature (students planning to complete VCE)
- Unit 2, Area of Study 3: English in the media (students planning to complete VCE)

Assessment

Units 1 & 2: Internal Assessment
ACCOUNTING

Rationale
Accounting is the process of recording, reporting, analysing and interpreting financial data and information which is then communicated to internal and external users of the information. It plays an integral role in the successful operation and management of a small business.

Structure
Unit 1 - Establishing and Operating a Service Business
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording, reporting and analysing of accounting information used by internal and external users. Recording and reporting is restricted to the cash basis.

Unit 2 - Accounting for a trading business
This unit extends the accounting process from a service business and focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions and the accurate method for determining profit. They analyse and evaluate financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Unit 3 - Recording and Reporting for trading businesses
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasizes 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. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

Unit 4 - Control and analysis of business performance
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash and financial position. Students interpret accounting information from accounting reports and graphical presentations and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

Assessment
Units 1 & 2: Internal Assessment
Unit 3: School Assessed Coursework 25 percent
Unit 4: School Assessed Coursework 25 percent
Unit 3 & 4: End of year examination 50 percent
Rationale

Biology is the study of living organisms from humans and familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single cell microorganisms that live in seemingly inhospitable conditions. It is the study of the dynamic relationships between living organisms, their interdependence, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity. Biology enables students to understand that despite the diverse ways of meeting the challenges of survival, all living organisms have many structural and functional characteristics in common.

Structure

Unit 1: How do living things stay alive?

In this unit, students build on their understanding of the cell as the structural and functional unit of life, from the unicellular to the multicellular organism. Life-sustaining cellular processes, including photosynthesis, cellular respiration and the transport of substances across membranes, will be examined. Adaptations that enhance different organisms’ survival in challenging environments will be explored, as will the role of homeostatic mechanisms in maintaining an organism’s internal environment. How organisms are classified, their role within ecosystems and the factors that affect the growth of populations that they belong to, will also be considered. As a component of their internal assessment for this unit, students will undertake an extended assessment task that will involve designing, undertaking and reporting on a major practical investigation related to the survival of an organism or species.

Unit 2: How is continuity of life maintained?

In this unit, students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. As a component of their internal assessment for this unit, students will undertake an extended assessment task that will involve the investigation and reporting of an issue related to genetics and/or reproductive science.
Unit 3: How do cells maintain life?

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

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

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

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

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

Assessment

Units 1 & 2: Internal Assessment
Units 3 & 4: Unit 3 School-assessed Coursework 16 percent
Unit 4 School-assessed Coursework 24 percent
End of year examination 60 percent
BUSINESS MANAGEMENT

Rationale

Business Management allows students to 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, as informed citizens, consumers and investors. The study 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.

Structure

Unit 1: Planning a business
In this area of study students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas are formed through a range of sources, such as identifying a gap in the market, technological developments and changing customer needs. Students explore some of the issues that need to be considered before a business can be established.

Unit 2: Establishing a business
This unit focuses on the establishment phase of a business’s life. This involves complying with legal requirements as well as making decisions about how best to establish financial records, staffing and establish a customer base. Students analyse various management practices by applying knowledge to contemporary business case studies.

Unit 3: Managing a business
This unit explores key processes and issues concerned with managing a range of different types of businesses efficiently and effectively to achieve their respective objectives. They consider corporate culture, management styles and skills and the relationship between each of these. Students investigate strategies to manage staff and operations to meet objectives.

Unit 4: Transforming a business
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. A theoretical change model is studied and students consider a variety of strategies to manage change efficiently and effectively as well as the importance of leadership when undergoing change. Students evaluate business practice against theory.

Assessment

Units 1 & 2: Internal Assessment
Unit 3: School Assessed Coursework 25 percent
Unit 4: School Assessed Coursework 25 percent
Units 3 & 4: End of year Examination 50 percent
CHEMISTRY

Rationale
The implementation of the new VCE Chemistry Study Design (2016-2021) enables students to further explore key processes and apply chemical principles to quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials. Chemistry 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.

Structure
Unit 1: How can the diversity of materials be explained?
In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. They explore and explain the relationships between properties, structure and bonding forces within and between particles.
Area of Study 1
How can knowledge of elements explain the properties of matter?
   i. Elements and the periodic table
   ii. Metals
   iii. Ionic compounds
   iv. Quantifying atoms and compounds
Area of Study 2
How can the versatility of non-metals be explained?
   i. Materials from molecules
   ii. Carbon lattices and carbon nanomaterials
   iii. Organic compounds
   iv. Polymers
Area of Study 3
Research investigation
   i. Students communicate findings from a self-selected research investigation into materials

Assessment
Internal assessment: Practical Reports, Research Investigation, Tests, SACs & Examination

Unit 2: What makes water such a unique chemical?
Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.
Area of Study 1
How do substances interact with water?
   ii. Properties of water
   iii. Water as a solvent
   iv. Acid-base (proton-transfer) reactions in water
   v. Redox (electron transfer) reactions in water
Area of Study 2
How are substances in water measured and analysed?
   i. Water sample analysis
   ii. Measurement of solubility and concentration
   iii. Analysis for salts in water
   iv. Analysis for organic compounds in water
   v. Analysis for acids and bases in water
Area of Study 3
Practical Investigation
   i. Students design and undertake a practical investigation related to water quality

Assessment
Internal assessment: Practical Reports, Practical investigation, Tests, SACs and Exam
CHEMISTRY

Unit 3: How can chemical processes be designed to optimise efficiency?
The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimization of their impact on the environment.

Area of Study 1
What are the options for energy production?
   ii. Obtaining energy from fuels
   iii. Fuel choices
   iv. Galvanic cells as a source of energy
   v. Fuel cells as source of energy

Area of Study 2
How can the yield of a chemical product be optimized?
   i. Rate of chemical reactions
   ii. Extent of chemical reactions
   iii. Production of chemical by electrolysis
   iv. Rechargeable batteries

Unit 4: How are organic compounds categorised, analysed and used?
The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Area of Study 1
How can the diversity of carbon compounds be explained and categorised?
   i. Structure and nomenclature of organic compounds
   ii. Categories, properties and reactions of organic compounds
   iii. Analysis of organic compounds

Area of Study 2
What is the chemistry of food?
   i. Key food molecules
   ii. Metabolism of food in the human body
   iii. Energy content of food

Area of Study 3(Unit 3 and/or Unit 4)
Practical Investigation
   i. Students design and undertake a practical investigation related to energy and/or food

Assessment
Unit 3: School Assessed Coursework 16%
   End of year examination (2.5 hours) 60%

Unit 4: School Assessed Coursework 24%
   End of year examination 60 per cent (2.5 hours)
Rationale

VCE Computing provides a pathway to further studies in areas such as computer science, information systems, business, systems engineering, robotics, linguistics, logistics, database management and software development, and to careers in digital-technologies based areas such as information architecture, web design, business analysis and project management.

Structure

Unit 1
In this unit student focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs.

Area of Study 1: Students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. Software used includes spreadsheet and web editor.

Area of Study 2: Students examine the technical underpinnings of wireless and mobile networks, and security controls to protect data, to design a network solution that meets an identified need.

Area of Study 3: Students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Unit 2
In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

Area of Study 1: Students develop their computational thinking skills when using a programming language to create solutions. Software that will be used includes Visual Studio.Net.

Area of Study 2: Students develop a sound understanding of data and how a range of software tools can be used to extract data from large databases and manipulate it to create visualisations that reduce the complexity of data. Software that may be used includes programming, database and spreadsheet software.

Area of Study 3: Students apply all stages of the problem-solving methodology to create a solution using database management software.

Assessment

Unit 1 & 2: Demonstrated achievement in all areas of study in Units 1 and 2 as well as a school based exam at the end of each unit.
Rationale
This course supports students to participate in a globalised society and economy as they learn how to exploit the capabilities of digital systems and manage risks when communicating and collaborating with others locally and globally.
Informatics provides a pathway to further studies in areas such as information systems, business, systems engineering, linguistics, logistics, database management and software development, and to careers in digital-technologies based areas such as information architecture, web design, business analysis and project management.

Structure
Unit 3: Informatics
In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs.
Area of Study 1: Students examine how relational database management systems (RDBMS), used by businesses, store and manipulate data typically acquired using interactive online solutions, such as websites and applications (apps). Students use software to create user flow diagrams that depict how users interact with online solutions. Software used may include a relational database management system (RDBMS), drawing and graphics.

Area of Study 2: Students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools to help analyse and interpret it so that students can form a conclusion. Software used may include a relational database management system (RDBMS) and spreadsheets.

Unit 4: Informatics
In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs.
Area of Study 1: Students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multi-modal, online solution. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan.

Area of Study 2: Students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

Assessment

Unit 3: School-Assessed Coursework 10 percent
Unit 4: School-Assessed Coursework 10 percent
Units 3 & 4: School-Assessed Task 30 percent
End-of-Year Examination 50 percent
Rationale

In Software Development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language.

VCE Software Development provides a pathway to further studies in areas such as computer science, information systems, systems engineering, robotics, database management, software development, and project management.

Unit 3: Software development
In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules.

Area of Study 1: Students respond to given software designs and develop a set of working modules through the use of a programming language. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules.

Area of Study 2: Students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

Unit 4: Software development
In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3.

Area of Study 1: Students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress.

Area of Study 2: Students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems. Key ideas includes data dependencies between information systems, integrity of data, security of data and information acquired, stored and shared in a networked environment.

Assessment

Unit 3: School-Assessed Coursework 10 percent
Unit 4: School-Assessed Coursework 10 percent
Units 3 & 4: School-Assessed Task 30 percent
End-of-Year Examination 50 percent
Rationale
Economics examines the role of consumers, businesses, governments and other organisations in the decision-making about the allocation of resources, the production of goods and services and the affect these decisions may have on material and non-material living standards. Skills developed include the ability to gather, organise, analyse and synthesise a range of economic information. Students undertake independent inquiry, think critically and work collaboratively with peers to develop viable solutions to contemporary economic issues. They use economic models and tools to analyse and evaluate decisions made by key economic agents and come to appreciate different viewpoints about the issues affecting a modern economy.

Structure
Unit 1: The behaviour of consumers and businesses
Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. 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. Students examine a simple macroeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key markets they 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
Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long term economic prosperity. 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 goals.

Unit 3: Australia’s economic prosperity
In this unit students investigate the role of the market in allocating resources and examine the factors likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of efficiency and how market systems can result in efficient outcomes. Students investigate the importance of international economic relationships in terms of Australia’s living standards.

Unit 4: Managing the economy
Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

Assessment
Units 1 & 2: Internal Assessment
Unit 3: School Assessed Coursework 25 percent
Unit 4: School Assessed Coursework 25 percent
Units 3 & 4: End of year Examination 50 percent
FOOD STUDIES

Rationale
VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Structure
Unit 1: Food origins
Area of Study 1 Food around the world
In this area of study students explore the origins and cultural roles of food, from early civilisations through to today’s industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic and social circumstances that have led to global variety in food commodities, cuisines and cultures with a focus on one selected region other than Australia. The practical component explores the use of ingredients available today that were used in earlier cultures. It also provides opportunities for students to extend and share their research into the world’s earliest food-producing regions, and to demonstrate adaptations of selected food from earlier cuisines.

Area of Study 2 Food in Australia
In this area of study students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. Students consider the development of food production, processing and manufacturing industries and conduct a critical inquiry into how Australian food producers and consumers today have been influenced by immigration and other cultural factors. Students conduct research into foods and food preparation techniques introduced by immigrants over time and consider the resurgence in interest in indigenous food practices, while reacting whether Australia has developed a distinctive cuisine of its own. The practical component complements the study of ingredients indigenous to Australia and provides students with opportunities to extend and share their research into a selected cuisine brought by migrants.

Unit 2: Food makers
Area of Study 1 Food industries
In this area of study students focus on commercial food production in Australia, encompassing primary production and food processing and manufacturing, and the retail and food service sectors. Students apply an inquiry approach, with emphasis on the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia’s economy. Students investigate the characteristics of the various food industries and identify current and future challenges and opportunities.

Area of Study 2 Food in the home
In this area of study students further explore food production, focusing on domestic and small-scale food production. Students compare similar products prepared in different settings and evaluate them using a range of measures. They consider the influences on the effective provision and preparation of food in the home. Their practical skills are extended through designing and adapting recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families.

Assessment
All assessments at Units 1 and 2 are school-based.
Unit 3: Food in daily life

Area of Study 1 The science of food
In this area of study students focus on the science of food. They investigate the physiology of eating and microbiology of digesting, and the absorption and utilisation of macronutrients. They investigate food allergies, food intolerances and the microbiology of food contamination.

Area of Study 2 Food choice, health and wellbeing
In this area of study students focus on patterns of eating in Australia and the influences on the food we eat. Students look at relationships between social factors and food access and choice, as well as the social and emotional roles of food in shaping and expressing identity, and how food may link to psychological factors. They inquire into the role of media, technology and advertising as influences on the formation of food habits and beliefs, and investigate the principles of encouraging healthy food patterns in children. In this area of study students undertake a practical component developing a repertoire of healthy meals suitable for children and families.

Unit 4: Food issues, challenges and futures

Area of Study 1 Environment and ethics
In this area of study students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety, and the use of agricultural resources. Students conduct a critical inquiry into a range of debates through identifying issues involved, forming an understanding of current situations and considering possible futures. They research one selected debate in depth.

Area of Study 2 Navigating food information
In this area of study students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. They investigate a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration the evidenced-based recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students practise and improve their food selection skills by interpreting food labels and interrogating the marketing terms on food packaging. The practical component of this area of study provides opportunities for students to extend their food production repertoire by creating recipes that show the Australian Dietary Guidelines.

Assessment
Unit 3 outcome 1 50% Unit 3 Outcome 2 50% = 30% of final score
Unit 4 Outcome 1 60% Unit 4 Outcome 2 40% = 30% of final score
End of year exam = 40%
GEOGRAPHY

Rationale
The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

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

Structure

Unit 1: Hazards and Disasters
Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. 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
In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). Over one billion tourists a year cross international boundaries with greater numbers involved as domestic tourists within their own countries.

Unit 3: Changing the land
This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

Unit 4: Human Population – trends and issues
In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

Assessment

| Units 1 & 2: | Internal Assessment |
| Unit 3: | School-Assessed Coursework 25 percent |
| Unit 4: | School-Assessed Coursework 25 percent |
| Units 3 & 4: | End-of-Year Examination 50 percent |
HEALTH AND HUMAN DEVELOPMENT

Rationale
Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioral factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health as being created in the settings where people live and work. This social view of health recognises the need for personal skills development, the importance of empowering communities to take action to promote health, the creation of social and physical environments that are supportive of health and development, an awareness of the impacts on health of public policies and the need for health services to be oriented towards health promotion and the prevention of ill health.

Structure

Unit 1: The health and development of Australia’s youth
In this unit students are introduced to the concepts of health and individual human development. In this unit students identify issues that impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

Unit 2: Individual human development and health issues
Individual human development is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development. This unit focuses on the lifespan stages of childhood and adulthood.

Unit 3: Australia’s health
Australians generally enjoy good health and are among the healthiest people in the world when compared to other developed countries. The health status of Australians can be measured in many ways, such as consideration of burden of disease, health adjusted life expectancy, disability adjusted life years, life expectancy, under-five mortality rate, mortality and morbidity rates, incidence and prevalence of disease. Despite Australia’s good health status, there is still potential for improvements.

Unit 4: Global health and human development
This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests.

Assessment
Units 1 & 2: Internal Assessment
Unit 3: School-Assessed Coursework 25 percent
Unit 4: School-Assessed Coursework 25 percent
Units 3 & 4: End-of-Year Examination 50 percent
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 synthesizing 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.

Structure
Unit 1: Twentieth century history 1918-1939
In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. Students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. Students will also focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period in one or more of the following contexts: Italy, Germany, Japan, USSR and/ or USA.

Unit 2: Twentieth century history 1945–2000
In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. Students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict. Students also study the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

Unit 3: Revolutions
This unit examines the Russian Revolution. The course begins with the coronation of Tsar Nicholas in 1896 and concludes with the end of the NEP in 1927. Students will analyse the causes and consequences of the revolution and evaluate the extent of change brought to society.

Unit 4: Revolutions
This unit examines the Chinese Revolution. The course begins with the establishment of the Chinese Republic in 1912 and concludes with the death of Lin Biao in 1971. Students will analyse the causes and consequences of the revolution and evaluate the extent of change brought to society.

Assessment
Units 1 & 2: Internal Assessment
Unit 3: School-Assessed Coursework 25 percent
Unit 4: School-Assessed Coursework 25 percent
Units 3 & 4: End-of-year Examination 50 percent
LEGAL STUDIES

Rationale

Legal Studies provides students with an analytical evaluation of the processes of law-making and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on the Australian society.

Structure

Unit 1: Criminal Law and Justice
This unit explores the distinction between legal and non-legal rules, the Victorian court hierarchy, and the process of making laws through Parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts. In addition, students explore the concepts of fairness and justice within the criminal justice system.

Unit 2: Civil Law and the law in focus
This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims within our legal system available to enforce the civil rights of our citizens. As well as the judicial procedure to resolve civil disputes, the unit also investigates the alternative avenues of dispute resolution and their effectiveness.

Unit 3: Law-making
Students investigate how our laws are made by parliament and the structure of both the Victorian and Federal parliaments. The need for laws to change and the pressures influencing that change is then considered. The role of the Commonwealth Constitution in law-making and protecting human rights is debated and evaluated. Finally, how law is made through the court system and its strengths and weaknesses is investigated. Students will learn about relevant cases throughout the unit.

Unit 4: Dispute resolution
This unit explores our courts, tribunals and some alternative means of settling disputes. Students develop an understanding of the criminal and civil systems operating within Victoria, including criminal sentencing. The adversary and jury systems are also investigated in order to evaluate their effectiveness. Students will then look at ways the Victorian legal system can be improved. Relevant case law will be studied.

Assessment

Units 1 & 2: Internal Assessment
Unit 3: School-Assessed Coursework 25 percent
Unit 4: School-Assessed Coursework 25 percent
Units 3 & 4: End-of-year Examination 50 percent
VCE MATHEMATICS COURSE STRUCTURE

Rationale

A basic requirement of citizens today is to be numerate in maths so that they can operate successfully in a world where numbers are constantly forming part of our everyday lives.

Students undertaking VCE Mathematics will be required to purchase the CAS (Computer Algebra Systems). Below are listed the Mathematics studies offered at the College.

<table>
<thead>
<tr>
<th>Course</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General Maths 1 &amp; 2</td>
<td>Further Maths 3 &amp; 4</td>
</tr>
<tr>
<td>2</td>
<td>Specialist 1 &amp; 2</td>
<td>Maths Methods 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Maths Methods 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Specialist 1 &amp; 2</td>
<td>Further Maths 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Maths Methods 1 &amp; 2</td>
<td>Maths Methods 3 &amp; 4</td>
</tr>
<tr>
<td>4</td>
<td>Specialist 1 &amp; 2</td>
<td>Maths Methods 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Maths Methods 1 &amp; 2</td>
<td>Specialist Maths 3 &amp; 4</td>
</tr>
<tr>
<td>5</td>
<td>General Maths Advance 1 &amp; 2</td>
<td>Further Maths 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Maths Methods 1 &amp; 2</td>
<td>Maths Methods 3 &amp; 4</td>
</tr>
</tbody>
</table>

**Course 1:** This course is for students who want a basic maths in Year 11 and may or may not want to study Further Maths at Year 12. A VCE mathematics unit will appear on the student’s statement of results for the VCE and will boost their prospect of employment.

**Course 2:** This course is suited to students who choose a Science course at Year 11 but later decide to do less Maths in Year 12.

**Course 3:** This course is for students wishing to use maths for tertiary entrance. Maths Methods 3 & 4 is a prerequisite for many Science, Engineering and Commerce courses.

**Course 4:** This course is for students wishing to use maths for tertiary entrance. This course is for students who are looking for entry into Biomedicine and Engineering. See the Careers Advisor to check university prerequisites.

**Course 5:** This course is for students who wish to do Further Maths and Maths Methods in Year 12.
GENERAL MATHEMATICS AND GENERAL MATHEMATICS ADVANCED

Structure

Units 1 and 2
These units examine the mathematical areas of Statistics and Probability, Arithmetic, Algebra, Functions and Graphs, Geometry and Trigonometry. Both types of units of General Maths are designed as a preparation for Units 3 & 4 of Mathematical Methods, Specialist Maths or Further Maths. Students wanting a more formal study will choose General Maths Advanced in conjunction with Math Methods Units 1 & 2. Students wanting a less rigorous maths may elect to do General Maths only. The appropriate use of technology to support and develop the learning of mathematics is incorporated through both units. The use of graphical and scientific calculators as well as spreadsheets and statistical software is also inherent in this study. It is assumed that there is a clear progression of skills and knowledge from unit 1 to unit 2 in each area of study.

MATHEMATICAL METHODS – Units 1 and 2

Structure

Unit 1
This unit examines the mathematical areas of Functions, Graphs, Algebra, Calculus, and Probability. Both units of Mathematical Methods are designed as a preparation for Units 3 & 4 of Mathematical Methods. The appropriate use of technology to support and develop the learning of Mathematics is incorporated through both units. The use of graphical and scientific calculators as well as spreadsheets and statistical software is also inherent in this study. It is assumed that there is a clear progression of skills and knowledge from unit 1 to unit 2 in each area of study.

Unit 2
Unit 2 extends the areas of study covered in Unit 1. It is therefore imperative that students gain a sound understanding in Unit 1 before attempting Unit 2.

Please note: Students selecting to complete Maths Methods Units 1 & 2 must select to study General Maths Advanced or General Maths Specialist as well.

It is assumed that students selecting Maths Methods Units 1 & 2 have completed Pre-Methods unit in Year 10.
SPECIALIST MATHEMATICS – Units 1 and 2

Co-requisite Mathematical Methods

Structure

Units 1 & 2

These units examine the mathematical areas of Geometry, Number Systems and Recursion, Kinematics, Vectors, Statistics and Graphs of Linear and Non Linear relations. Students wanting a more formal study of Mathematics will choose Specialist Maths in conjunction with Mathematical Methods. The appropriate use of technology to support and develop the learning of mathematics is incorporated through both units. The use of CAS calculators is inherent in this study. It is assumed that there is a clear progression of skills and knowledge from unit 1 to unit 2 in each area of study.

It is assumed that students selecting Specialist Maths units 1 & 2 are also studying Mathematical Methods units 1 & 2.

GENERAL MATHEMATICS ADVANCED – Units 1 and 2

Co-requisite Mathematical Methods

Structure

Units 1 & 2

These units examine the mathematical areas of Algebra, Graphs of Linear and Non Linear Relations, Arithmetic and Number and Statistics. This subject has been designed to support the topics covered in Mathematical Methods. Many of the topics will give the students an opportunity to develop their background skills to enable them to build a stronger understanding in the related Mathematical Methods topics. The appropriate use of technology to support and develop the learning of mathematics is incorporated through both units. The use of CAS calculators is inherent in this study. It is assumed that there is a clear progression of skills and knowledge from unit 1 to unit 2 in each area of study.

It is assumed that students selecting General Maths Advanced 1 & 2 are also studying Mathematical Methods unit 1 & 2.
MATHEMATICAL METHODS – Units 3 and 4

Structure

Prerequisite: Satisfactory completion of Mathematical Methods units 1 and 2.

Units 3 & 4
The Units 3 & 4 of Mathematical Methods course contains materials from the following areas of mathematics:
Coordinate Geometry, Trigonometric functions, Calculus, Algebra and Statistics and Probability. Students will learn mathematical concepts and acquire and develop skills in carrying out mathematical algorithms, routines and techniques and applying these skills to a range of worded problems.

Opportunity will be given to students to develop skills in solving problems in unfamiliar situations including real life situations. Students will be expected to carry out extended and independent investigations of problems, situations or issues. Findings in both problem solving and project activities will be communicated through reports. This will make students aware of the importance of mathematics in real life, and assist students to develop confidence in making effective use of their mathematical knowledge and skills.

Mathematical Methods may be taken on its own, or in conjunction with Specialist Mathematics. It is also a prerequisite for a number of tertiary courses, including Science, Medicine and Economics.

FURTHER MATHEMATICS – Units 3 and 4

Structure

Unit 3 and 4
Further Mathematics contains prescribed material from the following areas of Mathematics:
Core Topics: Data Analysis and Recursion and Financial Modelling Modules: Graphs and Relations, Networks and Matrices. Students will learn mathematical concepts and acquire and develop skills in carrying out Mathematical algorithms, routines and techniques and applying these skills to a range of worded problems.

Opportunity will be given to students to develop skills in solving problems in unfamiliar situations including real life situations. Students will be expected to carry out extended and independent investigations of problems, situations or issues. Findings in both problem solving and project activities will be communicated through reports. This will make students aware of the importance of mathematics in real life, and assist students to develop confidence in making effective use of their mathematical knowledge and skills.

Further Mathematics may be used for general tertiary entry purposes, as well as providing general preparation for employment.
SPECIALIST MATHEMATICS Units 3 and 4

Structure
Prerequisite: Satisfactory completion of Mathematical Methods units 1 and 2.
Co-requisite: Specialist Maths units 3 and 4 must be taken concurrently with Mathematical Methods units 3 and 4.

Units 3 & 4
Specialist Maths Units 3 & 4 must be taken concurrently with Mathematical Methods Units 3 & 4. Specialist Mathematics contains prescribed material from the following areas of Mathematics: Coordinate Geometry, Trigonometric functions, Calculus, Algebra, Vectors in 2 & 3 dimensions, and Mechanics. Students will learn mathematical concepts and acquire and develop skills in carrying out Mathematical algorithms, routines and techniques and applying these skills to a range of worded problems. Opportunity will be given to students to develop skills in solving problems in unfamiliar situations including real life situations. Students will be expected to carry out extended and independent investigations of problems, situations or issues. Findings in both problem solving and project activities will be communicated through reports. This will make students aware of the importance of mathematics in real life, and assist students to develop confidence in making effective use of their mathematical knowledge and skills. Specialist Mathematics is a prerequisite along with Mathematical Methods for tertiary courses specialising in mathematics, such as Engineering.

Assessment
General Maths
Units 1 & 2: Internal Assessment: Including bookwork, test, problem solving projects and an end of semester examination.

Further Mathematics
Unit 3: School-assessed coursework 20 percent
Unit 4: School-assessed coursework 14 percent
Units 3 & 4: Examination 1 33 percent
Units 3 & 4: Examination 2 33 percent

Mathematical Methods (CAS)
Units 1 & 2: Internal Assessment
Unit 3: School-assessed coursework 20 percent
Unit 4: School-assessed coursework 14 percent
Units 3 & 4: Examination 1 22 percent
Units 3 & 4: Examination 2 44 percent

Specialist Mathematics
Unit 3: School-assessed coursework 14 percent
Unit 4: School-assessed coursework 20 percent
Units 3 & 4: Examination 1 22 percent
Units 3 & 4: Examination 2 44 percent
Maths Methods at Year 12 can be done on its own or in conjunction with Year 12 Further Maths.
MEDIA

Rationale
Media has been designed to provide students with the opportunity to develop critical and creative knowledge and skills. Media texts, technologies and processes are considered from various perspectives including their structure and features, their industry production and distribution context, audience reception and the impact of media in society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

Structure
Unit 1: Representation and technologies of representation
The purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. The unit involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, and the creative and cultural implications of new media technologies.

Unit 2: Media production and the media industry
This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

Unit 3: Narrative
This unit will enable students to analyse the nature and function of story and production elements in narrative media texts and discuss the impact of these elements on audience engagement. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They complete a media production design plan for a specific media form and audience.

Unit 4: Media Process, Influence and Society’s Values
This unit will enable students to further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analysed in this unit.

Assessment
Units 1 & 2: Internal Assessment
Unit 3: School-assessed Coursework 6 percent
Unit 4: School-assessed Coursework 12 percent
Unit 3 & 4: School-assessed Tasks 37 percent
Unit 3 & 4: Written Examination 45 percent
MUSIC PERFORMANCE

Rationale

The study of Music Performance focuses on developing skills in practical music and performance in solo and group contexts. Students will develop practical skills on an instrument of their own choice ranging from any woodwind or brass instrument, guitar and bass guitar, tuned percussion and drum kit, keyboard and voice. Students may select to study a different instrument for solo and group performance. Students will develop performance and interpretative skills in a variety of music styles.

Students MUST have an instrumental teacher from within or outside the school. In the five periods, students work on performances (solo and group), developing their aural/listening skills, creative work and investigating music styles. Being able to read music is an advantage in the aural & theory section of the course.

Interested students in undertaking Units 1 & 2 should see the Music Co-ordinator.

Unit 1
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 2
In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

Assessment

Units 1 & 2: Internal Assessment
PHYSICAL EDUCATION

Rationale

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Physical Education focuses on the complex interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, together with the wider social attitudes to and understanding of physical activity.

Structure

Unit 1: Physical Education
This unit introduces the students to an understanding of physical activity, including the relationship between physical activity and the body systems, and the contributions of the energy systems within physical activity. The students will also gain an understanding into the short and long term responses to exercise, and how athletes can best prepare and recover for physical activity to achieve optimal performance.

Unit 2: Physical Education
This unit looks at a range of factors that influence learning and improving physical skills, and the role of the coach in assisting this to happen. Students will also be looking at the National Physical Activity Guidelines and the recommendations and classification of the different types physical activity. Students will also investigate fitness components and how they relate to training methods, training programs and fitness analysis.

Unit 3: Physiological and participatory perspectives of physical activity
This unit introduces students to an understanding of physical activity from a physiological perspective. In particular, the contribution of energy systems to performance in physical activity is explored, as well as the health benefits to be gained from participation in regular physical activity.

Unit 4: Enhancing physical performance
Improvements in physical performance, in particular fitness, depend on the ability of the individual or coach to acquire, apply and evaluate knowledge and understanding about training. Exercise physiology is concerned with individual responses and adaptations through exercise. Students experience a variety of practical activities involving a range of training methods and fitness activities. Students learn to accurately assess the particular energy and fitness needs of the sport or activity for which the athlete is training, through analysis of data collected from a game or activity.

Assessment

Units 1 & 2: Internal Assessment
Unit 3: School-Assessed Coursework 25 percent
Unit 4: School-Assessed Coursework 25 percent
Units 3 & 4: End-of-year Examination 50 percent
PHYSICS

Rationale
Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. The knowledge gained through physics will enhance students’ ability to be innovative and contribute to the intelligent and careful use of resources. This knowledge can be used, for example, in industrial, medical, engineering and technical applications.

Structure
Unit 1
In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

Unit 2
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments in the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Unit 3
This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry. Motion in one and two dimensions is introduced and applied to moving objects on Earth and in space. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonic devices are introduced. The detailed study of structure and materials will extend and have practical engineering application of concepts studied in the core study of motion.

Unit 4
This unit focuses on the development and limitations of models in explaining physical phenomena. In Electric power, a field model of electromagnetism is studied and an in depth look at electricity generation is conducted. The study of Interaction of light and matter looks into the complex interactions of light and matter and explores the fundamentals of quantum mechanics.

Assessment
Units 1 & 2:  Internal Assessment
Units 3 & 4:  Unit 3 School-assessed Coursework 16 percent
             Unit 4 School-assessed Coursework 24 percent
             End of year examination 60 percent
PRODUCT DESIGN AND TECHNOLOGY - WOOD

Rationale

Design plays an important part in our daily lives. It determines the form and function of the products we use and wear. Designing transforms ideas into drawings and plans for the creation and manufacture of useful products. Designer-makers use processes to develop products that fulfil human needs and wants. The combination of design and technical skills is vital if we are to create and use sustainable products, and add value to these products through commerce. In Design and Technology students assume the role of a designer-maker and develop knowledge and skills to produce effective and creative responses to design challenges.

Structure

UNIT 1: Design Modification And Production
This unit focuses on the role of the designer and the way a product is analysed, modified and improved. This is completed by redesigning an existing product or design. Students are required to follow the same processes used by a designer. Students will learn to:
1. Describe and apply the processes used by a designer to document the redesigning of an existing product.
2. Use materials, equipment and processes to make a redesigned product.

Students will complete a folio documenting the redesign and production of an existing product.

UNIT 2: Collaborative Design
This unit has students working as part of team to design and develop a group product or a range of products. Students will learn to:

1. Identify a need and develop design options and a production plan for a range of products based on a common theme.
2. Use materials, equipment and processes to make a product as part of the designed product range.

Students will complete a folio documenting the group design and production of a range of products following a theme, as well as an examination.

Assessment
Units 1 & 2: Internal Assessment
PRODUCT DESIGN AND TECHNOLOGY - WOOD

**Rationale**

In Units 3 & 4 VCE Product Design and Technology students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation.

**Unit 3: Applying the product design process**

1. Students examine how a design brief is structured, how it addresses particular product design factors and how evaluation criteria are developed from the constraints and considerations in the brief. They develop an understanding of techniques in using the design brief as a springboard to direct research and design activates.
2. Students examine how a range of factors, including new and emerging technologies, and International and Australian standards, influence the design and development of products within industrial manufacturing settings. They consider issues associated with obsolescence and sustainability models.
3. Students commence the application of the Product design process for a product design for a client and/or end user, including writing their own design brief which will be complete and evaluated in Unit 4.

**Unit 4: Product development and evaluation**

1. Students use comparative analysis and evaluation methods to make judgments about commercial product design and development.
2. Students continue to develop and safely manufacture the product designed in Unit 3, Outcome 3, using materials, tools, equipment and machines, and record and monitor the production processes and modifications to the production plan and product.
3. Students evaluate the effectiveness and efficiency of the techniques they used and the quality of their product with reference to the evaluation criteria and client and/or end-user feedback. Students make judgments about possible improvements. They produce an informative presentation to highlight the product’s features to the client and/or end user and explain its care requirements.

**Assessment**

**Unit 3:** School Assessed Coursework: 12 percent
**Unit 4:** School Assessed Coursework: 8 percent
**Units 3 & 4:** School Assessed Task: 50 percent
End-of-year examination: 30 percent
PSYCHOLOGY

Rationale
VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

Structure
Unit 1
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 studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Unit 2
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 contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Unit 3
This unit focuses on the interrelationship between the human nervous system, and the stress response. Students investigate the role of the nervous system and how it enables a person to integrate, coordinate and respond to internal and external stimuli. Students learn how to apply a biological and psychological explanation for how new information is learnt, transferred and stored in long-term memory.

Unit 4
In this unit students consider the concept of human consciousness, they investigate different levels of awareness, sensations, thoughts and feelings. Students also consider the nature and importance of sleep and apply biological, psychological and social factors to analyse the effects of sleep disturbances on psychological functioning, including mood, cognition and behaviour. Students build on their understanding of normality and mental wellbeing and apply a biological, psychological and social framework to help understand specific phobias.

Assessment
Units 1 & 2: Internal Assessment
Units 3 & 4: Unit 3 School-assessed Coursework 20 percent
Unit 4 School-assessed Coursework 20 percent
End of year Examination 60 percent
STUDIO ARTS

Rationale

The creative nature of visual art provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Engagement with visual art facilitates creative thinking and the development of new ideas; it also supports connection and exchange within communities and beyond. This subject allows for exploration of a wide range of art forms such as; photography, textiles, computer art, sculpture, printmaking, painting, drawing and mixed media.

Structure

Unit 1: Artistic inspiration and techniques
This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks. It encourages exploration and use of a wide range of materials and techniques in art making. Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

Unit 2: Design exploration and concepts
This unit focuses on students establishing and using a design process to produce artworks. The design process includes the use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks.

Unit 3: Studio production and professional art practices
This unit focuses on the implementation of an individual exploration process leading to the production of a range of potential directions and solutions. Students develop and use an ‘exploration proposal’ to define areas of creative interest. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4.

Unit 4: Studio production and art industry contexts
This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities.

Assessment

Units 1 & 2: Internal Assessment
Unit 3: School-Assessed Coursework 33 percent
Unit 4: School-Assessed Coursework 33 percent
Units 3 & 4: End-of-year Examination 34 percent
Rationale
Theatre Studies focuses on the interpretation of play scripts 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 play scripts 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.

Structure
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. Students work with play scripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance.

Unit 2: Theatrical styles of the modern era
This area of study focuses on an exploration of play scripts from the modern era of theatre, that is, works from the 1920s to the present. Students study at least three distinct theatrical movements from this era and play scripts associated with each movement. Students learn about the contexts, origins, theatrical styles, production processes, use of stagecraft and performance possibilities of each play script. Through practical workshops involving the application of stagecraft, students gain knowledge of how each movement has shaped and contributed to the world of modern theatre.

Unit 3: Play script Interpretation
In this unit, students develop an interpretation of a play script through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play script. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen play script excerpts.

Unit 4: Performance Interpretation
In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination Specifications published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation.

Assessment
Units 1 & 2: Internal Assessment
Unit 3 & 4: School Assessed Coursework: 45 percent
Unit 3 & 4: Written Examination: 30 percent
Performance Examination: 25 percent
VISUAL COMMUNICATION AND DESIGN

Rationale
The study and use of visual language is the focus of Visual Communication Design. Students will have the opportunity to develop an informed, critical and discriminating approach to understanding and using visual communications, and to think creatively about design solutions. Visual Communication Design relies on developing a range of drawing skills as the main component of visual language. Study of the 3 fields of design being communication, industrial and environmental can open many career pathways for students of VCD.

Structure
Unit 1: Visual communication
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students are introduced to three stages of the design process; researching designers, generating ideas and applying design knowledge and drawing skills to design concepts.

Unit 2: Communication in context
Students use presentation drawing methods that incorporate the use of technical drawing methods 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 as a means of organizing their thinking about approaches to solving design problems and presenting ideas.

Unit 3: Visual communication practices
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. Design from a variety of historical and contemporary design fields provides directions, themes or starting points for investigation and inspiration for student’s own work. The design brief and investigative work of Unit 3 is the basis for development and refinement undertaken in Unit 4.

Unit 4: Designing to a brief
Based on the needs established in the design brief developed in Unit 3, students undertake two separate design processes to develop and refine their concepts. They use ongoing reflection and evaluation of design solutions to ensure they are meeting the needs of the brief and utilize a range of digital and manual two- and three-dimensional methods, media and materials. The two solutions are completed using two different presentation formats and students then prepare a pitch to present and explain their ideas to an audience.

Assessment
Units 1 & 2: Internal Assessment
Unit 3: School assessed coursework 20 percent
Unit 4: School assessed coursework 5 percent
Units 3 & 4: School assessed Task 40 percent
Units 3 & 4: End of year examination 35 percent
<table>
<thead>
<tr>
<th>VET Program</th>
<th>Units 1 &amp; 2 Areas of Study</th>
<th>Units 3 &amp; 4 Areas of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II in Community Recreation</td>
<td><strong>CORE:</strong></td>
<td><strong>CORE:</strong></td>
</tr>
<tr>
<td></td>
<td>Prepare for work</td>
<td>Apply sport and recreation law</td>
</tr>
<tr>
<td></td>
<td>Complete daily work activities</td>
<td>Undertake risk analysis of activities</td>
</tr>
<tr>
<td></td>
<td>Organise and complete daily work activities</td>
<td>Analyse participation patterns in leisure and recreation markets</td>
</tr>
<tr>
<td></td>
<td>Provide first aid</td>
<td>Plan a session for participants</td>
</tr>
<tr>
<td></td>
<td>Deal with client feedback</td>
<td>Conduct a sport &amp; rec session for participants</td>
</tr>
<tr>
<td></td>
<td>Develop knowledge of the sport and recreation industry</td>
<td>Facilitate a group</td>
</tr>
<tr>
<td></td>
<td>Follow defined OH&amp;S policies and procedures</td>
<td>Educate the public on the safe use of sport &amp; rec resources</td>
</tr>
<tr>
<td></td>
<td><strong>STREAM CORE:</strong></td>
<td>Deal with conflict</td>
</tr>
<tr>
<td></td>
<td>Apply the principles of community development to community recreation work</td>
<td>Operate in accordance with accepted instructional practices, styles and ethical/legal responsibilities</td>
</tr>
<tr>
<td></td>
<td>Respond to clients at risk</td>
<td><strong>OPTION 1: Sport Focus</strong></td>
</tr>
<tr>
<td></td>
<td>Apply point of sale handling procedures in a recreation setting</td>
<td>Implement facility maintenance program</td>
</tr>
<tr>
<td></td>
<td>Respond to emergency situations</td>
<td>Conduct a Sport and recreation program</td>
</tr>
<tr>
<td></td>
<td>Assist in preparing sport and recreation sessions for participants</td>
<td>Promote access, equity and diversity in community recreation</td>
</tr>
<tr>
<td></td>
<td>Assist in conducting sport &amp; recreation sessions for clients</td>
<td>Apply rules and regulations to conduct games and competitions</td>
</tr>
<tr>
<td></td>
<td>Provide equipment for activities</td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td></td>
<td><strong>ELECTIVES:</strong></td>
<td><strong>OPTION 2: Fitness Focus</strong></td>
</tr>
<tr>
<td></td>
<td>Plan for and participate in a media interview</td>
<td>Provide orientation to clients prior to undertaking a fitness program</td>
</tr>
<tr>
<td></td>
<td>Collect information on drugs in sport</td>
<td>Undertake client induction and screening</td>
</tr>
<tr>
<td></td>
<td>Develop an integrated time management plan</td>
<td>Develop basic fitness programs</td>
</tr>
<tr>
<td></td>
<td>Develop a career goal setting plan</td>
<td>Apply basic exercise science to exercise instruction</td>
</tr>
<tr>
<td></td>
<td>Prepare to study</td>
<td>Use and maintain core fitness industry equipment</td>
</tr>
<tr>
<td></td>
<td>Perform warm-up stretching and cool down techniques before and after participation in an activity</td>
<td></td>
</tr>
<tr>
<td><strong>Training Venue:</strong> Maribyrnong College</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Auspice:</strong> Victoria University</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**
- On-going assessment of coursework
- Work-placement (optional)
- Skill based Testing
- Written Tasks
- Work-placement (optional)
- Skill based Testing
- Completed Written Assessment Tasks
- VCAA Examination at end of year (optional)

**Cost & Fees**
- This course is delivered at Maribyrnong College and does not incur additional student fees
- No additional fee costs to students
VET – VOCATIONAL EDUCATION AND TRAINING

VET is the name given to training that is usually thought of as TAFE training. People working in industries throughout Australia undertake training to learn the skills needed to work in a particular trade or industry. Much of this training is delivered through the VET system at TAFE. However students at school are able to access this training through the VET in Schools Program (VETiS). VET subjects contribute to the student’s VCE Certificates in the same way their other subjects do.

VCAA has developed scored assessment in a majority of VET in Schools Programs, therefore students are able to count VET programs in their ENTER if they undertake a scored assessment.

Successful completion of a VET in the VCE program provides students with:
• two qualifications: a Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) issued by the Victorian Curriculum and Assessment Authority and a VET Certificate issued by a Registered Training Organisation (RTO)
• two Statements of Results issued by the Victorian Curriculum and Assessment Authority giving details of units completed in the VCE and modules/units of competence completed in the VET qualification
• an enhanced Equivalent Australian Tertiary Admissions Rank (ATAR) which can improve access to further education
• the ability to articulate into further vocational education and training courses
• workplace experience including structured workplace learning

Delivery of a program is undertaken by an RTO, (TAFE institute, private provider or school), or by a school under the auspice of an RTO, in accordance with the requirements as detailed in industry approved training documents, accredited curriculum and/or training packages. Students value the inclusion of VET units in the VCE program because it:
• allows them to engage in vocational studies which, provide a practical focus
• gives them direct experience of business and industry, which employers value when selecting staff.

Employers value the VET in the VCE program because it:
• contributes to the development of entry level skills for their industry
• provides students with a practical and focused introduction to workplace requirements
• enables employers to use the program for selection purposes
• enables industry to influence educational programs in schools
• provides useful training and supervisory experience for existing employees
• enables industry to participate in local community networks

Students interested in other VET courses should discuss their area of interest with the Vocational Education Coordinator and the VCE Coordinators to determine whether they can be assisted in studying the VET program as part of their VCE studies.
Maribyrnong College students will be offered the opportunity of participating in the Sport and Recreation Industry Pathway (SARIP) PROGRAM within existing Victorian Certificate of Education (VCE) and Vocational Education Training (VET) subjects. The SARIP program will engage students in contextualised curriculum using sports topics and themes with the broad aims and student outcomes to include:

1. Engaging and motivating them in their subject learning by studying topics from a sport context.
2. Developing skills desirable for possible employment in the Sports, Recreation and related industries, such as teamwork, communication, problem solving, initiative and enterprise, planning and organisation, self-management, learning, entrepreneurial skills, information and media technologies.
3. Linking students to sports themed industry experiences during the latter years of secondary school via work experience, structured workplace learning, part time work, improved partnership links to tertiary courses and careers in conjunction with the sports industry, elite and local sports clubs, Victoria University and the Maribyrnong Local Learning and Employment Network (LLEN). Some learning activities may incur small transport and user pay fees to cover the cost of participation.

Students who participate in the SARIP program will undertake at least 12 hours of sports themed curriculum during the year.

Students can gain benefits from the SARIP program from Victoria University by including a combination of English and VET Sport and Recreation in their subject selections. If they also chose a Maths subject ( any) the Victorian Curriculum and Assessment Authority can endorse their VCE Certificate indicating they have completed an Industry Pathway (IP) approved course of study in sport providing they successfully pass VCE.

Students and/or parents who are interested in being involved in such a Sport and Recreation industry themed approach to their VCE or VET subjects are asked to register their interest with Maribyrnong Sports Academy Sport Director as part of the subject selection process. Information sessions will be held to confirm the SARIP enrolments and the industry pathway benefits being offered by Victoria University for student entry into nominated tertiary courses.

**FLEXIBLE LEARNING PLANS**

High performing student athletes often face enormous pressure in achieving a balance between their VCE studies, sporting goals and a high training workload. These students are often competing overseas and interstate and training in excess of 20 hours or more per week. Student Athletes may apply for a Flexible Learning Plan which allows for flexibility in their academic program by either a reduction of subjects undertaken, completion of VCE over three years and or the enrolment in Distance Education. This flexibility can provide students with more time at school to study and train whilst at school. Students considering applying for a Flexible Learning Plan must meet two or more criteria in Group A and all three of the criteria in Group B.
Group A
- Student athlete is at a State or National level with SSO/NSO endorsement (e.g. Tennis Victoria (SSO)/Tennis Australia (NSO))
- Student athlete has significant commitments to training and competition workloads during VCE study years especially if frequent interstate and international travel for sport is involved
- Student athlete is a dual sport athlete within Maribyrnong Sports Academy at a Regional level (above a club level) or higher

Group B
- Student athlete has established an academic record that indicates that their approach to learning, commitment to study and achievement grades are at a “good” level or higher on the Maribyrnong College grading scale.
- That any flexible academic program provided is able to satisfy VCE requirements, pre-requisite tertiary pathways and/or allow the student athlete to continue to pursue relevant sporting, academic and career options in the future. (e.g. VCE completion, US College options, maximised ATAR etc)
- That the student athlete has already tried to eliminate competing time demands to accommodate their dual focus on academic studies and sporting achievement – e.g. not taken on significant part time work, extra sporting commitments at club level etc.

Students who wish to apply for a Flexible Learning Plan need to lodge an application with the Senior School Assistant Sports Director, Mr Holmes no later than the end of Week 3 of Term 3.

US COLLEGE SPORTS SCHOLARSHIPS

This pathway option can be available to some committed student-athletes. Some relevant sports are: basketball, soccer, tennis, hockey, lacrosse, American football, and swimming. If a student athlete competes at a very high level in one of these sports and has achieved very good academic grades from Years 9-12, they could be eligible for a partial or full university education and life experience in USA while developing their skills in the highly competitive environment of US college sports.

Maureen Spencer-Gardner in the Sports Office is available to assist student-athletes and families with academic preparation for US college sports scholarships. Maureen is very experienced with the complex and changing academic regulations for international student-athletes aiming for NCAA, NAIA and NJCAA colleges. Students who are interested must make an appointment with Maureen Spencer-Gardner.

Note: See next page for information of subject options and pre-requisites.
**U.S. COLLEGE SPORTS SCHOLARSHIPS: SUBJECT OPTIONS FOR COURSE SELECTION**

The following table of course combinations is aimed at student-athletes who meet the **highest level academic and sporting criteria** required to pursue a Sports Scholarship at NCAA university in USA after completing the Victorian VCE. Please read through the possible subject choices that are **pre-requisite subjects** for sports scholarships at NCAA University in USA.

Please note: Most Maribyrnong students will not require specific VCE subjects for NCAA eligibility. Lower level colleges in the USA (NAIA and Junior Colleges) require only some of these subjects.

*Students MUST make an appointment to see Maureen Spencer-Gardner during the Year 9-12 course selection process if they are considering a US College Pathway. Student must take a signed course plan from Maureen Spencer-Gardner to their course counselling interview.*

<table>
<thead>
<tr>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 1</strong></td>
<td><strong>UNIT 2</strong></td>
</tr>
<tr>
<td>ENGLISH (at least one)</td>
<td>ENGLISH</td>
</tr>
<tr>
<td>MATHS (Not Foundation)</td>
<td>MATHS</td>
</tr>
<tr>
<td>BIOL, CHEM or PHYSICS (at least one)</td>
<td>BIOL, CHEM or PHYSICS</td>
</tr>
<tr>
<td>PSYCHOLOGY, HISTORY, GEOGRAPHY or ECONOMICS (at least one)</td>
<td>PSYCHOLOGY, HISTORY, GEOGRAPHY or ECONOMICS (at least one)</td>
</tr>
<tr>
<td>Make any choice.....or Choose EXTRA English, Science or Social Science.</td>
<td>Make any choice.....or Choose EXTRA English, Science or Social Science.</td>
</tr>
</tbody>
</table>

**No Selection Required**

*US Colleges now require students to complete Years 9 to 12 in FOUR years. If you are in Year 11 and you are considering a US College pathway, this restriction must be taken into consideration.*
**OPEN DAYS**

**At the time of publication these dates and times were not released. To be advised at a later date.**

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>DATE</th>
<th>TIME</th>
<th>CONTACT DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Catholic University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melbourne Campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ballarat Campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1300 ASK ACU</td>
<td><a href="http://www.acu.edu.au/openday">www.acu.edu.au/openday</a></td>
</tr>
<tr>
<td>Australian National University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bond University ***</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1800 074 074</td>
<td><a href="http://www.bond.edu.au/openday">www.bond.edu.au/openday</a></td>
</tr>
<tr>
<td>Box Hill Institute of TAFE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1300 269 445</td>
<td><a href="http://www.boxhillinstitute.edu.au">www.boxhillinstitute.edu.au</a></td>
</tr>
<tr>
<td>Central Queensland University (Melbourne)</td>
<td>108 Lonsdale Street,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melbourne</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.cqu.edu.au">www.cqu.edu.au</a></td>
</tr>
<tr>
<td>Deakin University &amp; MIBT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warrnambool Campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geelong Campus (Waurn Ponds &amp; Waterfront)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melbourne (Burwood) Campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1800 334 733</td>
<td><a href="http://www.deakin.edu.au/openday/">http://www.deakin.edu.au/openday/</a></td>
</tr>
<tr>
<td>Holmesglen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chadstone campus</td>
<td></td>
<td>1300 MY FUTURE</td>
<td><a href="http://www.holmesglen.edu.au/showcase/events/open_day_2014">www.holmesglen.edu.au/showcase/events/open_day_2014</a></td>
</tr>
<tr>
<td>La Trobe University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albury-Wodonga Campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shepparton Campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mildura Campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bendigo Campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melbourne (Bundoora) Campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1300 135 045</td>
<td><a href="http://www.latrobe.edu.au/openday">www.latrobe.edu.au/openday</a></td>
</tr>
<tr>
<td>Monash University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gippsland, Berwick, Peninsula Campuses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parkville, Clayton &amp; Caulfield Campuses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1800 666 274</td>
<td><a href="http://www.monash.edu.au/openday">www.monash.edu.au/openday</a></td>
</tr>
<tr>
<td>Navitas College of Public Safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1800 783 661</td>
<td><a href="http://www.ncps.edu.au">www.ncps.edu.au</a></td>
</tr>
<tr>
<td>Northern Melbourne Institute of TAFE (NMIT)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NMIT Super Thursdays – all campuses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9269 8400</td>
<td></td>
</tr>
<tr>
<td>RMIT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City, Bundoora &amp; Brunswick Campuses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9925 2260</td>
<td><a href="http://www.rmit.edu.au">www.rmit.edu.au</a></td>
</tr>
<tr>
<td>Swinburne University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lilydale, Prahran, Hawthorn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1300 275 794</td>
<td><a href="http://www.swinburne.edu.au/openday">www.swinburne.edu.au/openday</a></td>
</tr>
<tr>
<td>University of Ballarat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mount Helen Campus; SMB</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1800 811 711</td>
<td><a href="http://www.ballarat.edu.au/future-students/openday">http://www.ballarat.edu.au/future-students/openday</a></td>
</tr>
<tr>
<td>University of Melbourne</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parkville &amp; Southbank Campuses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1800 801 662</td>
<td><a href="http://openday.unimelb.edu.au/">http://openday.unimelb.edu.au/</a></td>
</tr>
<tr>
<td>Institute of Land and Environment – University of Melbourne</td>
<td></td>
<td></td>
<td>As above</td>
</tr>
<tr>
<td>Burnley Open Day &amp; Pruning Day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VET Open Day, University of Melbourne Veterinary Hospital 250 Princes Hwy, Werribee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Victoria University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Footscray Park only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9688 4110</td>
<td><a href="http://www.vu.edu.au/events/open-day-2014">http://www.vu.edu.au/events/open-day-2014</a></td>
</tr>
<tr>
<td>William Angliss Institute of TAFE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9606 2111</td>
<td><a href="http://www.angliss.edu.au/Open-Day-5-August">http://www.angliss.edu.au/Open-Day-5-August</a></td>
</tr>
<tr>
<td>Private providers; other Institute of TAFEs and Interstate Institutions</td>
<td>Various times throughout the year – majority are in August/September. Further details are available from Careers Centre.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OPEN DAYS

Getting the most out of an Open Day

Most institutional Open Days are held in late July and August (see over the page for Open Day dates). However, you are more than welcome to contact an institution to arrange a visit any time.

What happens on an Open Day?

On Open Day you can visit an institution when it’s at its best. Everyone is there – academics, lecturers, current students and information officers. More importantly, you can talk with academics, lecturers and current students about what certain courses are actually like, and what is required to get into them.

Who should attend an Open Day?

Anyone who is considering studying at a tertiary level in the next few years should attend.

Why should you attend an Open Day?

Apart from the opportunity to obtain course information there are many other reasons why attending an Open Day is a good idea:

- You are going to feel more comfortable arriving at a university or TAFE institute on the first day of classes if you have been there before.
- What is really involved in the course or courses you are interested in?
- If you have to move away from home, where are you going to live?
- Will you be happier studying in a large metropolitan institution or a smaller, perhaps rural institution?
- What does the place ‘feel’ like? Is it a bustling environment with lots of activity or a quieter, more relaxed campus set in landscaped grounds?
- How are you going to get there? Is it close to public transport or should you start saving now for a car?

If you don’t know the answers to any of these questions, then you should attend an Open Day!

How to make the best of Open Days

To make your Open Day visits fun and informative, here are some pointers:

- Write down a list of questions you would like to ask about particular courses
- Be there early. Crowds tend to develop as the day progresses
- On arrival, get a map from a central point and ask for directions to the relevant faculties or schools
- Ask questions!
- Don’t spend the day collecting printed information only. Use the opportunity to speak directly with academics before applications close
- Introduce yourself to selection officers if you feel it is appropriate, but don’t be pushy
- Check out the residential colleges, if available. After all, it is you that will be living there.
- Walk around the campus. Have a good look! See what sporting facilities and other services are available.
- Enjoy the visit!

Not everyone can attend every Open Day and various Institutions hold their Open Days on the same date! If you can’t attend an Open Day and you are interested in a particular institution, you may visit at other times. If you wish to speak to a particular person, it is essential to make an appointment first.
CAREER PLANNING AND PATHWAYS

- abc.net.au/catapult - Innovative and creative ideas in action.
- abc.net.au/acedayjobs - Online videos about people who enjoy their work.
- www.australia.gov.au/australianapprenticeships - Information about Australian Apprenticeships in a range of industries and how to find them (available in several languages).
- www.australia.gov.au/careeradviceaustralia - Find the Local Community Partnership (LCP) in your area and other useful career advice links.
- www.career.edu.au - An Australian Government initiative designed for parents and career practitioners to access career development learning opportunities.
- www.futurefinder.com.au - A free personalised career information service for browsing careers and courses suited to individual interests.
- www.gapaustralia.org - For a chance to live and work in a different country and culture, to take a break from study, grow in confidence and widen your perspectives.
- www.getatrade.gov.au - Information about apprenticeships, training, labour market information and more for those considering a trade-based career.
- www.grouptraining.com.au - Information about Group Training Organisations that take on Australian Apprentices, loaning them to ‘host’ employers.
- www.jobguide.dest.gov.au - Describes over 500 occupations, and their education and training pathways, as well as career planning and job seeking information.
- www.jobjuice.gov.au - Career, job search assistance, apprenticeship and training information designed for young people.
- www.myfuture.edu.au - Online career exploration and information service useful for all students and parents.
- www.thegoodguides.com.au - A comprehensive database of courses, careers, and education institutions, as well as ratings and rankings which help students choose between them.
- www.volunteeringaustralia.org.au - A range of opportunities for volunteers and ideas for a gap year.
- www.workplace.gov.au - An entry point to information about employment in Australia including wages and working conditions, labour markets and careers.
- www.year12whatnext.gov.au - A guide for Year 12 students planning their post school education and training.
- www.youthpathways.dest.gov.au - The Youth Pathways Programme (YPP) helps eligible 13–19 year olds through their schooling and their transition to work or further education and training. State and Territory
- boyzatwork.det.nsw.edu.au - Work options for young men from the NSW Department of Education and Training.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VCE</strong></td>
<td>Victorian Certificate of Education</td>
</tr>
<tr>
<td><strong>VET</strong></td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td><strong>VCAA</strong></td>
<td>Victorian Curriculum and Assessment Authority</td>
</tr>
<tr>
<td><strong>GA</strong></td>
<td>School Graded Assessment</td>
</tr>
<tr>
<td><strong>SAT</strong></td>
<td>School Assessed Task</td>
</tr>
<tr>
<td><strong>SAC</strong></td>
<td>School Assessed Coursework</td>
</tr>
<tr>
<td><strong>OUTCOME</strong></td>
<td>Achievement of key knowledge and skills in the subject area.</td>
</tr>
<tr>
<td><strong>GAT</strong></td>
<td>General Achievement Test (June, Year 12)</td>
</tr>
<tr>
<td><strong>Unit</strong></td>
<td>1 Semester of Work = 0.5 year.</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>Satisfactorily completed a unit.</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>Not satisfactorily completed a unit.</td>
</tr>
<tr>
<td><strong>J</strong></td>
<td>‘did not attempt’ the unit. This is given when a student misses more than 30% of classes in a subject in a semester without good reasons and has not provided absence notes or certificates.</td>
</tr>
<tr>
<td><strong>LOTE</strong></td>
<td>Languages Other Than English, e.g. Spanish, Vietnamese, Arabic.</td>
</tr>
<tr>
<td><strong>COD</strong></td>
<td>Consideration of Disadvantage</td>
</tr>
<tr>
<td><strong>SEAS</strong></td>
<td>Special Entry &amp; Access Scheme</td>
</tr>
<tr>
<td><strong>ATAR</strong></td>
<td>Australian Tertiary Admissions Rank</td>
</tr>
<tr>
<td><strong>ENTER</strong></td>
<td>Equivalent National Tertiary Entrance Rank</td>
</tr>
<tr>
<td><strong>GRADE</strong></td>
<td>The A-E assessment for GA and Exams in Year 12.</td>
</tr>
<tr>
<td><strong>VTAC</strong></td>
<td>Victorian Tertiary Admissions Centre</td>
</tr>
<tr>
<td><strong>TAFE</strong></td>
<td>Technical and Further Education offering Certificate, Diploma and Associate Diploma courses.</td>
</tr>
<tr>
<td><strong>UNIVERSITY</strong></td>
<td>Tertiary Institutes offering Degree courses</td>
</tr>
</tbody>
</table>
NOTES.....