



SENIOR PATHWAYS

In 2021

Years 10 & 11
Course selection booklet

Geelong Baptist College offers students two pathways for their senior years of schooling.

Option A: **VCE – Victorian Certificate of Education**

OR

Option B: **VCAL – Victorian Certificate of Applied Learning**

In Years 11 and 12, students select one of the above pathway options as their primary enrolment, but may undertake and receive credit for subjects associated with the alternative pathway as part of their senior studies.

In Year 10, students have the opportunity to choose one **VCE Unit 1 & 2 (Year 11) subject**. Year 10 students may also commence a **VET course**, as a head-start into their Senior Years studies, prior to Year 11.

VET (Vocational Education & Training) Certificates and School-based Apprenticeships/ Traineeships may be undertaken in one subject, as part of either a VCE or VCAL senior pathway, as early as Year 10.

WHAT'S THE DIFFERENCE?

OPTION A: VCE PRIMARY ENROLMENT

The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of secondary education. Students may choose from over 45 studies (subjects) in completing their course. Each school determines which of these studies they will offer. The VCE provides pathways to further study at University, Technical and Further Education (TAFE) and to the world of work.

OPTION B: VCAL PRIMARY ENROLMENT

The Victorian Certificate of Applied Learning (VCAL) is a recognised senior secondary qualification. It provides practical work-related experience as well as literacy and numeracy skills, and the opportunity to build personal skills that are important for life and work. The VCAL provides pathways onto training at a TAFE institute, starting an apprenticeship or getting a job after completing school. It generally does NOT provide students with the opportunity to achieve an ATAR score; generally a requirement for University entry.

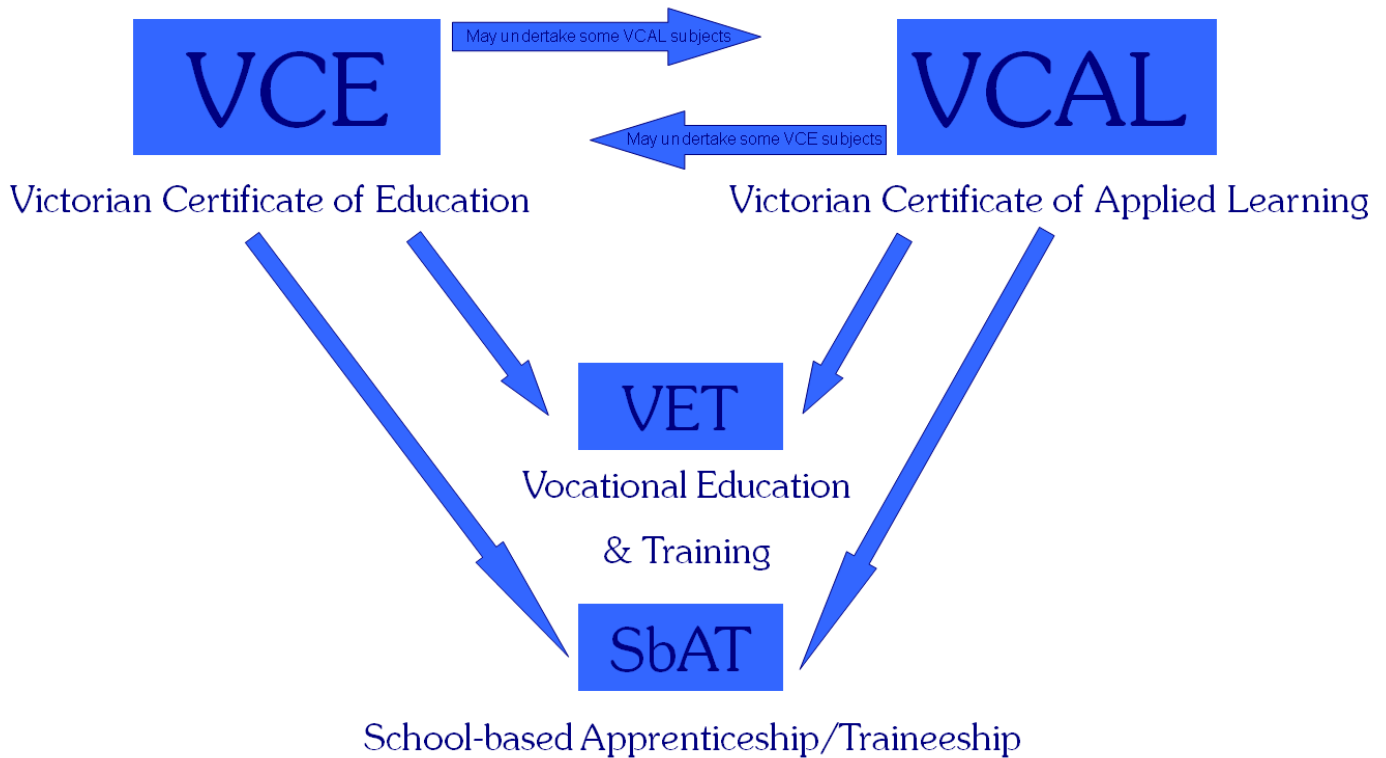
VET

VET stands for Vocational Education and Training. It provides the students with the opportunity to develop industry specific skills at training institutes as part of their secondary schooling. If the course is completed, a VET certificate serves as an additional qualification. VET certificates are included and recognised as part of either a VCE or VCAL certificate.

SCHOOL-BASED APPRENTICESHIPS/TRAINEESHIPS (SbATs)

School-based Apprenticeships and Traineeships (SbAT's) enable students to earn a qualification and be involved in paid work as a part of and whilst completing their secondary schooling. Students can undertake these as part of their VCAL or VCE certificates and they generally provide the same contribution to the VCE/VCAL as their related VET in the VCE programs. (It is usually recommended that students do not commence a SbAT until Year 12.)

2 PATHWAYS FOR YEAR 11 STUDENTS IN 2021



OPTION A: VCE PRIMARY ENROLMENT

Each VCE study (subject) is made up of units that are a semester in length. Units 1 & 2 are generally taken in Year 11, and Units 3 & 4 are generally taken in Year 12.

At GBC, students MAY undertake up to 2 VCE or VET subjects in Year 10 for completion in Year 11. This generally provides them with the opportunity to have 5 study periods in Year 12.

Units 1 and 2 of each study can be taken as single units – that is, you may complete only Unit 1 or only Unit 2 of the study. Units 3 and 4 must be taken as a sequence of two units.

Most subjects do not have prerequisite requirements i.e. You CAN take Unit 3 & 4 of a subject even if you have not completed the Unit 1 &/or 2 of that subject in the previous year. For some subjects, it is highly recommended that students complete Unit 1 & 2 OR alternatively do some background study prior to undertaking Unit 3 & 4.

A VCE program will generally consist of **24 units** taken over two years (i.e. 6 subjects).

SAMPLE PROGRAM:

SUBJECT	YEAR 10		YEAR 11		YEAR 12	
	SEM 1	SEM 2	SEM 1	SEM 2	SEM 1	SEM 2
English			Unit 1	Unit 2	Unit 3	Unit 4
Maths Methods			Unit 1	Unit 2	Unit 3	Unit 4
Biology			Unit 1	Unit 2	Unit 3	Unit 4
Health	Unit 1	Unit 2	Unit 3	Unit 4		
Legal Studies			Unit 1			
History				Unit 2	Unit 3	Unit 4
VET Business			Unit 1	Unit 2	Unit 3	Unit 4

When making subject choices students should consider studies that:

- interest them
- they are good at
- lead to employment that they find appealing
- prepare them for further training or tertiary courses which they are considering

A list of the VCE subjects that were offered for selection **for 2020 is found on page 13** of this booklet. (The final VCE grid will depend on student interest, staffing and timetabling.)

In consultation with the Head of Curriculum, students MAY be able to undertake study outside the College if we are unable to provide a particular study in which they are interested.

REQUIREMENTS FOR ATTAINING A VCE CERTIFICATE

To obtain their VCE certificate, students must satisfactorily complete **at least 16 units**, including **3 units from the English group** and three pairs of units at 3/4 level including English (this may include VET studies).

The College will provide advice to ensure that students are undertaking the right number of units and the right combination of units to graduate with their VCE.

Some students will complete VCE with the sole objective of attaining their VCE certificate. Other students are aiming for an ATAR (Australian Tertiary Admission Rank) score that will provide them with the opportunity of attaining a university placement.

THE BASICS OF THE 'ATAR' SCORE CALCULATION:

If students obtain an 'S' (satisfactory) result and complete all of the graded assessment for a Unit 3/4 sequence in any VCE study, they are eligible for a 'study score' which is a result out of 50.

These study scores are then scaled to become ATAR subject scores. The scaling will depend on the subject and the performance in the subject that year.

To calculate an ATAR, the score for English plus the subject scores for the next best 3 subjects are considered the 'Primary 4' and their results contribute fully to the ATAR. The subject score of the 5th and 6th subjects represent a more minor contribution to the ATAR.

These scores are added together and undergo a mathematical calculation to be ranked against other students in the state for an ATAR score. The top ATAR score possible is 99.95 with this going down by 0.05 increments.

VCAL SUBJECT CONTRIBUTION TO THE VCE CERTIFICATE:

VCAL Personal Development Skills and VCAL Work Related Skills (or VCE Food Studies / VCE Product Design Technology) are VCAL subjects that Year 11/12 students can undertake at GBC in 2021 in conjunction with their main VCE stream. This strand will contribute 2 units of credit towards their VCE certificate over the year.

VET CONTRIBUTION TO THE VCE CERTIFICATE:

See page 7 for information about VET course contributions to the VCE certificate and ATAR.

OPTION B: **VCAL PRIMARY ENROLMENT**

VCAL is based around the concept of ‘applied learning’ and aims to harness students’ passions. This approach emphasises the relevance of the real world where students and teachers are often involved in project partnerships with organisations, community and individuals outside school. It provides students with the opportunity to undertake a study program where they will gain practical experience and employability skills as well as the skills they will need to go onto further training in the workplace or at TAFE.

There are 4 compulsory strands in any VCAL certificate that have a variety of curriculum options, including VCAL specific subjects as well as **1-2 VCE subjects**:

STRAND	CURRICULUM OPTIONS FOR EACH STRAND AT GBC
Literacy	VCAL Literacy VCE English VCE Literature (VSV)
Numeracy	VCAL Numeracy VCE Mathematical Methods VCE General Mathematics VCE Chemistry VCE Physics VCE Biology
Industry Specific Skills	VET certificates – any or School-based Apprenticeships & Traineeships (SbATs)
Work Related Skills	VCAL Work Related Skills VCE Outdoor and Environmental Studies VCE Food Studies VCE Design Technology VCE Computing
Personal Development Skills	VCAL Personal Development Skills

These strands listed above are integrated into the students’ project work and other ‘hands-on’ opportunities for learning.

There are 2 levels of VCAL offered at GBC: Intermediate & Senior. Generally students begin and complete Intermediate at Year 11 and undertake Senior at Year 12.

Following the successful completion of VCAL, students will receive a certificate and a Statement of Results that details the areas of study they have completed.

VET COURSES

Vocational Education and Training (VET) is a recognised component of the VCE or VCAL certificate. It provides students with the opportunity to attend a training institution and be involved in a more industry specific course whilst completing their senior schooling.

The College is involved in an arrangement with VET providers in Geelong where students undertake VET subjects on Monday afternoons (generally second year) or Wednesday afternoon (generally first year). Students involved in VET are expected to catch up on any missed school work on these afternoons of absence.

At Year Ten level, study periods are not provided at school in lieu of VET time, however in Year 11 and 12, VET subjects have 5 periods of study allocated to them as they are taken in lieu of a VCE subject.

The courses offered and their providers are listed overleaf. The College is committed to contributing half of the tuition fees for students to undertake ONE VET course throughout their time at the College, provided that students maintain attendance requirements for the full duration of the year (following the 4 week trial period) and obtain a satisfactory 'S' grade for all units of competence attempted. If these requirements are not met, the parents will be required to pay Geelong Baptist College the amount that was contributed by the College, allowing this money to be used for those students continuing their studies. Costs such as books, materials and ancillary fees are to be covered by parents.

The College arranges transport for students to VET venues. These arrangements include College buses, buses from other institutions and in some cases public buses. Parents are expected to collect students from their respective venues at the conclusion of the day. (Any public transport costs for transportation to or from the venues are to be covered by parents.)

VET CONTRIBUTION TO THE VCE CERTIFICATE AND ATAR SCORES:

VET courses provide credit toward the VCE in various ways. This credit is given based on the 'units of competence' completed within the course. Generally the first year of a VET course earns a Unit 1 & 2 VCE credit and the second year contributes a Unit 3 & 4 VCE credit. However it is important to note that this is not always the case and further information should be sought from the VET coordinator or VET course information sheets before selecting the course to ensure students are aware of the exact contribution of their VET course.

Some VET courses offer a VCAA examination that enables students to earn a study score that can contribute directly to the ATAR as one of the student's primary four scaled studies. These courses are identified by an asterisk on the following page.

In most cases, a VCAA examination is not part of a VET in schools course, but these courses can be used to attain credit as a 5th or 6th subject towards an ATAR calculation.

In contrast to VCE studies, VET programs are not designed as stand-alone studies. Students must undertake the entire VET course in order to attain their VET qualification. In almost all cases, this takes 2 years.

VET COURSES OFFERED BY GBC THROUGH VARIOUS PROVIDERS AROUND GEELONG (see Mr Kevin McWha for any further queries)

- If a course is available at more than one provider, students indicate their preferred provider on the application form.
- * = Subjects that have external VCAA exams and will therefore receive a study score. VCE unit credits vary for all other courses.

CERTIFICATE	GORDON	OTHER
Certificate II in Agriculture		Covenant College
Certificate III in Allied Health	✓	
Certificate II in Animal Studies	✓	Covenant College
Certificate II in Applied Fashion Design	✓	Bellarine Sec
Certificate II in Automotive Technology Studies (Mechanical)	✓	Geelong Industry Trade Training Centre
Certificate II in Automotive Technology Studies (Paint & Panel)	✓	
Certificate III in Beauty Services	✓	North Geelong SC
Certificate II in Building & Construction (Bricklaying Pre-apprenticeship)	✓	
Certificate II in Building & Construction (Carpentry Pre-apprenticeship)	✓	Bellarine Sec Geelong Industry Trade Training Centre
Certificate II in Building & Construction (Painting & Decorating Pre-apprenticeship)	✓	
Certificate II & III in Business*		Northern Bay College
Certificate II in Community Services*	✓	
Certificate III in Children's Services	✓	Bellarine Sec
Certificate II in Creative Industries (Media)		Lara SC
Certificate II Dance *		Geelong HS
Certificate II Electrotechnology Studies (Electrical Pre-vocational)	✓	
Certificate II Engineering Studies (Mechanical)*	✓	Bellarine Sec Geelong Industry Trade Training Centre
Certificate II in Engineering (Fabrication)*	✓	
Certificate II Equine Industry *		Bellarine Sec Saddle On
Certificate III in Events	✓	

Certificate II Furnishing	✓	
Certificate II in Hairdressing	✓	Geelong Industry Trade Training Centre
Certificate II in Health Support Services		North Geelong SC
Certificate II in Horticulture		Covenant College
Certificate II Hospitality (Kitchen Operations)*	✓	Geelong Industry Trade Training Centre
Certificate II in Hospitality (Operations)	✓	
Certificate II in Information & Communications Technology		Belmont HS
Certificate III in Information, Digital Media and Technology	✓	Bellarine Sec North Geelong SC
Certificate II in Integrated Technologies		
Certificate II in Retail Make-up & Skin care	✓	Geelong Industry Trade Training Centre
Certificate III in Laboratory Skills	✓	
Certificate III Media (Interactive Digital Media)*	✓	Lara SC
Certificate III & IV Music (Performance)		Bellarine Sec Belmont HS Matthew Flinders North Geelong SC
Certificate II in Nail Technology		Geelong Industry Trade Training Centre
Certificate II in Outdoor Recreation*		Belmont HS Saddle On
Certificate II in Plumbing (Prevocational)	✓	
Certificate II in Printing & Graphic Arts (Desktop Publishing)	✓	
Certificate II & III in Sport & Recreation (Prerequisite SIS20213)		Belmont HS North Geelong SC
Certificate III in Technical Production*		Northern Bay College
Certificate III in Tourism	✓	

SCHOOL-BASED APPRENTICESHIPS /TRAINEESHIPS (SbATs)

School Based Apprenticeship and Traineeships (SbAT's) are open to students 15 years of age or over who are permanent residents of Australia. The program involves the student undertaking their VCAL/VCE as well as being employed and trained under the following arrangements:

- VCAL/VCE studies selected by student
- a training agreement registered with the Office of Training and Tertiary Education (OTTE)
- a negotiated training program leading to a nationally recognised qualification
- paid work under some form of industrial agreement that endorses Part-time Apprenticeships, such as a Federal Industrial Award, Australian Workplace Agreement (AWA) or Certified Agreement (CA)

SbAT programs generally provide the same contribution to the VCE/VCAL as their related VET in the VCE programs.

INTEGRATED SCHOOL-BASED APPRENTICESHIPS/TRAINEESHIPS:

Students generally undertake 1 full day of paid work during the school week. It is inevitable that there will be some school work missed on this day of work. It is the student's responsibility to catch up on any missed school work.

THE SUBJECT SELECTION PROCESS

1. Student Information:

- In the first few weeks of Semester Two, Years 9&10 students are provided with:
 - **Information Briefings** about the Senior Pathways course structure, options and the possible subjects that GBC may be offering in 2021 (see page 13).
 - **Pre-course selection Interviews** with the Head of Curriculum, to determine which of these two pathways, which are most likely courses for each Year 9 & 10 student.
 - **Pathways Packs and/or Pathways Folders** consisting of:
 - **'Senior Pathways in 2020' Course selection booklets** (for Years 9 & 10 students)
 - **'Where to now?'** Booklet produced by the Victorian Curriculum Assessment Authority (for Year 10 students)
 - **'Choice: VCE studies and the ATAR in 2022'** Publication produced by VTAC (for Year 10 students)
 - **VET information sheet and Application process**(for Years 9&10 students)
 - **Parent-Teacher Interview request forms,** (for Years 9&10 students)
 - **Career Action Plans** (for Year 10 students)
 - **Pre-course selection 'Expressions of Interest' forms** (for Year 10 students)

2. Parent Information:

- Parents are provided with a **letter** inviting them to access the: **Online Senior Pathways Parent Information Evening** (Thurs 30th July, 2020 - Term 3, Week 3)
- Parents are provided **with an Interview request,** to enable Additional information received with this booklet, in the **Pathways Packs,** prior to the evening
- **'Senior Pathways in 2020' Information Evening:**
 - **PowerPoint presentation** of the Senior Pathways at GBC and how VCE, VCAL and VET options can be integrated.
 - **'2021 Y11 Senior Pathway Selection and Subjects Preference' form.** (This form is due back by **Monday 7th September – week 9**)
 - **'2021 Y10 Senior Pathway Selection and Subjects Preference' form.** (This form is due back by **Monday 7th September – week 9**)

3. **Pre-Course selection: Expressions of interest in subjects:**

- Students peruse the **Senior Pathways booklet** and related subject outlines.
- On the **'2021 Senior Pathway Pre-course selection'** (Expressions of Interest form), provided in the **Pathways Packs,** students indicate their preferred pathway: VCAL or VCE.
- **VCAL students** indicate up to **two** VCE subjects of interest to them. (refer to **blue form – Option B**)
- **VCE students** select their **top 6 preferences** for VCE subjects **and 2 reserve preferences.** (refer to **green form – Option A**)

4. Subject Selection Grid:

- From the **'Pre-course selection' (Expressions of Interest) forms,** provided by students, a Senior Pathway grid is then produced that presents the minimum number of clashes between student choices. Please note: As a general rule, the minimum number of students required to 'run' a subject is 5, although subjects with smaller numbers may also be considered depending on the spread of subjects. **Finalised: early September.**

SAMPLE GRID

- * Students should **choose ONE subject** from each line
- * **VCE students** must choose English and/or Literature
- * **VCAL students** do not necessarily have to choose the VCAL subjects, but need to ensure they have chosen a curriculum option to meet each of the strands. See page 5.
- * **One VET subject** may be nominated in lieu of a line, providing all of the abovementioned requirements are met.
- * Students doing VCE as their main stream CAN choose VCAL PDS to attain credit towards their VCE certificate.
 - For example, students are provided with this subject selection grid and choose their subjects for 2017. **Due date: One week after the grid has been provided to students.**

BELOW IS AN EXAMPLE OF A SENIOR PATHWAY GRID

VCE SUBJECTS				VCAL SUBJECTS	VET SUBJECT
LINE 1	Maths Methods	General Maths		VCAL Numeracy	VET subject
LINE 2	English	Media		VCAL Literacy	VET subject
LINE 3	Studio Arts	Computing	Physical Education	VCAL Work Related Skills	VET subject
LINE 4	Chemistry	Food Studies	Business Management	VCAL Personal Development	VET subject
LINE 5	Biology	Design Technology	Literature		VET subject
LINE 6	Health & HD	Visual Communication Design		VCAL Personal Development	VET subject

VCE SUBJECTS OFFERED IN 2021 BY CURRICULUM AREA (TBC)

(These subjects* were offered to students but were determined by numbers of student preferences)

ARTS

- * Media
Music (to be considered in 2021 if sufficient numbers)
- * Studio Arts
- * Theatre Studies (GHS)
- * Visual Communication Design

ENGLISH

- * English / EAL
- * Literature (VSV)
- * Indonesian (LOTE)
- * French (VSL)

HAPE

- * Health and Human Development
- * Physical Education
Outdoor and Environmental Studies

HUMANITIES

- * Business Management
- * Economics
- * Legal Studies
- * History (VSV)
- * Politics

MATHEMATICS

- * General Mathematics
- * Further Mathematics
- * Mathematical Methods (CAS)
- * Specialist Mathematics (VSV)

SCIENCE

- * Biology
- * Chemistry
- * Physics
- * Psychology

TECHNOLOGY

- * Product Design & Technology
- * Food Studies
- * Computing

MEDIA

(THE ARTS)



Unit 1 & 2 can be undertaken separately

UNIT 1	<p>Media forms, representations and Australian stories</p> <p>In this unit students analyse how the audience understands the way the media represents Australian identity. This includes investigating codes and conventions that help audiences make sense of the intended meaning. Students discuss the social and institutional factors influencing the distribution of media during different periods of time, locations and contexts. Students undertake practical productions or exercises in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form.</p>
UNIT 2	<p>Narrative across media forms</p> <p>In this unit students further develop an understanding of the concept of narrative in media products, including newer forms as film, television, sound, news, print, photography, games, and interactive digital forms. They analyse the influence of developments in media technologies on individuals and society. Students undertake practical production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms</p>

Unit 3 & 4 must be undertaken as a sequence

UNIT 3	<p>Media narratives and pre-production</p> <p>In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form and explore and experiment with media technologies to develop skills in their selected media form. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.</p>
UNIT 4	<p>Media production and issues in the media</p> <p>In this unit students focus on their production and finalise the process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.</p>

STUDIO ARTS

(THE ARTS)



Units 1 & 2 can be undertaken separately

UNIT 1	<p>Artistic Inspiration and Techniques</p> <p>This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through 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.</p>
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UNIT 2	<p>Studio Exploration and Concepts</p> <p>This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks.</p>
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Units 3 & 4 must be undertaken in sequence

UNIT 3	<p>Studio practices and processes</p> <p>This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4.</p>
UNIT 4	<p>Studio practice and art industry contexts</p> <p>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.</p>

THEATRE STUDIES

(THE ARTS)



Units 1 & 2 can be undertaken separately

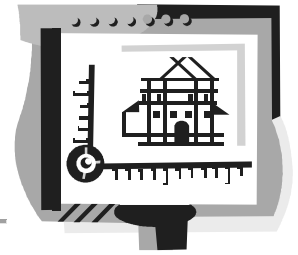
UNIT 1	<p>Pre-modern Theatre.</p> <p>The focus of this unit is the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance.</p>
UNIT 2	<p>Modern Theatre.</p> <p>The focus of this unit is the study of theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.</p>

Units 3 & 4 must be undertaken in sequence

UNIT 3	<p>Playscript Interpretation.</p> <p>The focus of this unit is the development of an interpretation of a playscript 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 playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts.</p> <p>Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the playscript in the performance.</p>
UNIT 4	<p>Performance Interpretation.</p> <p>The focus of this unit is the study of a scene and associated monologue from the Theatre Studies Stagecraft Examination Specifications 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.</p> <p>Students' work for Outcomes 1 and 2 is supported through analysis of a performance they attend selected from the prescribed VCE Theatre Studies Unit 4 Playlist.</p>

VISUAL COMMUNICATION DESIGN

(THE ARTS) – New Study Design to be released for 2018



Unit 1 & 2 can be undertaken separately

UNIT 1	<p>Introduction to Visual Communication Design</p> <p>Area of Study 1: Drawing as a means of communication Area of Study 2: Design elements and design principles Area of Study 3: Visual communication design in context</p> <p>Students will practice observational drawing exploring a range of materials and techniques. Students also investigate how existing visual communications are influenced by historical, social and cultural factors.</p>
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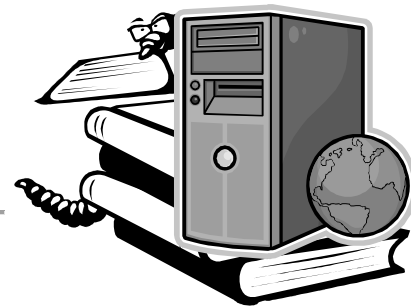
UNIT 2	<p>Applications of Visual Communication Design</p> <p>Area of Study 1: Technical drawing in context Area of Study 2: Type and imagery Area of Study 3: Applying the design process</p> <p>Students develop practical skills through two and three-dimensional drawing. Typography is explored through a design process that responds to a given brief.</p>
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Unit 3 & 4 must be undertaken as a sequence

UNIT 3	<p>Design Thinking and Practice</p> <p>Area of Study 1: Analysis and practice in context Area of Study 2: Design industry practice Area of Study 3: Developing a brief and generating ideas</p> <p>Students research, investigate and analyse visual communications. Students also develop a design brief that defines the need or needs of a client where two distinct final presentations will be produced in Unit 4.</p>
UNIT 4	<p>Design Development and Presentation</p> <p>Area of Study 1: Development of design concepts Area of Study 2: Final presentations Area of Study 3: Evaluation and explanation</p> <p>Students undertake two separate design processes for two distinct concepts that will culminate in two presentations. Students will then be required to reflect, evaluate and pitch their idea and presentations to an audience.</p>

ENGLISH

(ENGLISH)



Unit 1 & 2 can be undertaken separately

UNIT 1	In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.
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UNIT 2	In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.
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Unit 3 & 4 must be undertaken as a sequence

UNIT 3	In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.
UNIT 4	In this unit students compare the presentation of ideas, issues and themes in two texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

LITERATURE

(ENGLISH)



Unit 1 & 2 can be undertaken separately

UNIT 1	<p>In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text. Texts include novels, plays and poetry.</p>
UNIT 2	<p>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. Texts include novels, plays and poetry.</p>

Unit 3 & 4 must be undertaken as a sequence

UNIT 3	<p>Form and transformation</p> <p>In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students develop creative responses to texts and their skills in communicating ideas in both written and oral forms.</p>
UNIT 4	<p>Interpreting texts</p> <p>In this unit students develop critical and analytic responses to texts. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.</p>

INDONESIAN (LOTE)



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

The ability to communicate in another language, in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts, commerce, technology, science, education etc.

UNIT 1	<p>The three outcomes for Unit 1 are:</p> <p>Outcome 1 On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.</p> <p>Outcome 2 On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.</p> <p>Outcome 3 On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.</p>
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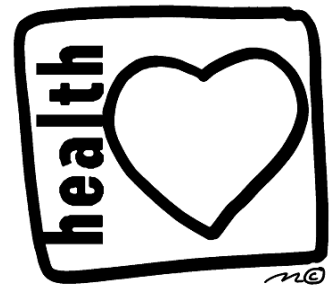
UNIT 2	<p>The three outcomes for Unit 2 are:</p> <p>Outcome 1 On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.</p> <p>Outcome 2 On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.</p> <p>Outcome 3 On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.</p>
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UNIT 3	<p>The three outcomes for Unit 3 are:</p> <p>Outcome 1 On completion of this unit the student should be able to express ideas through the production of original texts.</p> <p>Outcome 2 On completion of this unit the student should be able to analyse and use information from spoken texts</p> <p>Outcome 3 On completion of this unit the student should be able to exchange information, opinions and experiences</p>
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UNIT 4	<p>The three outcomes for Unit 4 are:</p> <p>Outcome 1 On completion of this unit the student should be able to analyse and use information from written texts</p> <p>Outcome 2 On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Indonesian-speaking communities.</p>
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HEALTH & HUMAN DEVELOPMENT

(HEALTH AND PHYSICAL EDUCATION)



Unit 1 & 2 can be undertaken separately

UNIT 1	<p>The Health and Development of Australia's Youth</p> <p>In this unit, students describe the dimensions of, and the interrelationships within and between, health and individual human development. They describe and explain the factors that impact on the health and individual human development of Australia's youth. Students outline health issues relevant to Australia's youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.</p>
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UNIT 2	<p>Individual Human Development and Health Issues</p> <p>In this unit, students describe and explain the factors that affect the health and individual human development for the lifespan of prenatal, childhood and adulthood. They analyse a number of health issues in detail and investigate strategies and programs that affect the health and development of mothers and babies, children and adults.</p>
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Unit 3 & 4 must be undertaken as a sequence

UNIT 3	<p>Australia's Health</p> <p>Students compare the health status of Australia's population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia's health status. They discuss and analyse approaches to health and health promotion, and describe Australia's health system and the different roles of government and non-government organisations in promoting health.</p>
UNIT 4	<p>Global Health and Development</p> <p>Students analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations' Sustainable Development Goals (SDGs) and describe the interrelationships between health, human development and sustainability. Students describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.</p>

PHYSICAL EDUCATION

(HEALTH AND PHYSICAL EDUCATION)



Unit 1 & 2 can be undertaken separately: Units 1 & 2 (2017-2021)

UNIT 1	<p>The human body in motion.</p> <p>In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.</p>
UNIT 2	<p>Physical activity, sport and society</p> <p>This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.</p> <p>Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity</p>

UNIT 3	<p>Movement skills and energy for physical activity</p> <p>This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.</p>
UNIT 4	<p>Training to improve performance</p> <p>In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.</p>

OUTDOOR AND ENVIRONMENTAL STUDIES (HEALTH AND PHYSICAL EDUCATION)



Unit 1 & 2 can be undertaken separately

UNIT 1	<p>Exploring outdoor experiences.</p> <p>This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.</p>
UNIT 2	<p>Discovering outdoor environments</p> <p>This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.</p>

Unit 3 & 4 must be undertaken as a sequence

UNIT 3	<p>Relationships with outdoor environments</p> <p>The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.</p>
UNIT 4	<p>Sustainable outdoor relationships</p> <p>In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge.</p>

BUSINESS MANAGEMENT (HUMANITIES)



Unit 1 & 2 can be undertaken separately

UNIT 1	<p>Planning a business</p> <p>Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.</p>
UNIT 2	<p>Communication and Management</p> <p>This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business. Establishing a business</p> <p>This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.</p>

Unit 3 & 4 must be undertaken as a sequence

<p style="text-align: center;">UNIT 3</p>	<p>Managing a business</p> <p>In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.</p>
<p style="text-align: center;">UNIT 4</p>	<p>Transforming a business</p> <p>Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.</p>

LEGAL STUDIES (HUMANITIES)



Unit 1 & 2 can be undertaken separately

UNIT 1	<p>Guilt and liability</p> <p>Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.</p>
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UNIT 2	<p>Sanctions, remedies and rights</p> <p>Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.</p>
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Unit 3 & 4 must be undertaken as a sequence

UNIT 3	<p>Rights and justice</p> <p>The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates’ Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.</p>
UNIT 4	<p>The people and the law</p> <p>The study of Australia’s laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.</p>

HISTORY (HUMANITIES)



Unit 1 & 2 can be undertaken separately

UNIT 1	<p>Twentieth Century 1918-1939</p> <p>The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.</p>
UNIT 2	<p>Twentieth Century 1945-2000</p> <p>The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.</p>

Unit 3 & 4 must be undertaken as a sequence

(Unit 3) - The Russian Revolution (1905-1924)

(Unit 4) -The Chinese Revolution (1898-1976)

UNITS 3 & 4	<p><u>Area of Study 1: Causes of revolution</u></p> <p>In this area of study students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions</p> <p><u>Area of Study 2: Consequences of revolution</u></p> <p>In this area of study students analyse the consequences of the revolution and evaluate the extent to which it brought change to society. The success of the revolution was not inevitable; therefore, students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. Furthermore, they evaluate the success of the new regime's responses to these challenges and the extent to which the consequences of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline.</p>
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GLOBAL POLITICS (HUMANITIES)



Unit 1 & 2 can be undertaken separately

UNIT 1	<p>Ideas, Actors and Power</p> <p>In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.</p>
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UNIT 2	<p>Global Connections</p> <p>This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad of ways in which lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.</p>
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Unit 3 & 4 must be undertaken as a sequence.

UNIT 3	<p>Global Actors</p> <p>In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives. For the purposes of this study, the term 'non-state actors' covers a range of global actors: altruistic non-governments organisations (NGOs), for example Amnesty International and Greenpeace; organised religions; terrorist movements and organised crime syndicates.</p>
UNIT 4	<p>Global Challenges</p> <p>In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them.</p>

GENERAL & FURTHER MATHEMATICS (MATHEMATICS)



Unit 1 & 2 can be undertaken separately

MATHEMATICS OVERVIEW

Preamble

In the VCE, a course which runs for half the year is called a Unit. Hence a two-unit sequence runs for the whole year and was, once upon a time, called a 'subject'.

Introduction

The V.C.E. Mathematics Study Design details the content to be covered in mathematics at unit 1&2 (ie year 11 level) and Units 3 &4 (ie year 12 level). Students normally enrol in a two-unit sequence of Mathematics. Unit 2 of a sequence is designed to be taken after Unit 1. Similarly, Unit 4 is designed to be taken after Unit 3. The names of the mathematics sequences which GBC may run are listed in the table below:

Unit 1&2 (Year 11 level)	Units 3&4 (Year 12 level)	Difficulty level
Specialist Mathematics 1,2	Specialist Mathematics 3,4	Very challenging; sophisticated algebra, calculus and applications. Includes some high level statistical analysis.
Mathematical Methods 1,2	Mathematical Methods 3,4	Moderately challenging; high level algebra and introductory calculus. Includes probability using calculus.
General Mathematics 1,2	Further Mathematics 3,4	Generally straightforward algebra with a focus on business calculations, statistics and real world applications.

UNIT COMBINATIONS

These two-unit sequences are designed to be taken in particular packages. The package that a student selects will depend on their interest and ability in Mathematics as well as the prerequisites required by the tertiary institution of their choice. Some students may wish to complete 4 units in year 11 and then 4 units in year 12. Others may decide to exclude Mathematics from their VCE completely. Some of the common packages are shown below:

	Unit 1,2	Unit 3,4	Suitable for
1	Specialist Mathematics 1,2 and Mathematical Methods 1,2	Specialist Mathematics 3,4 and Mathematical Methods 3,4	Engineering, high level actuarial courses, surveying, mathematical sciences.

2	Specialist Mathematics 1,2 and Mathematical Methods 1,2	Further Mathematics 3,4 and Mathematical Methods 3,4	Some science courses, medicine, university commerce courses etc. Two subjects of Maths in year 11 is a better preparation for Methods in year 12. Strong students often use Further Mathematics as a “mark getter”
3	Specialist Mathematics 1,2 and Mathematical Methods 1,2	Mathematical Methods 3,4	Some science courses, medicine, university commerce courses etc. Two subjects of Maths in year 11 is a better preparation for Methods in year 12.
4	General Mathematics 1,2 and Mathematical Methods 1,2	Further Mathematics 3,4 and Mathematical Methods 3,4	Some science courses, medicine, university commerce courses etc. Two subjects of Maths in year 11 is a better preparation for Methods in year 12.
5	Mathematical Methods 1,2	Mathematical Methods 3,4	Some science courses, medicine, university commerce courses etc
6	General Mathematics 1,2	Further Mathematics 3,4	Biological sciences, nursing , business courses etc.
7	General Mathematics 1,2	No Maths	For courses or apprenticeships which require a year 11 Maths.

Packages 5 and 6 tend to be quite popular and students should be aware that other combinations are theoretically possible. In particular, students who accelerate into a V.C.E. Mathematics subject whilst in year 10 will have a different pathway sequence. These are discussed on an individual basis..

Scaling:

In general students should select Mathematics which is within their capability and interest irrespective of how the subject is scaled. However, in the instance of indecision, the following information regarding scaling may be a factor in the subjects selected. All VCE study scores are out of a notional 50. The average study score is 30 in a subject across the state. The scaling of subjects changes slightly from year to year but is generally as follows.

A study score of 30 in Specialist Mathematics 3,4 is scaled up to 41

A study score of 30 in Mathematics Methods 3,4 is scaled up to 34

A study score of 30 in Further Mathematics 3,4 is scaled down to 27

Please note that a student who achieves a very high study score in **any** study (>47) would have their mark scaled only 1 or 2 points up or down, if at all.

(The scaling report for any year can found on the VTAC website. It lists all studies and shows how a range of original scores are scaled up or down.)

UNIT 1 & 2 - GENERAL MATHEMATICS

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

For Units 1 and 2, to suit the range of students entering the study, content must be selected from the six areas of study using the following rules:

- for each unit, content covers four or more topics in their entirety, selected from at least three different areas of study
- courses intended as preparation for study at the Units 3 and 4 level should include a selection of topics from areas of study that provide a suitable background for these studies
- topics can also be selected from those available for Specialist Mathematics Units 1 and 2
- content covered from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2.

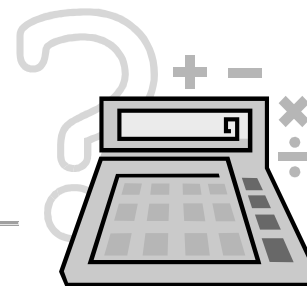
In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

UNIT 3 & 4 - FURTHER MATHEMATICS

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'. 'Data analysis' comprises 40 per cent of the content to be covered, 'Recursion and financial modelling' comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: 'Computation and practical arithmetic', 'Investigating and comparing data distributions', 'Investigating relationships between two numerical variables', 'Linear graphs and modelling', 'Linear relations and equations', and 'Number patterns and recursion'. For each module there are related topics in General Mathematics Units 1 and 2. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

MATHEMATICAL METHODS

(MATHEMATICS)



There are no prerequisites for entry to Mathematical Methods (CAS) Units 1 and 2. However, students attempting Mathematical Methods (CAS) are expected to have a strong background in number, algebra, function, and probability.

It is not recommended that Unit 2 be undertaken unless Unit 1 is completed.

UNIT 1	The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra' which extends across Units 1 and 2.
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UNIT 2	In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics'. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti-differentiation with and without the use of technology
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Unit 3 & 4 must be undertaken as a sequence

UNIT 3 / UNIT 4	<p>Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and Statistics'. The focus of unit 3 is on various functions and graphs with their associated Algebra. Applications of derivatives and differentiation, and identifying and analysing key features of functions and their graphs are central activities undertaken.</p> <p>Unit 4 focuses on Calculus and its application to Probability and statistics. The content from the 'Calculus' area of study includes the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.</p>
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BIOLOGY

(SCIENCE)



Unit 1 & 2 can be undertaken separately

UNIT 1	<p>How do living things stay alive?</p> <p>Students study the activities of cells and their structure and function including the composition of cells. Cell replication is introduced. The transport processes across plasma membranes are investigated. Common requirements of living things including energy, nutrients and exchange of gases are studied. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population. Students conduct practical investigations to assist them in developing knowledge and understanding and to illustrate concepts.</p>
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UNIT 2	<p>How is the continuity of life maintained?</p> <p>In this unit students examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students study the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They investigate the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions.</p>
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Unit 3 & 4 must be undertaken as a sequence.

In the study of VCE Biology the student's level of achievement will be determined by School-assessed Coursework as specified in the VCE Biology study design and external assessment. **A student investigation related to biological change and/or continuity is undertaken in either Unit 3 or Unit 4, or across both Unit 3 and Unit 4.**

The findings of the investigation are presented in a scientific poster format. Percentage contributions to the study score in VCE Biology are as follows:

Unit 3 School-assessed Coursework: 16 per cent

Unit 4 School-assessed Coursework: 24 per cent

End-of-year examination: 60 per cent.

UNIT 3	<p>How do cells maintain life?</p> <p>In this unit students investigate the workings of the cell from several perspectives. These different perspectives enable consideration of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. Students examine the key molecules and biochemical pathways involved in cellular processes both within the cell and between cells. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.</p>
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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 examine change in life forms, investigate the relatedness between species and consider the impact of various change events on a population's gene pool. Students explore 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 are explored for both the individual and the species.

CHEMISTRY

(SCIENCE)



Unit 1 & 2

UNIT 1	<p>How can the diversity of materials be explained?</p> <p>The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications.</p>
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UNIT 2	<p>What makes water such a unique chemical?</p> <p>Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.</p>
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Unit 3 & 4 must be undertaken as a sequence. Students entering Unit 3 without Units 1 and/or 2 will be required to undertake additional reading as prescribed by their teacher.

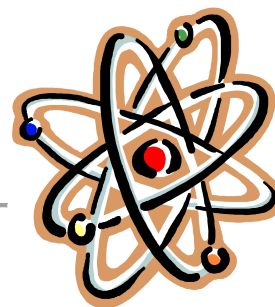
UNIT 3	<p>How can chemical processes be designed to optimise efficiency?</p> <p>Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.</p>
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UNIT 4**How are organic compounds categorised, analysed and used?**

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

PHYSICS

(SCIENCE)



Unit 1 & 2 can be undertaken separately

UNIT 1	<p>What ideas explain the physical world?</p> <p>In this unit students consider thermal concepts by investigating heat and assessing the impact of human use of energy on the environment. Students evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilised. They examine current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.</p> <p>Students undertake quantitative investigations involving at least one independent, continuous variable.</p>
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UNIT 2	<p>What do experiments reveal about the physical world?</p> <p>Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.</p> <p>They undertake a student-designed practical investigation related to content drawn from the Motion Topic or one of the optional topics.</p>
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Unit 3 & 4 must be undertaken as a sequence. Students entering Unit 3 without Units 1 and/or 2 will be required to undertake additional reading as prescribed by their teacher.

UNIT 3	<p>How do fields explain motion and electricity?</p> <p>In this unit, students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. They explore the interactions, effects and applications of gravitational, electric and magnetic fields including the design and operation of particle accelerators. Students use Newton's laws and Einstein's theories to investigate and describe motion.</p>
UNIT 4	<p>How can two contradictory models explain both light and matter?</p> <p>Light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and analyse its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students are challenged to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.</p>

PSYCHOLOGY (SCIENCE)



Unit 1 & 2 can be undertaken separately

UNIT 1	<p>How are behaviour and mental processes shaped?</p> <p>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.</p>
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UNIT 2	<p>How do external factors influence behaviour and mental processes?</p> <p>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</p>
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Unit 3 & 4 must be undertaken as a sequence

UNIT 3	<p>Unit 3: How does experience affect behaviour and mental processes?</p> <p>In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.</p>
UNIT 4	<p>Unit 4: How is wellbeing developed and maintained?</p> <p>In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.</p>

EXTENDED INVESTIGATION

(Social Science)



Unit 3&4 (Note: Units 1 & 2 EI is not available)

UNIT 3	Designing an Extended Investigation Students develop skills in question construction and design, explore the nature and purpose of research, and identify and investigate an individual significant research question. They set the parameters for their research, justify their question, and examine a range of research methods and methodology. Ethics are also investigated. Critical Thinking is explored, using this skill to analyse and evaluate key arguments, evidence, data, and perspectives. Students undertake a Critical Thinking test. They need to work independently throughout their investigation. Students write a research plan, begin research, and present an oral report.
UNIT 4	Presenting an Extended Investigation Students continue their investigation, shaping it into its final presentation format. They produce and submit their final report and present this, orally, to a non-specialist panel. The student report will present and evaluate the results of the extended investigation. The student is required to respond to questions and challenges. They will also reflect on their research findings. Students need to keep a journal log throughout their investigation.

PRODUCT DESIGN & TECHNOLOGY (TECHNOLOGY)



Unit 1 & 2 can be undertaken separately

UNIT 1	<p>Design Modification and Production</p> <p>This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability. Knowledge of material use and suitability for particular products is essential in product design. Students will look at the Product design process and Product design factors and then produce a re-designed product safely using tools, equipment, machines and materials, compare it with the original design and evaluate it against the needs and requirements outlined in their design brief.</p>
UNIT 2	<p>Collaborative Design</p> <p>In this unit students work in teams to design, develop, produce and evaluate an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. The students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.</p>

Unit 3 & 4 must be undertaken as a sequence

UNIT 3	<p>Design, Technical Innovation & Manufacture</p> <p>In this unit, students investigate a client or end-user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4. This unit also examines how a range of factors influence the design and development of products within industrial/commercial settings.</p>
UNIT 4	<p>Product Development, Evaluation and Promotion</p> <p>Students continue to develop and manufacture the product designed in Unit 3, and record the production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria. Students make judgments about possible improvements. They promote their work by highlighting the product's features to the client and/or end-user.</p>

FOOD STUDIES (TECHNOLOGY)



Unit 1 & 2 can be undertaken separately

UNIT 1	<p>Food origins</p> <p>This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.</p> <p>Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.</p>
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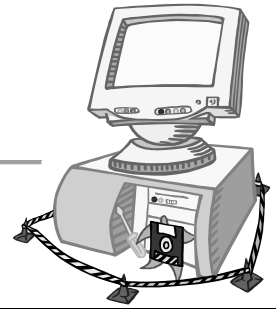
UNIT 2	<p>Food makers</p> <p>In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.</p> <p>Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs and circumstances.</p>
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Unit 3 & 4 must be undertaken as a sequence

UNIT 3	<p>Food in daily life</p> <p>This unit investigates the many roles and everyday influences of food. Students explore the science of food – they consider the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.</p> <p>Students also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.</p>
UNIT 4	<p>Food issues, challenges and futures</p> <p>In this unit students examine debates about global and Australian food systems. Students focus on issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.</p> <p>Students also investigate individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. Students' food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.</p>

COMPUTING

(TECHNOLOGY)



Unit 1 & 2 can be undertaken separately

UNIT 1	<p>Computing</p> <p>Students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. They collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. Students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. Finally 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. When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills.</p>
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UNIT 2	<p>Computing</p> <p>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. Students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. Students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. Finally students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.</p>
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Unit 3 & 4 must be undertaken as a sequence

UNIT 3	<p>Software Development</p> <p>In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology. Students use a programming language to create working software modules. They respond to given software designs and develop a set of working modules using a programming language, whilst they examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules. 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.</p>
UNIT 4	<p>Software Development</p> <p>Unit 4: 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. They further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. Students evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities, while also assessing the effectiveness of the project plan in monitoring project progress. Students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.</p>

VCAL PERSONAL DEVELOPMENT SKILLS (VCAL)

The purpose of all PDS units is to: focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. Each unit varies in the methods and extent to which these are required.

INTERMEDIATE PERSONAL DEVELOPMENT SKILLS: YEAR 11 LEVEL (ie. Unit 1 & 2 provides the same credit as a VCE Unit 1 & 2 subject)

UNIT 1	<p>Students plan and organise a complex activity that requires students to demonstrate:</p> <ul style="list-style-type: none"> • subject specific knowledge applicable to a relevant personal, social, health & wellbeing, educational and/or family project or activity • skills applicable to the activity • development of self-management skills • development of leadership skills • interpersonal communication skills
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UNIT 2	<p>Students identify planning and organisational skills relevant to management of a health or community service activity and are required to demonstrate:</p> <ul style="list-style-type: none"> • subject specific knowledge in regard to community engagement, social awareness, civic & civil responsibility • problem solving and comprehension skills • presentation and research skills • communication skills • planning & organisation skills • teamwork and group cohesion
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SENIOR PERSONAL DEVELOPMENT SKILLS: YEAR 12 LEVEL (Unit 1/2 Senior PDS can contribute to the ATAR as a 5th or 6th subject)

UNIT 1	<p>The focus of this unit is the development of self through the planning of an activity to completion involving a range of related activities that requires students to demonstrate:</p> <ul style="list-style-type: none"> • subject specific knowledge applicable to a relevant activity • skills applicable to the activity • understanding of cultural values and cultural awareness • organisational skills, leadership and decision making skills for group or team
UNIT 2	<p>Students are to manage the coordination of an activity or program within the community that requires them to demonstrate:</p> <ul style="list-style-type: none"> • subject specific knowledge applicable to community engagement, social awareness, civic and civil responsibility • skills applicable to the activity • project management and coordination skills including goal setting • evaluative and problem-solving skills • introduction to skills for communicating, planning, organising and working in teams.

VCAL WORK RELATED SKILLS

The purpose of all WRS units is to: develop employability skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from the range of pathways. The development of Occupational Health and Safety (OHS) knowledge provides learners with the necessary preparation for the workplace

INTERMEDIATE WORK RELATED SKILLS: YEAR 11 LEVEL

(ie. Unit 1 & 2 provides the same credit as a VCE Unit 1 & 2 subject)

UNIT 1	<p>Students must demonstrate competency in the following learning outcomes:</p> <ul style="list-style-type: none">• learn about basic conditions & entitlements of a specific industry• obtain & communicate information in response to a work related OH&S issue• develop knowledge & understanding of OH&S in a work related context• identify problems or safety hazards that can affect the safety of the work environment• contribute to team objectives to achieve safe work procedures• use information & communications technology in relation to a work related activity
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UNIT 2	<p>Students must demonstrate competency in the following learning outcomes:</p> <ul style="list-style-type: none">• research information for a work related activity• communicate information & ideas for a work related activity• plan, organise & manage activities for a work related activity• identify & solve common related problems• work in teams to undertake a work related activity• use information & communications technology in relation to a work related activity
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SENIOR WORK RELATED SKILLS: YEAR 12 LEVEL

(Unit 1/2 Senior PDS can contribute to the ATAR as a 5th or 6th subject)

UNIT 1	<p>Students must demonstrate competency in the following learning outcomes:</p> <ul style="list-style-type: none">• Research information about a specific industry or workplace from a variety of sources.• Communicate ideas and information about a range of OHS requirements in the workplace.• Understand hazard identification, risk assessment and control of hazards and risks within the workplace.• Demonstrate an understanding of the OHS issue-resolution process.• Work in a team to follow safe work procedures within a complex work-related project• Use information and communications technology in relation to a complex work-related project.• Use workplace technology and equipment in accordance with OHS guidelines in a complex work-related project.
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UNIT 2

Students must demonstrate competency in the following learning outcomes:

- Collect, analyse and evaluate information required for a complex work-related project.
- Communicate ideas and information in a work environment.
- Plan, organise and manage a complex work-related project.
- Identify and solve problems in the workplace.
- Work in teams to undertake a complex work-related project.
- Use information and communications technology in relation to a complex work-related project.
- Use workplace technology and equipment in a complex work-related project.
- Demonstrate initiative/enterprise in a work-related context.

VCAL LITERACY SKILLS

The purpose of the VCAL LITERACY strand: is to enable the development of skills, knowledge and attitudes in literacy that allows for progression in the main social contexts of family, employment, further learning and citizenship. Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate. Literacy also includes reading, writing and oral communication skills.

INTERMEDIATE LITERACY SKILLS: YEAR 11 LEVEL

Reading and Writing	<p>To be credited with the Reading and Writing component of Literacy at Intermediate level, students must demonstrate competency in the following learning outcomes:</p> <ul style="list-style-type: none"> • writing for self-expression - write a recount, narrative or expressive text • writing for practical purposes - write an instructional or transactional text • writing for knowledge - write a report or explanatory text • writing for public debate - write an argumentative or discursive text • reading for self-expression - meaning gained by reading narrative/recount/expressive text • reading for practical purposes - meaning from reading instructional or transactional text • reading for knowledge - meaning from reading explanatory/informative text • reading for public debate - meaning from reading persuasive or argumentative text
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Oral Communication	<p>To be credited with the Oral Communication component of Literacy at Intermediate level, students must demonstrate competency in the following learning outcomes:</p> <ul style="list-style-type: none"> • oracy for knowledge - respond to spoken language in informative talks • oracy for practical purposes - use & respond to language in instructions/ transactions • oracy for exploring issues and problem solving - spoken language in discussions to explore issues
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SENIOR LITERACY SKILLS: YEAR 12 LEVEL

Reading and Writing	<p>To be credited with the Reading and Writing component of Literacy at Senior level, students must demonstrate competency in the following learning outcomes:</p> <ul style="list-style-type: none"> • writing for self-expression - write a complex recount, narrative or expressive text • writing for practical purposes - write a complex instructional or transactional text • writing for knowledge - write a complex report or explanatory text • writing for public debate - write a complex argumentative or discursive text • reading for self-expression - meaning gained by reading narrative/recount/expressive text • reading for practical purposes - meaning from reading instructional or transactional text • reading for knowledge - meaning from reading explanatory/informative text <p>reading for public debate - meaning from reading persuasive or argumentative text</p>
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Oral Communication	<p>To be credited with the Oral Communication component of Literacy at Senior level, students must demonstrate competency in the following learning outcomes:</p> <ul style="list-style-type: none">• oracy for self-expression – use & respond to spoken language to communicate to others story and life experience• oracy for knowledge - respond to spoken language in informative talks• oracy for practical purposes - use & respond to language in instructions/ transactions <p>oracy for exploring issues and problem solving - spoken language in discussions to explore issues</p>
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VCAL NUMERACY SKILLS

The purpose of the **NUMERACY strand is to:** develop mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields. The curriculum in this strand develops skills to facilitate the practical application of mathematics at home, work and in the community.

INTERMEDIATE NUMERACY SKILLS: YEAR 11 LEVEL

Learning Outcomes	<p>Students must demonstrate competency in five out of the six following learning outcomes to be credited with Intermediate Numeracy Skills:</p> <ul style="list-style-type: none">• numeracy for practical purposes - Design• numeracy for practical purposes – Measuring• numeracy for personal organisation – Money and Time• numeracy for personal organisation – Location• numeracy for interpreting society – Data• numeracy for interpreting society – Numerical Information
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SENIOR NUMERACY SKILLS: YEAR 12 LEVEL

Learning Outcomes	<p>Students must demonstrate competence in six out of the following seven learning outcomes to be credited with this unit:</p> <ul style="list-style-type: none">• numeracy for practical purposes – Design• numeracy for practical purposes – Measuring• numeracy for personal organisation – Location• numeracy for interpreting society – Data• numeracy for interpreting society – Numerical Information• numeracy for knowledge – Further Study in Maths (formulae)• numeracy for knowledge – Further Study in Maths (problem solving)
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