TRINITY COLLEGE COLAC

SENIOR CURRICULUM HANDBOOK 2022

(YEARS 10, 11 & 12)

OUR COLLEGE VISION

Inspired by Jesus, We Make a Difference

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INTRODUCTION

This Curriculum Handbook provides valuable information to support senior subject and pathway choices at Trinity. When choosing a course of study, students should focus on the following:

Content: What is studied in this subject? Refer to the description of the units in this Handbook.

Interest: Will I like this subject?

Ability: Will I manage this combination of subjects? Would I manage the workload?

Future: Will this combination of subjects lead me to a career that I may find appealing? Are there any subjects that may be prerequisites for university courses in which I am interested?

When investigating which subjects to select, students should investigate their options:

- Read this book thoroughly: use the year level grids in the handbook to examine possible preferences. Refer to the many sections of this Handbook to ensure that they are fully informed about their choices.
- Ask relevant questions of staff and experts in the fields you are interested in.
- Conduct research and visit websites such as the Victorian Curriculum and Assessment Authority (VCAA), the Victorian Tertiary Admissions Centre (VTAC) as well as the websites of various universities and colleges, both in Victoria and throughout Australia.
- The Victorian Tertiary Admissions Centre (VTAC) produces guides as well the VTAC Course Search site to check what is on offer **https://delta.vtac.edu.au/CourseSearch/searchguide.htm#search**, university websites in Victoria and throughout Australia.
- Be open to advice: discuss options with family, with teachers and with professionals from various walks of life. This extra information will help students make an informed decision about their future pathways.

Students with queries about their subject selections are advised to contact any relevant staff member. Key points of contact include:

- Queries about completing the online subject selection process: Mr Sean James (Timetabler)
- Career options, VET and School-based apprenticeships: Mrs Julie Demasi (Careers Officer and VET Coordinator)
- VCAL: Ms Pam Scott (VCAL Coordinator)
- Subject content of units: Learning Area Leaders and current subject teachers
- Overall selection of subjects: Ms Libby Ryan (Director of Learning), Mrs Cheryl Pefanis (Deputy Principal), homeroom teachers and Year Level Coordinators.

PROCESS OF TIMETABLING

Our Trinity College timetable is designed to offer our students the best subject choice possible. This means that subject units which run each year will be determined by student demand as well as the viability of such demand at our College. Whilst we attempt to offer as broad a choice of subjects as possible for our students, we also acknowledge that some students may not get their preferred subject choices. This may be because of the low number of students choosing that subject or due to clashes of students' choices on the timetable. Our timetable system works to minimise clashes, but unfortunately, these may still occur. We endeavour for students to receive as many of their chosen options as we can, but it is not always possible for every student to get the exact subjects they have chosen.

To facilitate our curriculum planning for next year's subjects, deadlines for the online submission of subject selection must be adhered to by students. The process followed after we receive student subject preferences is below:

- Student subject preferences are entered into the timetable programme.
- This initial information is used to decide the number and type of subjects that will run in 2022. This means that the subject units that Trinity College offers in 2022 are determined by student choices, within the parameters mentioned in the previous paragraph.
- Once the school decides which subjects will be run in 2022, students will be allocated subjects according to their listed preferences, including their selected reserve choices.
- Once the demand for subjects has been ascertained, the timetable grid for 2022 is constructed and staffed accordingly.
- The tight timeline for this process, means it is imperative that students **complete subject selections online by the due date** and that students make the best possible decisions about which subjects they wish to study.
- Students are given an opportunity to change their subject selections at the end of the year but will need to make these choices within the already constructed timetable grid.

LODGING SUBJECT PREFERENCES - IMPORTANT DATES

Students will attend Information Sessions as listed below to receive additional information about the subject selection process. After the information sessions, students receive an email from noreply@selectmysubjects.com.au. Follow the link to complete your preferences. **Students get five chances to submit preferences.**

If no email is received, check your junk inbox then contact Mr James: sjames@tcc. vic.edu.au

KEY DATES:

20th July - Senior Pathways 2022 Subject Information session released for parents/carers in school links; Distribution of Curriculum Handbook to current students in Years 9 -11; Subject Selection Session for Year 11 students (lesson 2).

21st July - VCE Subject Information session for current students in Years 9 and 10 (Lessons 1 and 2).

22nd July to 6th August - Year 10 subject interviews at allotted times; Year 11 interviews upon request.

11th August (11:30pm) - Online subject preferences close for current Year 9, 10, 11 students.

LEARNING AREAS AT TRINITY COLLEGE

The curriculum at Trinity College is divided into eleven learning areas. Within each of these learning areas, there are various subjects as listed below and described in more detail throughout this book.

THE ARTS: PERFORMING ARTS: DRAMA, MUSIC

The Performing Arts subjects are fundamental to the learning of all students. Performing Arts makes a distinct and unique contribution to each young person's ability to perceive, imagine, create, think, feel, symbolise, communicate, understand as well as to become confident and creative individuals. The Performing Arts at Trinity College can be broken into two strands: Music and Drama. These strands will provide all students with the opportunity to imagine and creatively engage, personally and collectively, within their real and imagined worlds. Music and Drama assist in developing identity, confidence, social participation and inclusion. Units explore cultural diversity and indigenous cultural heritage in line with national curriculum.

THE ARTS: VISUAL ARTS: ART, GRAPHICS, MEDIA

Involvement in Visual Arts is an important part of our lives. We can use the arts to express our emotional, social, cultural, political and religious beliefs and we learn to appreciate experiences of others through their expression in one or other art form.

Visual Arts at Trinity College can be broken into three strands: Art, Media and Visual Communication Design. Within these strands, students learn to express and communicate their feelings; this provides them with opportunities to gain a sense of their social and individual identity. Students learn ways of experiencing, developing, representing and understanding emotions, values and cultural beliefs. They learn to take risks, be imaginative, question, explore solutions, share opinions, develop, practise and refine techniques to help in the development of their own art works and the understanding and appreciation of the work of others.

DESIGN AND TECHNOLOGIES: TEXTILES, WOOD AND FOOD

This learning area emphasises engagement in designing, creating and evaluating processes, products and technological systems using a range of materials as a way of developing creativity and innovation. Creativity can be described as applying imagination and lateral and critical thinking throughout design and development processes. Design is a vital step in transforming ideas into creative, practical and commercial realities. Designing and its application involve planning and organising production, and evaluating products in a real context.

Textiles, Wood

Product design is a response to changing needs and to improve quality of life by designing creative, innovative and sustainable products. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the aesthetics, form and function of products. Central to VCE Product Design and Technology is design thinking, which is applied through the product design process providing a structure for creative problem solving. The design process involves identification of a real need, problem or opportunity that is then articulated in a design brief. The need, problem or opportunity is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation. VCE Product Design and Technology students assume the role of a designer-maker. In adopting this role, they develop and apply knowledge of factors that influence design and address the design factors relevant to their design situation. The knowledge and use of resources is integral to product design. These resources include a range of materials, and the tools, equipment and machines needed to safely transform these materials into products. Increasingly, the importance of sustainability is affecting product design and development, and so is at the forefront throughout the product's life cycle

Food Studies

This course takes an interdisciplinary approach to the exploration of food, food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Students explore food from a wide range of perspectives, both past and present patterns of eating as well as global food production systems. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work includes cooking, demonstrations creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

DIGITAL TECHNOLOGIES

In Digital Technologies, students are actively engaged in the processes of analysing problems and opportunities, designing, developing and evaluating digital solutions, and creating and sharing information that meets a range of current and future needs. Students learn to safely and ethically exploit the capacity of information systems to create digital solutions. These solutions and information are created through the application of computational, design and systems thinking, and technical skills.

LANGUAGES: ENGLISH

English focuses on a study of Language and how it works, an appreciation of Literature in its various modes, and the development of skills for Literacy in our world. The importance of consolidating basic literacy skills is a focus through skills units and homework sheets. The Year 7 to 10 curriculum links directly to the VCE English Units, ensuring students are equipped with the skills required to study and respond to texts and communicate effectively in both oral and written forms. A Literature elective in Year 10 is available to allow students who excel in English to further enhance their studies of English.

LANGUAGES: INDONESIAN AND VICTORIAN ABORIGINAL LANGUAGES

In studying a Language, a student has the opportunity to participate in simulated and real situations related to the practical aspects of everyday life.

The Language programme at Trinity College enables students to:

- communicate in this language through reading, writing, listening and speaking activities
- enhance their understanding of culture and language
- develop an appreciation of Australia as a country with a diversity of languages and cultures

HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education (HPE) programme at Trinity College will contribute to students becoming self-confident, independent, disciplined, healthy and physically fit.

Students in Years 7 to 10 will undertake Health and Physical Education for the whole year.

Assessed HPE learning areas will include: alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, challenge and adventure activities, games and sports, lifelong physical activities, rhythmic and expressive movement activities.

THE HUMANITIES: CIVICS AND CITIZENSHIP, ECONOMICS AND BUSINESS, GEOGRAPHY, HISTORY

Humanities is a broad area of learning which draws upon the areas of Civics and Citizenship, Economics and Business, Geography as well as History. Beyond Secondary Education, the Humanities Learning Area offers strong job prospects and many university options, including studying Commerce, Law, Politics, Accounting, International Business and Economics – these courses can lead to many successful career paths in both the private and public sector.

MATHEMATICS

Mathematics pervades all aspects of our lives: as citizens, in our homes and in the workplace. It has applications in all human activities and provides a universal way of solving problems in diverse areas such as science and engineering, business and finance, technology, arts and crafts and many everyday activities. Competence in mathematics enhances both our understanding of the world and the quality of our participation in Australian society. Under the Victorian Curriculum in the Mathematics Learning Area, students in Years 7- 10 complete work from three areas of study: (i) Number and Algebra, (ii) Measurement and Geometry and, (iii) Statistics and Probability.

As Mathematics is an integral part of all students' education, the aim of the Mathematics Learning Area is to ensure maximum success and progress. Year 10 students may elect to participate in an advanced class called "Mathematical Reasoning", where they will be further extended with topics aligning with the Mathematical Methods (CAS) and Specialist Mathematical courses.

LEARNING AREAS AT TRINITY COLLEGE – CONTINUED

RELIGIOUS EDUCATION

The Religious Education of students at Trinity College is developed through being part of a community whose life, values and aims are centred upon the inspiration taken from the Gospel of Jesus Christ and the teachings of the Church.

The central aim of the Religious Education Programme is to foster in students the following four aspects of human life:

- awareness of SELF
- awareness of OTHERS
- awareness of THE WORLD
- awareness of THE FAITH COMMUNITY

The programme seeks to teach the content of the Catholic faith in a way which contributes to understanding and provides opportunities for students to respond in faith. Through immersion of students in the life of the school they can experience the values of a Christian community and will also be given the opportunity for participation in prayer and worship. The programme develops religious literacy, incorporating an appreciation, understanding and desire to know more of the Catholic/Christian tradition, including the symbols and rituals of the community.

The content of the Religious Education Programme at Trinity College:

- is based on the sources of our faith;
- is faithful to the teachings and practices of the Catholic Church;
- reflects the Core Values, Mission, and Vision of the school;
- is sequential and allows for a deepening of understanding, knowledge and experience.

The Religious Education of students at Trinity College uses, as its primary framework for course structure, the Awakenings Programme as recommended by the Catholic Education Office Ballarat. This programme draws from and incorporates the many rich developments in Religious Education over recent decades, providing opportunities and understanding relevant to the individual student, taking into account the needs, interests, abilities, cultural backgrounds and stages of development of students.

SCIENCE: AGRICULTURE, BIOLOGY, CHEMISTRY, PHYSICS, PSYCHOLOGY

A major goal of Science education is to develop citizens who are capable of engaging in informed debate about Science and its applications.

A fundamental goal for Science education is to stimulate, respond to and nourish curiosity, wonder and questioning. Science provides us with one view of the world – a view that changes as our knowledge and understanding of science evolves.

It is becoming increasingly important that students understand scientific challenges and redirections, and the implications of these for their own life choices, the environment and the community (local and global) in which they live. Science extends our understanding beyond what affects us to include what we cannot see, feel, hear or touch but can only imagine.

Increasing emphasis will be placed on the role of science and the work of Australian and other scientists in addressing issues of sustainability at a local and global level. Science education provides opportunities for students to develop the skills and understanding appropriate to service and good citizenship. It also encourages students to articulate science values and accept the ethical principles embedded in science research. While only some students directly pursue a career in science and scientific research, all students need to appreciate the significance of science for the long-term future of our society.

ASSESSING AND REPORTING

Trinity College ensures an inclusive, integrated and holistic Catholic education within a safe environment that promotes improved outcomes for all students. Assessment and reporting of students' development and learning is an essential component of teaching and learning and the development of the whole person and is an integral part of the partnership in learning between parents, teachers and students at Trinity College.

ASSESSMENT

Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning.

- Assessment should provide constructive feedback for the student, confirming what they have learned and giving direction for future learning. It must be centred upon the student, helping to determine achievements and needs of the students and thus directing the teaching focus of the teacher.
- Assessment strategies used will be varied and be both formative and summative, informing teachers of areas where additional assistance by the student is needed.

REPORTING

Reporting communicates comprehensive information about student learning and achievements in different forms to a range of audiences for a variety of purposes.

- Reporting will cover all areas of the curriculum, as well as the emotional and social development of the child. It will provide honest feedback for parents/carers and students about the student's achievements and progress during the semester/year. Reporting should use a variety of formats and communicate achievements of the students and provide recommendations which will assist the student's future learning.
- The school will report to parents/carers using student reports to strengthen family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs. In addition to formal reports and assessment task feedback, we provide oral reports at Parent-Teacher-Student interviews and on other occasions as required.
- The report format will follow the assessment and reporting requirements as set out in the Victorian Curriculum F-10.
- The confidential nature of reports is respected at all times.

VICTORIAN CURRICULUM F–10 – REPORTING FOR ALL YEAR 7–10

The Victorian Curriculum Foundation - 10 (F-10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F-10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

The College's end-of-semester student reports includes a course description, work practices, assessment tasks and a comparison against the Victorian Curriculum standards. These reports are available via the Parent Access Module (PAM) at the end of each semester.

During the semester, assessment task feedback will be available in real time via PAM. In this way, teachers will provide timely and directed comments to students and parents to improve learning outcomes.

PARENT ACCESS MODULE (PAM)

Assessment tasks and formally set class work and can be viewed in real time as they occur through the Parent Access Module (PAM). A range of information related to a student's education is provided including: homework, assessment tasks, school reports, attendance, Parent-Teacher-Student interviews, Trinity daily messages, excursions, medical details, permissions and upcoming events.

To access PAM, parents are provided with a username and password by the College to be used via a computer, tablet or phone. Please contact the College reception for any difficulties accessing PAM including lost passwords.

Parents can view a full student timetable for the current cycle, a complete list of the student's classes and teachers as well as the lesson times.

Reports both current and previous are available in your family PAM account.

Learning Area tasks which are current for each subject can be viewed with descriptions and due dates. Comments on tasks will be available following teacher marking, to provide timely and continuous feedback and these can generate relevant discussion points for Parent-Teacher-Student interviews.

The College encourages regular weekly viewing of your child's progress through the online parent module.

INTRODUCTION TO SECONDARY CERTIFICATES (VCE AND VCAL)

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years and includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

The VCE is awarded to students who satisfactorily complete a balanced programme of studies. Students can undertake their VCE over as many years as they wish: they may stop and return as an adult student and they may still meet the VCE requirements. Because of this, VCE Unit 1 is especially a time of exploration of possible future directions. Students will be able to change subjects during the Unit 1 and 2 sequences according to their ability and interest. However, Unit 3 and 4 sequences must cover one year for that subject.

All VCE units are assessed on outcomes which are determined as 'Satisfactory' (S) or 'Not Satisfactory' (N). Trinity College will provide detailed feedback at Units 1 and 2 as this will provide an indication to assist students in their subject selection for Units 3 and 4.

Unit 3 and 4 subjects are externally and internally assessed, thereby providing a rank for every student in the state who selects that subject. This rank is called an ATAR (Australian Tertiary Admission Rank) and is used for entry into tertiary education. VTAC (Victorian Tertiary Admissions Centre) determines the rank based on:

- English or Literature (Units 3 and 4);
- the next 3 highest scaled scored subjects at Units 3 and 4, plus
- 10% of the next two highest scaled scored subjects at Units 3 and 4 level

The Victorian Curriculum and Assessment Authority (VCAA) requirements state that, for successful completion of the VCE, students must obtain a satisfactory pass in three English units. English Units 1/2 and/or Literature 1/2 are compulsory for Year 11 students. Year 12 students may choose either or both of English Units 3/4 and Literature Units 3/4 as their compulsory English sequence.

For satisfactory completion of VCE, students must attain a 'Satisfactory' in:

- at least 16 units of VCE study
- four Unit 3/4 sequences (of which one must be an English sequence)
- three units of the common study of English (Units 1, 2, 3 and 4) or Literature or English Language (two of which must be a Unit 3-4 sequence)

Choosing an appropriate VCE course can be a challenging task. This Senior Curriculum Handbook is intended to help students and parents/carers explore the many options available at Trinity College. However, it is important that, before committing to a particular course, students and parents/carers avail themselves of other information sources beyond this guide. It is the responsibility of each student to arm themselves with as much information as possible in order to make informed decisions about their future. The Careers Officer, Year Level Coordinators, VCE, VCAL and VET Coordinators, subject teachers and other Trinity College staff can be of assistance in guiding students to pertinent information, but the course of their future pathway is ultimately the student's choice.

There are many valuable resources to assist students with career education. Some are available from the Careers Office. Online resources that are recommended include:

https://myfuture.edu.au/ www.vcaa.vic.edu.au

www.tcc.vic.edu.au www.vtac.edu.au

www.jobguide.thegoodguides.com.au

Students are encouraged to be as fully informed as possible regarding the various alternatives on offer for further study at universities and colleges. As this information is constantly under review, students should familiarise themselves with websites such as those hosted by the VCAA, VTAC and universities and colleges.

Students and parents/carers need to be aware that the move into senior secondary education has additional responsibilities and expectations for students. Skills such as time management and organisation will be dependent on students' self-discipline and self-motivation and will hence determine their success in achieving their study goals.

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a 'hands-on' option for students in Years 11 and 12. Trinity College offers two levels of VCAL: Intermediate at Year 11 and Senior at Year 12, with each level of VCAL generally taking one year to complete.

At Trinity College, all students are required to complete Religious Education studies: Intermediate VCAL students complete Religion as part of their VCAL strands and Year 12 VCAL students study the Awakenings Religious Education unit.

Students studying the VCAL stream will commonly be juggling their VCAL commitments with at least one VET component and one or more VCE Units. It is also common for VCAL students to be undertaking Community Projects, Work Placements and/or School Based Apprenticeships (SBAs). The VCAL's flexibility enables students to design a study programme that suits their interests and learning needs. Because of the many varied possibilities required to complete a VCAL programme, it is important that every student who is considering a VCAL pathway meets with the VCAL Coordinator to work out an individual pathway.

The VCAL study load is significant. VCAL students should be prepared and proactive in their learning. VCAL students will be required to utilise good time management skills and communicate regularly with their teachers, employers and TAFE providers to ensure that they are meeting all their identified outcomes in a timely manner.

Each VCAL unit is 100 nominal hours is length and each unit that is successfully completed contributes one credit towards the VCAL at the appropriate level.

The VCAL programme must include:

- Curriculum components which meet the standards for each of the four VCAL curriculum strands
- A minimum of two VCAL units
- One credit must be for a VCAL Personal Development Skills unit
- One credit for numeracy (this can be VCAL Numeracy or VCE Maths)
- One credit for literacy (this can be VCAL Literacy or VCE English)
- One credit for Work Related Skills (this can be VCAL WRS, a VET Certificate, an SBA)

To be awarded the VCAL, students must successfully complete a learning program that contains a minimum of ten credits. At the VCAL Intermediate and Senior levels, the learning program must include accredited VET curriculum components to the value of a minimum of one credit. The VCAL program may also contain curriculum components drawn from VCE studies.

Units are selected from the following four compulsory strands:

STRAND 1: Literacy and Numeracy Skills	The VCAL programme must include literacy and numeracy subjects. These can be selected from VCAL Literacy Skills and VCAL Numeracy Skills units and/or VCE English and Maths units.
STRAND 2: Work Related Skills	Trinity College offers a unit in Work Related Skills. This is specially designed to enable students to develop employability skills and topics include occupational health and safety and job interview skills. VCAL also gives students the choice of undertaking a structured work placement or traineeship. Alternatively, students may choose to complete a VET Certificate or VCE technology units to satisfy this requirement.
STRAND 3: Industry Specific Skills	A VCAL programme, at the Intermediate and Senior levels, must include components of nationally recognised VET programmes. The range of VET options is extensive and some examples are automotive, engineering, building and construction, hospitality, retail, multimedia, information technology, agriculture, horticulture, warehousing and hair and beauty. Some VET courses are offered at Trinity College and details can be found in the VET section of this Handbook.
STRAND 4: Personal Development Skills	This subject is compulsory for VCAL students and is aimed at developing students' teamwork skills, self-confidence and other skills important for life and work. Some of the work undertaken in this unit is project based. The learning gained doing these types of projects counts towards the VCAL.

ATTENDANCE

Students undertaking the VCAL pathway are expected to attend all classes, which includes all designated school days, including camps, retreats and sporting carnivals. If a student is studying a VCE subject, they must follow and make themselves aware of the requirements for VCE attendance. Within a school setting, a VCAL learning program would normally be based on a full-time load of scheduled and unscheduled learning (100 hours). After any absence, a note of explanation must be given to the subject teacher and Year Level Coordinator, signed by the parent or guardian of the student.

EXAMINATIONS

Although there are no formal examinations for VCAL units, any VCAL student studying a VCE subject must sit the required examination for that subject as part of its assessment. Any VCAL student undertaking a Unit 3 and 4 sequence may sit the GAT.

VOCATIONAL EDUCATION TRAINING (VET)

VET (Vocational Education and Training) in the VCE or VCAL allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training from either accredited state curriculum or national training packages which may contribute to their VCE and/or VCAL.

VET along with ASBA (Australian School Based Apprenticeships) can be completed within the standard VCE programme or VCAL programme. A VET subject means that students will be undertaking training in a specific industry, such as hospitality, information technology, sport and agriculture. School Based Apprenticeship and Traineeships means that students can be employed and trained under specific arrangements. (See http://www.vcaa.vic.edu.au/vet/programs/newapprent.html). Students in Years 10, 11 or 12 can enrol in a VET course.

Successful completion of VET in a senior secondary program may provide students with:

- A VCE or VCAL certificate issued by the VCAA, and a VET certificate issued by a Registered Training Organisation. (RTO)
- Two statements of results issued by the VCAA giving details of units completed in the VCE and units of competence/modules completed in the VET qualification
- May contribute to ATAR calculations which can improve access to further education
- Pathways into employment and or further VET qualifications
- Workplace experience including structured workplace training

Students value VET because it:

- Allows them to combine general and vocational studies which for many, provides a practical focus in a range of industry areas
- Provides direct experience of business and industry.

Employers value VET because it:

- Contributes to the development of entry level skills for their industry
- Provides students with a practical and focussed introduction to workplace requirements
- Enhances the employability of students
- Enables industry to contribute to educational programs in schools
- Enables industry to participate in local community networks

Students can undertake VET within their senior secondary certificate in the following ways

- VCE VET Programs
- VET Further Education (VFE)
- Apprenticeships and Traineeships

VET Certificates Offered at Trinity College

As part of the school's daily timetable, the following two VET Courses are offered in 2022:

- VCE VET Agriculture (Certificate II)
- VCE VET Sport and Recreation (Certificate III)

VCE VET Kitchen Operations is offered as a course to be studied here at Trinity College in the COVEC Trade Training Centre (Pound Road Campus).

More details regarding these courses are located in this Handbook.

Where can I undertake an off-campus VET course?

Trinity College, in partnership with Registered Training Organisations, offers VET Courses which are available on or off-campus, depending on the course. Some of the areas available include:

- Agriculture
- Automotive
- Building and Construction
- Hairdressing
- Hospitality
- Interactive Digital Media

Further information regarding VET courses by Registered Training Organisations will be available during Term 3.

When are VET Courses Held?

Apart from the three VET Certificates offered at Trinity College as part of the regular school timetable, all other VET courses currently operate on a Monday or Wednesday afternoon. Students enrolled in these courses need to sign out of the College to attend their VET Course which may be offered in Colac or Geelong. It is expected that this arrangement will continue in 2022.

What do VET Courses cost?

Final costs for the 2022 VET courses cannot be established until late August. This is because actual costs charged by the Registered Training Organisations (RTOs) have not yet been determined. In addition, subsidies received from the Catholic Education Commission of Victoria (CECV) to offset the cost of VET Courses have not yet been received. Transport costs for VET subjects outside of Colac are also to be determined. This is at parents' expense. Once details have been finalised, information will be distributed.

How do I enrol in a VET course?

All VET students must undertake a pathways interview with the VET Coordinator, Mrs Julie Demasi, to discuss VET options and assist in their selection of a relevant course.

Students in Year 10 wishing to undertake a VET subject must complete the application process and undertake an interview.

Please note that applications open in late July or early August and places fill quickly.

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

School Based Apprenticeships and Traineeships (SBATs) allow students to combine their secondary studies with part time employment as an apprentice or trainee in their chosen industry.

Students must be fifteen years of age to take part in the programme. Registering as a school based apprentice or trainee gives students the opportunity to gain a nationally accredited certificate, whilst also completing their other studies. The SBAT scheme may also give students a contribution to their ATAR score. This is dependent on the trade or qualification.

The benefits of the programme are that students gain practical experience in the workforce. SBATs are registered with the appropriate boards and are paid an hourly rate for work and training. For some students, it is the pathway to a full-time apprenticeship or job. This programme can offer students variety in their studies and students can also gain competence in work-related skills. This can enhance job prospects and enable students to network within the local workforce.

Further information about SBATs is available from the Careers Officer, Mrs Julie Demasi.

ACCELERATED PROGRAMS OFFERED AT TRINITY COLLEGE

Students who are identified as being more capable in their studies have the opportunity to extend their learning and thinking skills through an appropriate accelerated programme. Student data and reports together with teacher observations are used to identify those students who may apply for and subsequently be offered an accelerated study opportunity. **It is the responsibility of the student to complete an application for consideration in these programs.**

- Year 10 students may undertake VCE Unit 1&2 subjects or a VET subject. Acceptance into all these accelerated VCE and VET programs is subject to application and interview process.
- All VET students must undertake a pathways interview with Mrs Julie Demasi to assist in their selection of a relevant course.
- Year 11 students may undertake VCE Unit 3&4 subjects: acceptance to this accelerated option is dependent on the students' work ethic during Units 1 and 2 and may involve an application and interview process.
- Year 12 students who are successful in VCE studies may apply to participate in Higher Education Studies offered through the appropriate universities. This option is explored mainly for students who are high achievers and who can cope with a more demanding workload. Students apply directly to the university that offers the study of their choice and must seek the advice of the Director of Learning before beginning an extension study.

SENIOR SECONDARY CERTIFICATE REFORM IN 2023

Next year there will be no changes to the existing certificates. Students in 2022 can still enrol in an Intermediate or Senior VCAL or they can enrol in the VCE.

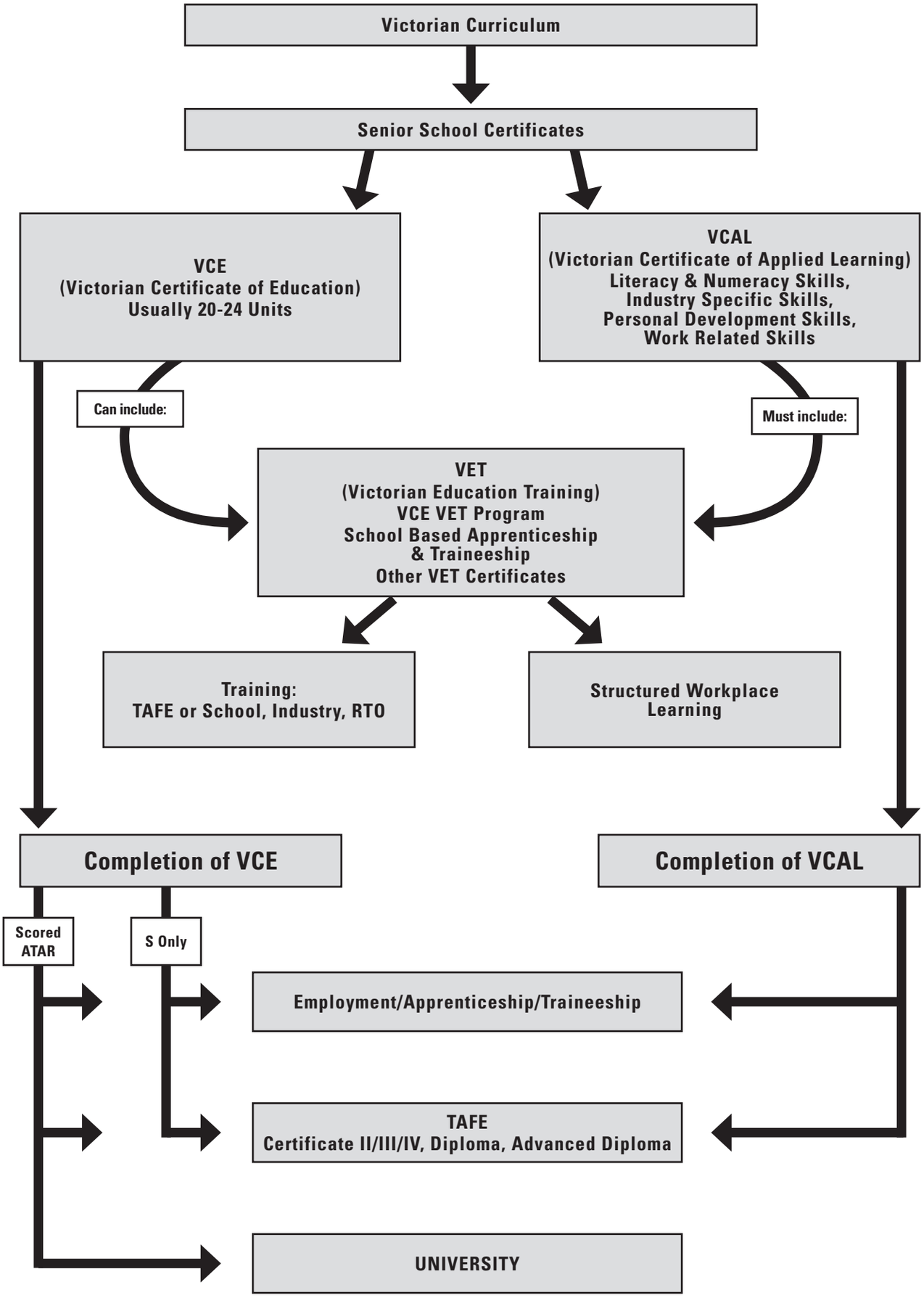
In 2023, all senior secondary students will be enrolled in the VCE or the VCE Vocational Specialisation.

Students who have started their Intermediate VCAL will transition with credit into the VCE Vocational Specialisation in 2023.

In 2023, Year 12 students can complete Senior VCAL units as part of a transition of the certificate. Students will need to meet the satisfactory requirements of the VCE Vocational Specialisation stream, which will include two units of Senior Literacy or VCE English. Upon completion of the satisfactory requirements, students will be awarded the VCE Vocational Specialisation. This is a one-off arrangement that will apply to students completing in 2023 only.

Year 11 students commencing in 2023 will enrol in the new curriculum units within the VCE Vocational Specialisation.

SENIOR PATHWAYS



SUBJECT OFFERINGS AT YEARS 10–12

		Year 10		Years 11 and 12
		Code	**Unit Title**	**VCE Units 1- 4 SUBJECTS OFFERED AT TRINITY COLLEGE**
The Arts: Performing Arts	Drama	10PA61S	Advanced Performing Arts	Drama
	Music	10MU65S	Music for Life	Music Performance
The Arts: Visual Arts	Art	10AR68S	An Individual Approach to Art	Art Studio Art
		10AR69S	Student Artist, Clay & Canvas	
	Graphics	10VC62S	Observing, Drawing and Creating	Visual Communication Design
	Media	10IT63S	Media Production	Media Studies
Design and Technologies	Food	10FO61S	On The Menu	Food Studies VET Hospitality
		10FO62S	Cafe Culture	
	Textiles	10TX62S	Garments to Go	Product Design and Technology - Textiles
	Wood	10WO61S	A Unit of Furniture	Product Design and Technology - Wood
		10WO62S	Designing with Timber and Technology (Sem 2)	
Digital Technologies	Digital Technologies	10IT61S	Applied Computing	Applied Computing Software Development
		10IT62S	Engineeering	Systems Engineering
Languages	English	10EN61S	Year 10 English (Sem 1 and 2)	English
	Literature	10EN63S	Introduction to Literature	Literature
	English	10EN62S	Year 10 Essential English	VCAL Literacy
	Indonesian	10IN63S	Bahasa Indonesian Adv Sem 1 and 2	Indonesian
The Humanities	Civics and Citizenship	10CC61S	People and Power	Australian and Global Politics Legal Studies
	Economics and Business	10EC61S	Action Economics	Business Management Accounting Economics
	Geography	10GE61S	Scorched Earth	Geography
	History	10HI61S	Modern History	History

SUBJECT OFFERINGS AT YEARS 10–12 – CONTINUED

Health & Physical Education		10HP62S	Sport and Health for Everyone (1 Unit across Semesters 1 and 2)	Physical Education VET Sport and Recreation Outdoor & Environmental Studies
		10HP63E	Athletic Edge	
		10HP64E	Youth Health and Human Development	Health and Human Development
Mathematics		10MA66S	Year 10 Mathematics (Course B)	General Mathematics Further Mathematics
		10MA65S	Year 10 Mathematics (Course A)	Mathematical Methods Specialist Mathematics
		10MA67E	ELECTIVE: Mathematical Reasoning	
		10MA68S	Year 10 Mathematics (Course C)	General Mathematics Units 1/2 in Year 11 Further Mathematics Units 3/4 in Year 12 if completed other advanced work VCAL
Religious Education	Religious Education	10RE61S	Scripture	Religious Education Texts and Traditions
Science	Biology	10SC61S	It's all in Your Genes	Biology
	Chemistry	10SC63S	Chemical Connections	Chemistry
	Physics	10SC62S	Modern Physics	Physics
	Psychology	10SC65S	Psychology in Action	Psychology
	Agriculture	10SC64S	Paddock to Plate	VET Agriculture (Certificate II)

YEAR 10 CURRICULUM

YEAR 10@TCC

Year 10 sees our students transitioning into the senior end of the school. Leadership expectations and workload begin to increase as students tackle more challenging subject matter. Year 10 students also have the opportunity to complete an accelerated VCE Unit or VET subject should they show the required maturity and work ethic.

The following pages in the handbook contain learning area descriptions of the possible units available for Year 10 students as well as descriptions of all the possible VCE and VET subjects that are available at Trinity College. These descriptions should assist students in making informed decisions about their choice of subjects.

CORE SUBJECTS

All Year 10 students must complete units comprising of the following Core Subjects: Religious Education, English, Mathematics (either Course A, B or C), Health and Physical Education, one Science unit and one Humanities unit. Within the core subjects of Science and Humanities, students also have a choice as to which aspect of these learning areas they wish to choose.

ELECTIVE SUBJECTS

Year 10 students must study **FOUR ELECTIVE UNITS** over the year. When completing their online subject selections, students must indicate **SIX** choices in **PREFERENTIAL ORDER** (in the order that students would prefer to study those units): **four** choices and **two** reserve choices.

ADVANCED SUBJECTS

- Year 10 students are permitted to select one advanced subject from the VCE or VET subject selections, although this choice is not guaranteed. Please note that the exceptions to this are VCE Foundations Mathematics and VCE Religion and Society which are not considered advanced subjects at Year 10. VCE or VET subjects are advanced units and are not compulsory at Year 10.
- Permission to study a VCE Unit 1/2 or a VET subject will be at the discretion of the Director of Learning, the Year Level Coordinator and the Learning Area Leader. You must complete an 'Application for Accelerated Learning' prior to subject selection.
- Students are permitted to choose only **ONE** VCE Unit 1/2 sequence OR **ONE** VET subject.
- Students that select a VCE/VET subject must select this subject for the entire year and this choice will count as two elective units.

OTHER CONSIDERATIONS

- Students that choose Indonesian must indicate both units as Indonesian is studied across both semesters.
- It is recommended that students who choose a VCE/VET subject do not choose a Year 10 elective that is too similar to their VCE/VET subject, as there may be some overlap in content. When students input their subject choices online, they will notice that there is a restriction in the programme that prevents students from choosing a Year 10 elective that is similar to the VCE elective. Students who may find this restriction hinders their subject choices for the following year are advised to contact the Director of Learning or Deputy Principal.

Students that wish to study an external VET may do so but need to be aware that this subject is an extra option that lies outside our normal timetable. This means that Year 10 students will choose their usual subjects as per our subject selection process and will need to contact Julie Demasi (VET Coordinator) if they also wish to study an external VET.

YEAR 10 CURRICULUM – CONTINUED

The following tables explain how the choices available to Year 10 students will operate on the timetable.

An example of possible subject choices for a Year 10 student NOT studying an accelerated Unit 1/2 subject

	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
Sem 1	English	Maths	Science	RE HPE	Elective Preference 1	Elective Preference 3
Sem 2	English	Maths	Humanities	RE HPE	Elective Preference 2	Elective Preference 4

An example of possible subject choices for a Year 10 student studying an accelerated Unit 1/2 subject

	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
Sem 1	English	Maths	Science	RE HPE	Elective Preference 1	Preference 3 VCE Unit 1
Sem 2	English	Maths	Humanities	RE HPE	Elective Preference 2	Preference 4 VCE Unit 2

This table summarises the various possibilities available to Year 10 students when choosing subjects for their programme.

LEARNING AREA	SUBJECT	CODE	UNIT NAME	ORDER OF PREFERENCE
VCE or VET Subject OPTIONAL			**2 Units for the year**	
Religious Education	**Religious Education** (Core subject)	10RE61S	Religion and Society VCE Unit 1 (1 Unit across Semesters 1 and 2)	
The Arts: Performing Arts	**Drama** (Elective)	10PA61S	Advanced Performing Arts	
	Music (Elective)	10MU65S	Music for Life	
The Arts: Visual Arts	**Art** (Elective)	10AR68S	An Individual Approach to Art	
		10AR69S	Student Artist, Clay & Canvas	
	Graphics (Elective)	10VC62S	Observing, Drawing and Creating	
	Media (Elective)	10ME61S	Media Production	

Languages (Students must choose one of these Core English Units. The option to do Essential English must be supported by your teacher)	**English**	10EN61S	Year 10 English (Semesters 1 and 2) or Year 10 Essential English (Semesters 1 & 2)	
	Literature (Elective)	10EN63S	Introduction to Literature	
	Indonesian (Elective: students must choose both units if selecting Indonesian)	10IN63S	Bahasa Indonesian Adv Sem 1	
		10IN64S	Bahasa Indonesian Adv Sem 2	
Health & Physical Education	**Year 10 HPE** (Core subject)	10HP62S	Sport and Health for Everyone (1 Unit across Semesters 1 and 2)	
	Elective	10HP63E	Athletic Edge	
	Elective	10HP64E	Youth Health and Human Development	
The Humanities (This is a core learning area so students must choose at least one Humanities Unit)	**Civics and Citizenship**	10CC61S	People and Power	
	Economics and Business	10EC61S	Action Economics	
	Geography	10GE61S	Scorched Earth	
	History	10HI61S	Modern History	
Mathematics **(**This is a core learning area so students must choose either Course A, B or C)	**Year 10 Maths**	10MA65S	Year 10 Mathematical Methods Course A	
		10MA66S	Year 10 General Mathematics Course B	
		10MA68S	Year 10 Foundation Mathematics Course C	
	Elective	10MA67S	Mathematical Reasoning	
Science **(**This is a core learning area so students must choose at least one Science m, Unit)	**Biology**	10SC61S	It's all in Your Genes	
	Physics	10SC62S	Modern Physics	
	Chemistry	10SC63S	Chemical Connections	
	Agriculture	10SC64S	Paddock to Plate	
	Psychology	10SC65S	Psychology in Action	
Technologies: Design and Technology	**Food** Elective	10FO61S	On The Menu	
		10FO62S	Cafe Culture	
	Textiles Elective	10TX62S	Garments to Go	
	Wood Elective	10WO61S	A Unit of Furniture	
		10WO62S	Designing with Timber and Technology	
Technologies: Digital Technologies	**Digital Technology**	10IT61S	Applied Computing	
		10IT62S	Engineering	

DESCRIPTION OF SUBJECT UNITS OFFERED AT YEAR 10 LEVEL

VCE RELIGION AND SOCIETY

CODE: 10RE61S

In this unit students explore the origins of religion and its role in the development of society, identifying the nature and purpose of religion over time.

They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions.

The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas and religious traditions broadly and in the Australian society in which they live. A range of examples are studied throughout the unit. For all areas of study, students explore detailed examples from more than one religion. These may be from one or more than one of the groups below. In addition, for Areas of Study 1 and 2 further shorter illustrative examples are selected for study from across all the groups below.

- Spiritual and religious ideas in Prehistory (associated with, for example, Lascaux, Gobekli Tepe, Stonehenge, Jericho)
- Religious traditions of ancient civilisations (for example, Sumerian, Mesopotamian, Babylonian, Egyptian, Canaanite, Roman, Greek)
- Asian religious and philosophical traditions (for example, Buddhism, Hinduism, Sikhism, Jainism, Taoism, Confucianism, Shintoism)
- Abrahamic religions (for example, Judaism, Christianity and Islam).

THE ARTS: PERFORMING ARTS

DRAMA ADVANCED PERFORMING ARTS

CODE: 10PA61S

This course is an advanced drama unit that will prepare students for VCE Drama. The course explores dramatic elements, production areas, expressive and performance skills, performance styles and the work of significant drama practitioners. Students will work together to create an ensemble performance as well as working on solo performances.

RECOMMENDED PREREQUISITES: 09PA31S and 09PA32S

MUSIC MUSIC FOR LIFE

CODE: 10MU65S

This subject is designed to prepare students for VCE Music Solo/Group Performance and to become independent life-long music learners. Students will continue to develop skills in performance, composition, listening and audio production (recording and mixing) whilst connecting ideas across all these areas to improve overall musicianship. Students will learn intermediate musical theory (including aural recognition) and investigate a broad range of musical styles/genres in-depth via research and discussion. Students who complete this subject will have the skills, abilities and musical knowledge to continue independent study on their instrument of choice for years to come.

RECOMMENDED PREREQUISITE:
Successful completion of Year 9 Music in the Modern World.

THE ARTS: VISUAL ARTS

AN INDIVIDUAL APPROACH TO ART

CODE: 10AR68S

In this unit students will explore two and three-dimensional art forms with a view to experimenting and designing through their own personal interests.
Students will analyse, interpret, and discuss works of art as well as present a comprehensive sketch book with developmental ideas and research of artists and cultures. Students will develop advanced skills in drawing, painting and sculptural techniques, which will culminate in completed pieces of sculpture, canvas and prints through an understanding of elements and principles of design. An excursion to the Geelong Gallery benefits student understanding of the visual arts in society.
Students will use annotation to express thought processes, design development and aesthetic awareness.
A brief introduction to the analytical frameworks will be introduced.
A variety of materials will be used, pencils, conte, charcoal, paint, ink, collage and clay.
This unit is generally a prerequisite to VCE Art.
RECOMMENDED PREREQUISITES: 09AR31S or consultation with Visual Arts Learning Area staff.

THE STUDENT ARTIST, CLAY & CANVAS

CODE: 10AR69S

This unit allows students to extend their skills in painting media, particularly oils and acrylics. Clay techniques include hand building, press moulds and primitive kiln building. Research revolves around contemporary artists and how they organise their work, studio techniques and cultures. An excursion to a Regional Gallery benefits the students by extending their awareness of gallery management and a variety of work, contemporary and past.
A solid understanding of the elements and principles of art and how inter media and cross media ideas can be used to express ideas across cultures.
A brief introduction to the analytical frameworks will be introduced.
Use of annotation to express thought processes, design development and aesthetic awareness throughout the sketchbook is required.
This unit is a skills advanced unit from 10AR68S.
RECOMMENDED PREREQUISITES: 09AR31S and 10AR68S

GRAPHICS

OBSERVING, DRAWING AND CREATING

CODE: 10VC62S

This unit will further develop students' skills in refining ideas for solutions to set design briefs. They will develop their skills in drawing from observation and rendering, enhance their technical drawing skills and gain a clearer understanding of the elements and principles of design through a brief. They will develop an understanding of the client and designer relationship through one of the projects such as packaging design, company logos, symbols, modelling, analysis of existing visual communication and then develop skills in the use of a variety of media including markers, pencil and computer aided graphics.

RECOMMENDED PREREQUISITES: 09VC31S or in consultation with Visual Arts Learning Area staff.

MEDIA

MEDIA PRODUCTION

CODE: 10ME61S

Take a journey through the lens to learn how to create professional photographs with a camera, both still life and the moving image.
You will develop an understanding of how to construct and deconstruct how film directors engage their audience by studying the Media Production Process to create a portfolio of amazing images that you will be able to keep.
You will learn editing techniques in a variety of media forms in post-production to be able to construct aesthetically pleasing and engaging images for specified audiences. Get ready for lights, camera, action!
This unit is ideal preparation for VCE subjects including Media, Visual Communication and Design as well as English.

LANGUAGES

YEAR 10 ENGLISH

CODE: 10EN61S AND 10EN62S

All Year 10 students are required to study either Core English or Essential English.
Please note that a student's application to enrol in Essential English will be done in consultation with the school to determine the student's suitability for this subject.

Core English **CODE: 10EN61S**

Core English aims to consolidate the skills established in the junior school and build on these in preparation for VCE English.
The English curriculum in Year 10 focuses on the study of Language and how it operates, the development of Literacy skills for communication in the modern world, and on stimulating an appreciation for Literature in its various forms.
Semester 1 focuses on: a personal narrative writing unit; a novel, with an analytical focus; and persuasive media texts.
Semester 2, allows students greater choice and flexibility in the focus of their English studies. Year 10 English classes will be blocked together for choices in the following areas: a play; a film; and persuasive media texts.
Students hone their comparative, analytical, creative and persuasive essay writing skills in response to the variety of texts studied throughout the year, along with their oral skills through the crafting of a persuasive speech on an issue of contemporary relevance.
Students who excel at English, have a passion for reading and for the study of different texts, and who seek to further enhance their writing skills should consider also enrolling in the 'Introduction to Literature' elective.

Essential English **CODE: 10EN62S**

This course of study is designed for students wishing to follow pathways in VCAL Literacy, VET courses, Pre- Apprenticeship or School Based Apprenticeships and Traineeships.
In Essential English there is a strong emphasis on the use of English in practical contexts encountered in everyday life in the community, at work and at study.
The areas of study for Essential English are:

- 'Reading and Viewing Texts'

Outcome: On completion of this area of study the student should be able to produce prose and graphic summaries and explanations of specified texts

- 'Creating Texts'

Outcome: On completion of this area of study the student should be able to produce different text types for different purposes and audiences in response to academic, workplace or social contexts

- 'Listening to and Presenting Persuasive Texts'

Outcome: On completion of this area of study the student should be able to listen, interact and speak in different formal contexts, for a range of audiences and persuasive purposes.

Please Note: Bahasa Indonesia 10IN63S and 10IN64S are sequential units to be studied year-long in Year 10.

BAHASA INDONESIAN ADVANCED - SEMESTER 1

CODE: 10IN63S

In this unit, students will increase their confidence in using the Indonesian language by covering topics such as directions, locations and films. Students will also develop an understanding of key grammar points, including ter-verbs, ber-verbs and giving an opinion.

BAHASA INDONESIAN ADVANCED - SEMESTER 2

CODE: 10IN64S

In this unit, students will increase their confidence in using the Indonesian language by studying areas such as weather, environment and endangered animals and future aspirations. Students will also develop an understanding of key grammar points, including ke-an verbs, pe-an nouns and object focus di-verbs.

INTRODUCTION TO LITERATURE

CODE: 10EN63S

As its name suggests, 'Introduction to Literature' is an elective offered to provide thoughtful and passionate Year 10 students with the chance to engage in an insightful fashion with a variety of different written and visual forms of literature.

Specifically, students will study F. Scott Fitzgerald's tragic portrayal of 1920's 'Jazz Age' New York City, The Great Gatsby, as well as an in-depth study of one of the most fascinating of literary genres, Gothic Fiction, through which they will examine extracts from iconic 19th century texts, including Dracula and Frankenstein, as well as contemporary Gothic texts. Students will also explore the beauty of poetry through the study of a collection of poems centred around a similar theme.

The unit allows students to explore how meaning is derived from texts, the historical and social context in which the texts were produced, as well as the experiences that they as readers bring to the texts.

Assessment tasks include: a creative response, a close analysis of selected passages and an analytical response to a set text.

Those students electing this unit will be likely to pursue Literature studies in VCE. Students choosing this unit will still need to complete the core English unit.

HEALTH AND PHYSICAL EDUCATION

SPORT AND HEALTH FOR EVERYONE

CODE: 10HP62S

Health and Physical Education at Year 10 will provide an opportunity for all students to experience physical activity in a range of sports and environments for the whole year. The aim of this unit is to encourage participation and enjoyment in a range of activities and to promote the health and wellbeing of all students. An important aspect of this unit is the opportunity for all students to participate in an outdoor camp where students will take part in activities such as surf kayaking, mountain biking, surfing and team building initiative activities.

Students will also be trained in first aid procedures to prepare for the camp, including the DRSABCD principle. On campus students will explore the many health benefits of physical activity, especially in regard to mental health and wellbeing. Year 10 students will perform a variety of sports aimed at developing lifelong participation in physical activity and will also attempt to 'develop the greatest sport' by applying knowledge learnt from skills and sports covered in past in a group activity.

ATHLETIC EDGE **(EXTENSION UNIT)**

CODE: 10HP63E

This unit focuses on Skill Acquisition, Biomechanics and Performance Enhancement in both a practical and theoretical sense. Skill acquisition looks at the various methods used by coaches to improve a person's skill level from beginner to elite. Biomechanics is the study of how scientific principles can be used to describe and optimise physical performance.

Performance enhancement can come in the form of diet, hydration, recovery practices and mental strategies and students will study their use by athletes. This subject incorporates a practical component in which students can practice skills under varying conditions and measure their own performance using video analysis and other technologies. The theoretical component will give students the opportunity to consider the sporting implications of each topic and to develop an understanding of its relevance to an athlete in a variety of sports.

YOUTH HEALTH AND HUMAN DEVELOPMENT **(EXTENSION UNIT)**

CODE: 10HP64E

This elective is offered to prepare students who are considering studying VCE Health and Human Development. It will provide a VCE level introduction to physical, social and mental health as well as to physical, social, emotional and intellectual development. Students will consider risk and protective factors for youth mental health and review strategies and organisations dedicated to mental health promotion.

Comparisons will be made between the health of youth globally and the rationale for the establishment of national health priority areas will be explored. Study may also include the various nutritional requirements for the health of youth.

DESCRIPTION OF SUBJECT UNITS OFFERED AT YEAR 10

THE HUMANITIES

CIVICS AND CITIZENSHIP PEOPLE AND POWER

CODE: 10CC61S

'People and Power' introduces students to the studies of Politics and Legal Studies. Students analyse the political system of Australia, working through the structure of Government and how decisions are made, as well as how decisions are stalled. Students study party politics, elections, and where power and decision lie in Australia. Students also investigate the legal system of Australia, focussing on Criminal and Civil law and the concept of 'the rule of law' in contemporary Australia.

ECONOMICS AND BUSINESS ACTION ECONOMICS

CODE: 10EC61S

'Action Economics' provides students with an introduction to the global economy. Students will develop a greater understanding of how the Australian economy works, including the impact of globalisation. Students will understand the challenges in different economic systems. Students will complete a practical component where a school enterprise will be developed from a business idea. This unit will conclude with an exam that covers all content covered during the semester.

GEOGRAPHY SCORCHED EARTH

CODE: 10GE61S

This unit provides students with an introduction to environmental change and management and human wellbeing and liveability. Students focus on differing world views on climate change, Land Management, Marine Environments, Water and Urban Development. The second element of studies focuses on Wellbeing indicators, how these indicators change, spatial dispersion and the impact of global conflicts. Students work both individually and collaboratively to obtain key knowledge and skills which are applied to case studies and practical situations.

HISTORY MODERN HISTORY

CODE: 10HI61S

'Modern History' takes students on a journey from the devastating end of the First World War, through the turbulent 1920s, the fragile world of the 1930s to the catastrophe of the Second World War, with a particular focus on the key battlefields in Europe, Russia and the Pacific. They will also study in depth the rise of anti-Semitism in Nazi Germany and its terrible conclusion- the Holocaust. Following this, studnts will examine the post-war world, with a focus on how human rights and freedoms have been ignored, demanded or achieved in Australia, the United States of America and beyond. Students finish the unit by exploring how popular culture has developed in Australia since WWII.

MATHEMATICS

Year 10 Students select either Course A, Course B or Course C for the year

YEAR 10 MATHEMATICAL METHODS - COURSE A

CODE: 10MA65S

This course of study is designed for students who enjoy the challenge of Mathematics and require a more in-depth study of Mathematics for their possible career path and is suited for those wishing to undertake VCE Maths Methods or Specialist Maths. The focus of activities in this course is on expanding student's understanding, fluency, problem solving and reasoning skills. Each semester topics will be drawn from three areas of study: Number and Algebra, Measurement and Geometry and Statistics and Probability. To be able to fulfil the digital technology sections of this course, students will need to have a CAS Graphics Calculator.

YEAR 10 GENERAL MATHEMATICS - COURSE B

CODE: 10MA66S

This course of study provides flexible preparation for further mathematical studies and is designed for students wishing to undertake VCE General Mathematics. The focus of activities in this course is on expanding student's understanding, fluency, problem solving and reasoning skills. Each semester topics will be drawn from three areas of study: Number and Algebra, Measurement and Geometry and Statistics and Probability. To be able to fulfil the digital technology sections of this course, students will need to have a CAS Graphics Calculator.

YEAR 10 FOUNDATION MATHEMATICS - COURSE C

CODE: 10MA68S

This course of study is designed for students wishing to follow pathways in VCAL Numeracy, VET courses, Pre-Apprenticeship or School Based Apprenticeships and Traineeships. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study include Pattern and Number, Space, Measurement and Data.

MATHEMATICAL REASONING (ELECTIVE)

CODE: 10MA67S

Reasoning is the heart of Mathematics and students selecting this elective unit should have a strong interest in further developing their mathematical skills. This course is intended to assist students in developing confidence,

independent thinking, problem solving strategies, communication and reasoning skills. This course is not confined to one particular branch of mathematics or specific topics, rather it is about continuing to develop the toolbox of

strategies, drawing attention to the thinking and explanation processes students use to solve mathematical problems. To be able to fulfil the digital technology sections of this course, students will need to have a CAS Graphics Calculator.

DESCRIPTION OF SUBJECT UNITS OFFERED AT YEAR 10

SCIENCE

BIOLOGY IT'S ALL IN YOUR GENES

CODE: 10SC61S

This unit will provide students with a solid foundation in the area of Biology.

The focus of this unit will be on studying DNA structure and function, predicting the outcomes of crosses involving different types of inheritance eg dominant/recessive – partial dominance – sex-linked. Pedigrees will be analysed to ascertain why certain traits run in families, as well as studying the different types of microbes and their impact on human health and the function of the human immune system and evidence for evolution.

PHYSICS MODERN PHYSICS

CODE: 10SC62S

This unit explores the theories of the origins of the universe, electricity concepts such as measuring current, voltage and resistance in circuits and examining the links between electricity and magnetism. Further investigations include looking at basic electronic components and their role in electronic devices. Analysis of motion including speed, velocity and acceleration and their application in practical situations forms another major area of study.

CHEMISTRY CHEMICAL CONNECTIONS

CODE: 10SC63S

Students explore the atomic structure and properties of elements and organisation of the Periodic Table. Redox reactions and the chemical activity of metals forms the basis of some practical investigations. Students develop an awareness of a range of useful substances such as fuels, metals and pharmaceuticals. Students use experiments and field work to design and independently investigate a topic. The unit also includes bonding, chemical formula, organic chemistry, acids and bases and nanotechnology.

AGRICULTURE PADDOCK TO PLATE

CODE: 10SC64S

This unit will provide students with an introduction to Agricultural Science and a background for further studies in Agriculture and Horticulture. Students will study the structure and function of plants and animals, in a practical hands-on environment. They will be responsible for the care and welfare of selected animals and plants. Students will focus on the economic importance of different agricultural and horticultural industries within Australia, understanding how raw materials are utilised to add value to the product. This understanding will be supported by students preparing different food dishes based on what they have learnt within the classroom.

PSYCHOLOGY PSYCHOLOGY IN ACTION

CODE: 10SC65S

This Unit offers an introduction to some of the different fields of Psychology in order to gain a clearer knowledge of the types of Psychology we encounter on a day to day basis. Students will be introduced to the work of Clinical, Neural, Developmental and Forensic psychologists, and, investigate some of the aspects of human nature, which these psychologists assess, treat and support through their work. Topics covered include research methods, brain function, mental health and the workings of the criminal mind.

DESCRIPTION OF SUBJECT UNITS OFFERED AT YEAR 10

TECHNOLOGIES: DESIGN AND TECHNOLOGY

These Year 10 Technologies Units are designed to prepare students for VCE studies. It is strongly recommended they are chosen by students planning to complete a VCE subject in Food, Textiles or Wood.

FOOD ON THE MENU

CODE: 10FO61S

This course provides the opportunity for students to access and practice essential life skills. Students choosing this unit will examine the role of Food Technology in the preparation, production and presentation of a variety of foods. Students will extend their knowledge of nutrition and skills with designing and producing dishes of their choice for special occasions. Patisseries, bread types, pasta and preservation methods are some topics that will be explored, produced and evaluated.

RECOMMENDED PREREQUISITES: 09FO31S or 09FO32S.

FOOD CAFE CULTURE

CODE: 10FO62S

The focus of this unit is to examine contemporary food topics including: food trends, food fads and nutrition, the benefits of local produce, sustainability and food miles. The food service industry, in particular "Café Culture" including a barista element, will be investigated and students will be given the opportunity to design and prepare dishes to be served up in our own Trinity Pop Up Café. This course fosters access and practice of essential life skills.

RECOMMENDED PREREQUISITES: 09FO31S or 09FO32S.

TEXTILES GARMENTS TO GO

CODE: 10TX62S

Students choosing this unit will produce articles of clothing inspired by 'Graffiti', which they will personally design. Garments will reflect their own individuality and are not gender specific. The use of the sewing machine and over locker is vital and students will get a chance to extend their competence in machine use, complex garment processes and other creative embellishments such as fabric painting, machine embroidery, digital printing and applique. This unit introduces students to Folio work and provides an excellent insight into the VCE subject, Product Design and Technology. Students will be required to supply materials for their products; however, basic requirements (such as sewing threads, elastic, spray paints and applique products) will be supplied.

RECOMMENDED PREREQUISITES: 09TX31S. Whilst this unit is recommended, it is not vital.

WOOD A UNIT OF FURNITURE

CODE: 10WO61S

Students will anaylse and develop solutions to common problems using solid timber and manufactured board. They will use design thinking to generate and refine ideas for the problem. They will be preparing working drawing using Computer Aided Drafting, these will be used to assist them during production of their design solution. They will document their progress during production and evaluate the completed design solutions. There will also be the opportunity to personalize their design solution using the Computer Aided Drafting and Computer Numeric Controlled technology. Students will explore the Eco-Design strategy of Flat Pack furniture, they will design and produce a product that can be assembled by an end-user that has minimal construction skills. They will be further developing their traditional production techniques, as well as the common fixtures and fittings used in flat pack furniture. Students will further explore large scale manufacturing of furniture, and the machinery used at this scale of production.

WOOD DESIGNING WITH TIMBER AND TECHNOLOGY

CODE: 10WO62S

Students will apply the design process to identify and investigate a problem, need or want of an End-User. They will research multiple design factors that designers must consider when designing. They will generate several design options to present to their end-user and select the preferred design solution. Students will create working drawings and plan to produce their preferred solution. Students will manufacture the solution, giving the end-user the opportunity to use the product, and evaluate it against criteria that they have created to demonstrate how well they have solved the original problem, need or want.

TECHNOLOGIES: DIGITAL TECHNOLOGIES

APPLIED COMPUTING

CODE: 10IT61S

Have you ever considered how network security companies such as Google and the big banks fight hackers or how entertainment companies create video gaming systems? This unit focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security to prepare students primarily for VCE Applied Computing and for some skills necessary in IT applications.
Students will explore:

- Program design using an object-oriented programming language (such as Python).
- Using software to analyse, format and calculate from a set of data.
- Application design for Raspberry Pi
- The capabilities and limitations of software applications
- The uses and components of computers and other devices

ENGINEERING

CODE: 10IT62S

What do Colac businesses such as AKD, Bulla and dairy farms have in common? Machinery. Each of these industries utilises different machines that need to interact to increase automation in their industry. All these pieces of machinery are designed to have certain inputs and outputs and are coordinated by control systems.
In year 10 Engineering, students will have the opportunity to learn about how machines work and will be able to build their own basic machine that satisfies a design brief that they have created (e.g. a prosthetic hand, industrial robotic arm, skittles sorter, guitar auto-tuner, etc.).

- In this practical, hands-on subject, you will develop strong design skills and learn how to use digital technologies such as:
- mini-computers (Arduino/Micro:Bit/Raspberry Pi)
- Robotics and electronics
- 3D printers and laser cutters
- Input/output devices such as sensors, transmitters, lights and motor switches.

Students' major assessment task will demonstrate use of the design process to design, produce, operate, assembly and evaluate an engineering project.

YEAR 11&12 CURRICULUM

Year 11 and 12 students have the option of completing either the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). Please refer to the section in this Handbook that contains subject descriptions of all the possible VCE, VET and VCAL units that are available at Trinity College. These descriptions should assist students in making informed decisions about their choice of study pathways. Religious Education is compulsory for all students at Trinity College as agreed to by both student and parents/carers as part of students' enrolment process.

SENIOR SECONDARY CERTIFICATE REFORM IN 2023

Next year there will be no changes to the existing certificates. Students in 2022 can still enrol in an Intermediate or Senior VCAL or they can enrol in the VCE.

In 2023, all senior secondary students will be enrolled in the VCE or the VCE Vocational Specialisation.

Students who have started their Intermediate VCAL will transition with credit into the VCE Vocational Specialisation in 2023.

In 2023, Year 12 students can complete Senior VCAL units as part of a transition of the certificate. Students will need to meet the satisfactory requirements of the VCE Vocational Specialisation stream, which will include two units of Senior Literacy or VCE English. Upon completion of the satisfactory requirements, students will be awarded the VCE Vocational Specialisation. This is a one-off arrangement that will apply to students completing in 2023 only.

Year 11 students commencing in 2023 will enrol in the new curriculum units within the VCE Vocational Specialisation.

YEAR 11@TCC

VCE PATHWAY

SUBJECT CHOICES

Every student will study a Religious Education Unit 2 in either Semester 1 or Semester 2. Students will study either a Unit 1 or 2 of an additional VCE subject during the other semester.

Students who wish to study English as well as Literature must choose one of these subjects as an elective.

Year 11 students also have the option of studying one advanced VCE Unit 3/4 subject to approval by a panel. Please note that there are restrictions in certain subjects and that this possibility cannot be guaranteed.

When completing their subject preferences students must follow these guidelines:

- For their **CORE SUBJECTS**, students complete

o Religious Education Unit 2 (studied in either Semester 1 or Semester 2). This option will be allocated to students so it will not be an option)

o English Units 1&2 and/or Literature Units 1&2 which will be listed as Preference 1.

- For their **ELECTIVE SUBJECTS**, students choose an additional **FOUR** VCE subjects in PREFERENTIAL ORDER which will be studied as a sequence (Units 1 and 2). One of these preferences may be a Unit 3/4 subject.
- Students will study a **fifth VCE subject** which can be a Unit 1 or Unit 2 in a subject and which will be drawn from their Reserve subjects.
- Students must indicate **FOUR** reserve subjects, in case their first preferences are not available.

The following two tables explain how the choices available to Year 11 students will operate on the timetable.

An example of subjects for a Year 11 student not studying an accelerated Unit 3/4 subject:

	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
Sem 1	Subject 1 (English/Lit) Unit 1	Subject 2 Unit 1	Subject 3 Unit 1	Subject 4 Unit 1	Subject 5 Unit 1	Subject 6 Unit 1 **OR** Religious Ed Unit 2
Sem 2	Subject 1 (English/Lit) Unit 2	Subject 2 Unit 2	Subject 3 Unit 2	Subject 4 Unit 2	Subject 5 Unit 2	Subject 6 Unit 2 **OR** Religious Ed Unit 2

An example of subjects for a Year 11 VCE student studying an accelerated Unit 3/4 subject:

	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
Sem 1	Subject 1 (English/Lit) Unit 1	Subject 2 Unit 1	Subject 3 Unit 1	Subject 4 Unit 1	Subject 5 **Unit 3**	Subject 6 Unit 1 **OR** Religious Ed Unit 2
Sem 2	Subject 1 (English/Lit) Unit 2	Subject 2 Unit 2	Subject 3 Unit 2	Subject 4 Unit 2	Subject 5 **Unit 4**	Subject 6 Unit 2 **OR** Religious Ed Unit 2

This table explains various possibilities available to Year 11 VCE students when choosing subjects for their VCE

	SUBJECT PREFERENCE	SUBJECT	UNITS
CORE UNITS	Religious Education	Religion and Society	Unit 2 (Semester 1 or Semester 2)
	Preference 1: English	English and/or Literature	Units 1/2
VCE ELECTIVES UNITS 1/2 *Year 11 students intending to follow a VCE course must choose a possible **FOUR** VCE or VET subjects*	Preference 2	Can be an advanced VCE/VET Unit 3/4 or a VCE/VET Units 1/2	Units 3/4 or Units 1/2
	Preference 3	VCE/VET	Units 1/2
	Preference 4	VCE/VET	Units 1/2
	Preference 5	VCE/VET	Units 1/2
RESERVE SUBJECTS *One unit of these reserve choices will be your single VCE unit study. The reserve subjects are used in case previous subject preferences are not available.*	Reserve 1	VCE/VET	Units 1/2
	Reserve 2	VCE/VET	Units 1/2
	Reserve 3	VCE/VET	Units 1/2
	Reserve 4	VCE/VET	Units 1/2

VCAL PATHWAY

Year 11 students that choose a VCAL pathway will follow the **Intermediate** VCAL programme.

- CORE subjects for VCAL students are Literacy, Numeracy and Personal Development Skills.
- Students have various options to complete their Work Related Skills and their Industry Related skills.
- All VCAL students must complete a VET subject in line with the students' chosen pathway or structured workplace.
- VCAL students must choose ONE VCE subject as a VCE Unit 1 and 2 sequence to study across the whole year (semesters 1 and 2). It is expected that most students will study Business Management Units 1 and 2 and this option will be available on the subject selections. Should students wish to study a different VCE Units 1 and 2 sequence, they should discuss this request with the VCAL Coordinator as part of their VCAL entry interview. Refer to the list of VCE sequences in this Curriculum Handbook for possible options of VCE units.
- This option has an interview with the VCAL Coordinator in order to ascertain the best possible individualised learning programme for these students.

The following table explains the choices available to Year 11 Intermediate VCAL students:

CORE SUBJECTS: the following subjects are compulsory		
Strand: Literacy	Compulsory to choose one option	VCAL Literacy
		VCE English 1/2 or 3/4
Strand: Numeracy	Compulsory to choose one option	VCAL Numeracy Intermediate
		VCE Maths: Units 1/2 or 3/4
Strand: Industry Specific Skills VET Certificate Students must arrange an appointment with the VET Coordinator to discuss VET options	Compulsory to choose a VET Certificate. Students can choose from two VET options: • VET Units offered at Trinity College • VET Units offered off campus VET Certificate: The VET chosen must be in line with the Students' chosen pathway or structured workplace.	VET Agriculture Certificate II
		VET Sport and Recreation Certificate III
		VET Unit off campus
	School Based Apprenticeship or Traineeship (SBAT)	The SBAT is an integral component of the VCAL Certicate. The VCAL Coordinator and the VET Coordinator must be consulted for this option. The SBAT option is not available as a choice on the 'Subject Selection' programme and must be discussed with the VCAL Coordinator and arranged with the VET Coordinator.
Strand: Work Related Skills	Compulsory to choose at least one of these options	Work related Skills
		VET Unit
		VCE Technology Unit including Product Design and Technology Wood and/or Textiles and Systems Engineering
Strand: Personal Development Skills	Compulsory	Intermediate
VCE Units 1 and 2	Students must study a VCE Unit 1 and 2 sequence. It is expected that most students will study Business Management Units 1 and 2 and this option will be available on the subject selections.	Should students wish to study a different VCE Units 1 and 2 sequence, they should discuss this request with the VCAL Coordinator. Refer to the list in this Curriculum Handbook.

YEAR 12@TCC

VCE PATHWAY

- For their **CORE SUBJECTS**, students will study the Religious Education programme called 'Awakenings' as well as a Unit 3/4 English sequence: English Units 3&4 and/or Literature Units 3&4.
- For their **ELECTIVE SUBJECTS**, students choose an additional **FOUR** Unit 3/4 VCE subjects in sequence.
- When completing their online subject selection process, students must indicate their choices in PREFERENTIAL ORDER (in the order that students would prefer to study those units).

This table explains how the choices available to Year 12 students will operate on the timetable.

	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
Sem 1	Subject 1 English/Lit Unit 3	Subject 2 Unit 3	Subject 3 Unit 3	Subject 4 Unit 3	Subject 5 Unit 3	RE Awakenings & study lessons
Sem 2	Subject 1 (English/Lit) Unit 4	Subject 2 Unit 4	Subject 3 Unit 4	Subject 4 Unit 4	Subject 5 Unit 4	RE Awakenings & study lessons

This table explains the various possibilities available to Year 12 students when choosing subjects for their VCE program

	SUBJECT PREFERENCE	SUBJECT	UNITS
CORE UNITS	Religious Education	Awakenings or Unit 3/4 Religion and Society	
	English: *Students must complete a sequence of English Units 3/4. This may be either English or Literature or may be both subjects.*	English	VCE Units 3/4
		Literature	VCE Units 3/4
VCE ELECTIVES *Year 12 students following a VCE course must choose a possible FOUR VCE subjects.*	Preference 1		VCE/VET Units 3/4
	Preference 2		VCE/VET Units 3/4
	Preference 3		VCE/VET Units 3/4
	Preference 4		VCE/VET Units 3/4

VCAL PATHWAY

Year 12 students that choose a VCAL pathway will follow the Senior VCAL programme and should refer to the section in this handbook that explains the VCAL options.

- CORE subjects for VCAL students include Religious Education Awakenings unit, Literacy, Numeracy and Personal Development Skills. Students have various options to complete their Work Related Skills and their Industry Related skills.
- All VCAL students must complete a VET subject.
- All Year 12 VCAL students will complete a compulsory Religious Education Awakenings unit.
- As there are many unit possibilities within a VCAL pathway, it is important that each student that wishes to pursue this option has an interview with the VCAL Coordinator. This is in order to ascertain the best possible individualised learning programme for these students.

The following table explains the choices available to Year 12 Senior VCAL students:

CORE SUBJECTS: the following subjects are compulsory		
Strand: Literacy	Compulsory to choose one option	VCAL Literacy
		VCE English Units 3/4
Strand: Numeracy	Compulsory to choose one option	VCAL Numeracy Senior
		VCE Maths: Units 1/2 or 3/4
Strand: Industry Specific Skills: VET Certificate Students must arrange an appointment with the VET Coordinator to discuss VET options.	Compulsory to choose a VET Certificate. Students can choose from two VET options: • VET UNITS offered at Trinity College • VET UNITS offered off campus	VET Agriculture Certificate II
		VET Sport and Recreation Certificate III
		VET Unit off campus
	School Based Apprenticeship or Traineeship (SBAT)	The SBAT is an integral component of the VCAL certificate. The VCAL Coordinator and the VET Coordinator must be consulted for this option. The SBAT option is not available as a choice on the 'Subject selection' programme and must be discussed with the VCAL Coordinator and arranged with the VET Coordinator.
Strand: Work Related Skills	Compulsory to choose at least one of these options	Work Related Skills
		VET Certificate
		VCE technology unit including Product Design and Technology Wood and/or Textiles and Systems Engineering
Strand: Personal Development Skills	Compulsory	Senior

VCE AND VET UNIT INFORMATION 2022

VCE POLICIES AND PROCEDURES

Refer to the VCE and VCAL Administrative Handbook on the VCAA website for updated information of VCE and VCAL.

ATTENDANCE

Attendance at all classes is compulsory. This attendance expectation includes all designated school days, such as sport days and retreats. Regular, punctual attendance is essential and, in many instances, it will be impossible to satisfy VCE work requirements if a student's attendance is irregular. The VCAA sets a minimum attendance requirement. The expectation of Trinity College is that students are required to attend 100% of classes. Failure to do so places students' successful completion of an outcome in jeopardy.

In circumstances where prolonged illness affects this requirement, a medical certificate is required and Special Provision can be sought. Please contact with the Year Level Coordinator to discuss this situation.

After any school absence, a note of explanation signed by the parent or guardian of the student must be provided to the student's Homeroom teacher. Alternatively, the parent/guardian can leave a message on the School's Absentee Phone Line.

Should a student be absent on a day when a formal School Assessment Task is undertaken, the student must provide a medical certificate upon their return to school. Please refer to Rescheduling an Assessment Task section for this procedure.

Any absence that has not been verified will be considered 'unapproved' and the satisfactory completion of the unit will be in jeopardy.

ASSESSMENT

All Unit 1 and 2 assessment is administered by the subject teacher while all Unit 3 and 4 assessment is administered by VCAA. Levels of performance in School-assessed Coursework (SAC), School-assessed Tasks (SAT) and examinations are reported by VCAA as grades.

Satisfactory VCE unit result

The student will receive an S (satisfactory) for a unit if the teacher determines that the student has:

- produced work that demonstrates achievement of the outcomes
- submitted work that is clearly their own
- observed the rules of the Victorian Curriculum and Assessment Authority (VCAA) and the school (for example, attendance or submission of work policies).

Not Satisfactory VCE unit result

The student will receive an N (not satisfactory) for the unit when one or more of the following occurs:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including Special Provision
- the work cannot be authenticated
- there has been a substantial breach of rules.

Grading of unit 3 and 4 assessment

- The grades A+ to E for the final Unit 3 and 4 units are derived from school provided scores
- NA: Not Assessed indicates that the assessment task was not submitted or was not assessed.
- UG: Ungraded means that the score was too low to be assigned a grade.
- S: indicates that all outcomes for the unit were Satisfactorily achieved.
- N: indicates that a student who does not submit a Coursework Assessment task or does not demonstrate sufficient competency within a Coursework Assessment Task, shall receive an N for the relevant outcome. This would mean an N for the unit, with severe implications for attaining a VCE certificate.
- J: indicates that a student is no longer attending a unit but they have not officially withdrawn by signing a Student Exit form, the symbol J will be included on VASS. This symbol will reflect that the student is no longer attending class or has not submitted work for assessment.

Lost, stolen or damaged work

If a teacher or student has lost work or had work stolen or damaged, they must make a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. Schools must keep a record of the loss or damage, but should not report it to the VCAA. The principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

Care in the use of technology

Please note that VCAA rules state that assessment tasks lost due to computer misuse or malfunction (does not 'save') will not be an acceptable reason for not submitting assessments.

A student who uses technology to produce work for assessment is responsible for ensuring that:

- there is an alternative system available for producing assessable work in case of malfunction or unavailability
- hard copies of the work in progress and back-up versions are produced regularly.

Trinity College School-Based Assessment Procedures and Rules

- Trinity College assessment procedures are governed by the VCAA and, as such, it must be stressed that assessment conditions are to be equitable for all students and that dates for all VCE assessable work must be adhered to by all students.
- Students who arrive late to their assessment task will not be granted extra time unless written approval is given by the YLC.
- Students who finish early are not permitted to leave the room.
- Unless otherwise specified by the subject teacher, students are not to bring dictionaries, workbooks and other materials to the classroom during the assessment task.
- Mobile phones and electronic communications devices, such as organisers, dictionaries and computerised watches, which are capable of storing, receiving or transmitting information or electronic signals are not permitted in an examination room or in a room where an assessment task is being conducted under any circumstances. Mobile phones should be left in lockers. Phones will be automatically confiscated and only returned once an interview verifying authentication has been held with the student and the panel. Students who do not hand over their phone will be removed from the assessment task and will be given a '0' score. This rule applies if the student's phone rings and it is in the student's pocket.
- An outline of all proposed unit 3 and 4 SAC dates will be provided to students early in the academic year.
- Students are encouraged to discuss any concerns about assessment tasks with the VCE Leader.

Students who miss an assessment task

- Students who, for whatever reason, do not sit their assessment task will receive 0 marks unless an application for rescheduling an assessment task has been completed and the pink form has been finalised by the VCE Coordinator.
- The student can reschedule the task by collecting a pink APPLICATION: SPECIAL PROVISION FOR A SCHOOL-BASED ASSESSMENT TASK from the VCE Coordinator and completing the form within 48 hours of returning to school. The student must provide written evidence such as a medical certificate for the absenteeism.
- Students who know they will be absent due to a school-based extra-curricular activity, a school organised excursion or other extenuating circumstances must speak with the VCE Coordinator well before the scheduled assessment date. Please note that at no stage are assessment task rescheduling are a guarantee and it is up to the discretion of the VCE Coordinator as to whether the student may complete a rescheduled assessment task.

Conditions under which the rescheduling of an assessment task will be allowed:

- Should a student choose to not write th assessment task or the rescheduled assessment task, a Not Satisfactory (N) grade will be recorded.
- An extension of time for an individual student to complete a task will be granted only in extenuating circumstances. Examples of such special circumstances include a student's illness or extenuating personal family circumstances such as the need to attend a funeral.
- Should a student miss an assessment task due to illness, that student must provide a medical certificate. Once this evidence has been acquired, the student can apply to reschedule the assessment task.
- Family holidays are not considered extenuating personal family circumstances. Students who, while completing a VCE unit, choose to miss calendared school days to go on holiday and subsequently miss an assessment date, will not have this assessment graded. This applies to Year 10, Year 11 and Year 12 students. The student will receive no credit for this assessment towards the Study Score in this subject. The rescheduling of an Assessment task is not permitted in the case of students undertaking a holiday outside of the gazetted school holiday periods. A student who misses an assessment task due to a family holiday outside of gazetted holiday periods will be required to sit the assessment task at a later date to gain an S for the outcome but will not receive marks towards their study score.
- A student who misses an assessment task for school reasons, such as attending a calendared subject excursion/incursion or for a sporting event where the student represents the College, is permitted to reschedule the assessment task at another time, as outlined below. The student must still follow the process of completing the application form.

Rescheduling assessment tasks for an entire class

- If teachers wish to reschedule a class assessment task because their students are not ready to be assessed, or due to other circumstances, they should provide adequate notification to all students in the class or classes.
- An extension of time for all students in a class should be given only on the condition that they are all given adequate notice and that no student in the class or in another class is advantaged or disadvantaged.

Rescheduling an assessment task for an individual student

If a student does not complete an assessment task at the same time as the rest of their class:

- The student must discuss the merit of any extension with the subject teacher.
- If the teacher is agreeable that the task may be rescheduled and if the reasons for the request appear legitimate, the student must obtain a pink APPLICATION: SPECIAL PROVISION FOR A SCHOOL-BASED ASSESSMENT TASK from the VCE Coordinator.
- The student must complete the form and ensure that the required evidence is attached. Suitable evidence includes a Medical Certificate in the case of illness or a letter from the student's parents to the Year Level Coordinator in the case of extenuating circumstances (such as a funeral).
- This form must be completed with evidence attached and submitted to the VCE Coordinator within 48 hours on the student's return to school (from an illness).
- No evidence is required should a student miss an assessment task due to an approved school-based activity (excursion or incursion).
- Evidence supporting the application for a rescheduled assessment task will be examined by the VCE Coordinator (and a panel if necessary) prior to any extension being granted. Subject teachers may encourage students to apply for an extension, but the decision does not rest with them.

- The VCE Leader will arrange for the student to write the rescheduled task. During 2022, the time allocated for the writing of rescheduled tasks is on a Tuesday from 3:30 to 5:00pm
- It is the student's responsibility to ensure that the rescheduled task is completed as the application is from the student.
- Should a student choose not to write the rescheduled assessment task, an N grade shall be awarded.

The Maximum Period for an Assessment Task Extension

A student who has received a N result has up to one month from the date of being notified to demonstrate satisfactory competency of an outcome, or part of an outcome, to the subject teacher (subject to end of Semester 1 and 2 deadlines). It is important to note that:

- Late work will not be graded/scored.
- An N result can be redeemed to an S within a month, or by end of the semester (whichever comes first) of being notified of the N.
- It is the responsibility of the student to consult with the subject teacher concerning the most appropriate way of demonstrating satisfactory achievement.
- An extension of time may extend into the next semester, but not into the next school year.
- Extensions for tasks related to units of competency/modules contributing to scored VCE VET sequences cannot be permitted beyond the date determined by VASS. Unit completion is essential to finalise study scores, which must be calculated at the time determined by VCAA for all VCE studies.

Redemption Procedures

A student who has received an N result has up to one month from the date of being notified of a 'Not Satisfactory' to demonstrate satisfactory competency of an outcome, or part of an outcome, to the subject teacher (subject to end of Semester 1 and 2 deadlines). Remember that:

- Late work will not be graded
- Once the original task has been submitted, the mark given cannot be improved on by the student
- An N result can be redeemed to an S within a month (or by the end of the semester, whichever comes first) of being notified of the N.
- It is the responsibility of the student to consult with the subject teacher concerning the most appropriate way of demonstrating satisfactory achievement.

Appeals Process

Within reasonable limits, students are free to query their subject teacher as to the reason why a grade or S/N was given. They must, however, accept the grade given for an Assessment Task.
If a student receives an N result, a reassessment by the Subject teacher or Learning Area Facilitator or their representative can be requested. Beyond this, a more formal appeals process will be followed, whereby the Deputy Principal and the Director of Learning will be called upon to mediate and arbitrate.

Authentication of School-based Assessment

The Victorian Curriculum and Assessment Authority (VCAA) has policies and procedures for the monitoring the authentication of students' work to ensure equity amongst all Year 12 students. Students must ensure that all unacknowledged work submitted for assessment is genuinely their own.
Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, submission of the work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.
Students must observe and apply rules for the authentication of School-based Assessment. Students must sign an authentication record for work done outside class when they submit the completed task.
The VCAA authentication rules state that:

- a student must ensure that all unacknowledged work submitted for assessment is their own
- a student must acknowledge all resources used, including texts, websites and other source material and the name and status of any person who provided assistance and the type of assistance provided
- a student must not receive undue assistance from another person in the preparation and submission of work
- acceptable levels of assistance include the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context and the prompting and general advice from another person or source, which leads to refinements and/or self-correction
- unacceptable forms of assistance include use of, or copying, another person's work or other resources without acknowledgement and corrections or improvements made or dictated by another person
- a student must not submit the same piece of work for assessment in more than one study, or more than once within a study
- a student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment
- a student must not knowingly assist another student in a breach of rules
- in considering if a student's work is their own, teachers should consider if the work is atypical of other work produced by the student; is inconsistent with the teacher's knowledge of the student's ability; contains unacknowledged material; has not been sighted and monitored by the teacher during its development.
- Students need to be aware that it is their responsibility to ensure that the teacher has no difficulty in authenticating their work.

They should understand that teachers cannot authenticate work about which they have doubts until further evidence is provided.

- For assessment tasks done under test conditions, students are required to observe all stated conditions including those that relate to electronic devices and written resources.

Investigation of a Breach

Should a breach of assessment tasks be reported, an investigation into the breach will be conducted by the school.

- On receipt of an allegation, the student's work will not be accepted for assessment, pending the conduct of an investigation by the school. The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.
- Preliminary investigation: if the allegation raises the suggestion that a student has submitted work that is not their own, as part of seeking a response from the student the investigator should ask the student to provide evidence that demonstrates that the work submitted is their own and/or was completed in accordance with VCAA requirements.
- If this investigation suggests there is any substance to any allegation, the student should be informed in writing of the nature of the allegation and be invited to attend an interview to respond to the allegation.
- Decision-making: a meeting will be held with the student during which the allegations will be discussed.
- The principal will decide, in relation to any allegations against a student found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate.
- A student may appeal to the VCAA against a decision by the school, and any penalty imposed by the school, in respect of a contravention of the assessment rules of the VCAA relating to School-based Assessments. This right of appeal does not apply to decisions about the satisfactory completion of a course arising from a student's attendance, or other disciplinary decisions of a school not arising from a contravention of VCAA assessment rules. An appeal against a school decision must be made in writing to the Chief Executive Officer of the VCAA not later than 14 days after the student receives written notice of the decision from the school. On receipt of a notice of appeal from a student, the Chief Executive Officer of the VCAA must nominate an employee of the Secretary to interview the parties to the appeal and attempt to resolve the matter.

Examinations and GAT

- Detailed information about examinations, GAT, results and other VCE matters are obtainable from the VCAA website.
- All students completing Units 3/4 will receive a VCAA booklet before the GAT which contains the examination timetable and a list of rules relating to examination conditions. It is the student's responsibility to arrive at the examination centre in time for the exam as well as to be familiar with the examination rules.
- All students writing Units 3/4 examinations this year are required to write the General Achievement Test (GAT). This includes students who may already have written the GAT the previous year. The GAT results are used by the VCAA to statistically check that school assessments and examinations have been accurately assessed, as well as for determining Derived Examination Scores. Where school- based results cannot be verified by the GAT, the SATs for those specific studies may be re-assessed by independent VCAA assessors. The school is notified of this audit during Term 4.
- Attendance at Practice Examinations set by the College during Term 3 and the September holiday period is compulsory.
- Students are not permitted to leave any Unit 3/4 exams (including the GAT) prior to the conclusion of the exam. If students do attempt to leave these exams early, this conduct will be viewed as a disciplinary matter.

SPECIAL PROVISION

Special provisions are made by VCAA and the school to allow students undertaking VCE who are experiencing significant hardship, the opportunity to demonstrate what they know and can do.

There are three forms of Special Provision for assessment available to VCE students for examinations and SACs:

1. SCHOOL BASED ASSESSMENT

Alternative arrangements or variations to School Assessment requirements can be made should a student's achievements be adversely affected by illness (acute or chronic), long-term impairment or personal circumstances. Students should apply for Special Provision by contacting their Level Coordinator or VCE Coordinator. Current external evidence will be required. If the student is eligible, subject teachers will assist students by;

- Rescheduling assessment tasks, or
- Setting alternative or substitute tasks, or
- Allowing more time to complete a task or
- Allowing the use of different arrangements to complete an assessment.

Please note that any Special Provision afforded a student during SAC conditions, must be in line with that approved by the VCAA for that same student's Examination arrangements.

2. SPECIAL EXAMINATION ARRANGEMENTS (INCLUDING THE GAT)

Students might be eligible for this Special Provision should their achievements be adversely affected by accident or sudden onset of illness, personal circumstances or long-term impairment. Supporting medical, psychological and educational documentation is required.

Applications need to be made to VCAA, usually by the end of February for existing or known conditions. The student needs to contact the Level Coordinator or VCE Coordinator immediately for information on how to apply for this Special Provision.

Special examination arrangements are at the discretion of VCAA (based on supporting evidence) and can include:

- Extra reading time
- Rest breaks

- Use of special technology
- A reader and/or scribe

3. DERIVED EXAMINATION SCORES

Should a student become ill or experience an accident or personal trauma in the period before or during a written, oral or performance examination, that student may apply for a Derived Score.

The Derived Examination Scores will be calculated statistically from the student's other assessments:

- Moderated coursework scores (SACs)
- School assessed Task scores (SATs)
- GAT scores
- Other examination scores if applicable
- Indicative results provided by the school

For a student who attended the exam, the person providing the independent evidence must have examined or treated the student or have been consulted by the student in the period from two days before the exam to one day after the exam.

If the student did not attend the exam, the person providing evidence must have treated the student or been consulted by the student on the day before the exam or on the same day.

An application form needs to be completed. Advice from the school should be sought, but the primary responsibility for the application rests with the student.

Students may not apply on the grounds of long-term illness or matters of the students own choosing such as sporting or social events.

ATAR

Entry into Tertiary Education (post Year 12) is determined by the ATAR (Australian Tertiary Admission Rank) score a student receives. The score is statistically obtained by combining the student's English Units 3/4 or Literature Units 3/4 study score (all study scores are out of 50) with the next best three scaled study scores, adding 10% of the fifth study and another 10% of a sixth study.

Some studies gain a student a higher score, according to a scaled formula determined by VCAA. The choice of studies a student undertakes and how hard the student works will determine how good the student's ATAR is. Each student should aim to get the highest study score within each study – this means working from day one and taking a responsible approach to Year 12.

VCE PROGRAMME AT YEAR 12

At Trinity College, Year 12 students are scheduled to study five subjects as part of their VCE course as well as the RE Awakenings course. A student may be permitted to adjust this study programme after an initial discussion with the VCE Coordinator. This process usually involves consultations with the Year Level Coordinator, the Pathways Officer, the Director of Learning and generally requires supporting medical evidence.

UNSCORED VCE

Trinity College Colac accepts that some students may request to undertake an unscored VCE program. To support students in making this choice, the following process needs to be followed to ensure parents/guardians and students are provided with information about the possible impact of this decision on a student's future pathway. Trinity College application process for students to undertake an unscored VCE can commence after the completion of Unit 3. Interested students must discuss the implications of and process for an Unscored VCE with the VCE Leader.

- The student must meet with the VCE Coordinator to initiate the process.
- The student must meet with the Pathways Team to discuss and plan for future employment or study and to check that VCAA course requirements are met.
- Parents and students meet with Year Level Coordinator and the VCE Coordinator to discuss classroom implications and support.
- The Unscored VCE Application letter is to be signed by parents and student and will be retained by the school.

A student may be eligible for the award of the VCE if they have submitted School-based Assessments for satisfactory completion of units, but have not been assessed for levels of achievement in the study and have not completed examinations. In these cases, the teacher judges that the student has achieved the outcomes for a study based on the work provided by the student, without assessing for levels of achievement.

A student must be assessed for levels of achievement in two of the graded assessments in order to receive a study score. If a result is not provided for the unit, the student will not receive a study score. When making their enrolment selection, students should consider the requirements for satisfactory completion and the award of the VCE. Not achieving graded assessments may limit a student's options for further training, study and work. Students should be encouraged to attempt all graded assessments, as much as possible. (VCAA Handbook)

VCE AND VET SUBJECTS

OFFERED AT TRINITY COLLEGE

ACCOUNTING

ART

AUSTRALIAN AND GLOBAL POLITICS

BIOLOGY

BUSINESS MANAGEMENT

CHEMISTRY

APPLIED COMPUTING

DRAMA

ECONOMICS

ENGLISH

FOOD STUDIES

GEOGRAPHY

HEALTH AND HUMAN DEVELOPMENT

HISTORY

INDONESIAN

LEGAL STUDIES

LITERATURE

MATHEMATICS
- General Mathematics
- Mathematical Methods
- Further Mathematics
- Specialist Mathematics

MEDIA

MUSIC PERFORMANCE

OUTDOOR & ENVIRONMENTAL STUDIES 1 & 2 (2022)

PHYSICAL EDUCATION

PHYSICS

PRODUCT DESIGN AND TECHNOLOGY – WOOD OR TEXTILES

PSYCHOLOGY

RELIGION AND SOCIETY

STUDIO ART

TEXTS AND TRADITIONS

VET
- Agriculture
- Kitchen Operations
- Sport and Recreation

VISUAL COMMUNICATION DESIGN

ACCOUNTING

Accreditation Period 2019-2024

RATIONALE

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/ investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. It is strongly recommended that students undertake Units 1 and 2 prior to studying Units 3 and 4.

UNIT 1: ROLE OF ACCOUNTING IN BUSINESS

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

UNIT 2: ACCOUNTING AND DECISION-MAKING FOR A TRADING BUSINESS

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business.

UNIT 3: FINANCIAL ACCOUNTING FOR A TRADING BUSINESS

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

They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

UNIT 4: RECORDING, REPORTING, BUDGETING AND DECISION-MAKING

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students investigate both the role and importance of budgeting in decision-making for a business.

ASSESSMENT

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

S' and 'N' achievement with graded results.

Units 3 and 4

School-assessed Coursework (SAC) and examination:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

ART

Accreditation Period 2017-2022

RATIONALE

VCE Art introduces the role of art, in all forms of media, in contemporary and historical cultures and societies. Students build an understanding of how artists, through their practice and the artworks they produce, communicate their experiences, ideas, values, beliefs and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time.

Students develop skills in research, analysis, art history and criticism to interpret and debate the ideas and issues that are raised in artworks. Through exploration students develop skills in creative, critical, reflective and analytical thinking to explore, develop and refine visual artworks to develop an awareness of appropriate health and safety practices.

VCE Art also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art making.

ENTRY

Although there are no prerequisites for Unit 1, 2 & 3 it is strongly recommended that students complete 10AR68S or 10AR69S prior to enrolling for Units 1 & 2. It is also strongly encouraged that students satisfactorily complete Units 1 & 2 prior to enrolling in Unit 3 & 4. Students must undertake Unit 3 prior to undertaking Unit 4.

UNIT 1: ARTWORKS, EXPERIENCE AND MEANING

Students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks. Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity.

Students apply the Structural Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and art making. In their practical work, students explore areas of personal interest and the characteristics of materials, techniques and the art process through their visual diary.

UNIT 2: ARTWORKS AND CONTEMPORARY CULTURE

Students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice. They continue to use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses. They explore the way cultural contexts and contemporary ideas and approaches to art have influenced their artwork.

Students research contemporary artworks, public art, community and collaborative artworks for festivals, newspaper cartoons, art prizes, curated exhibitions, performance art, environmental art and street art.

UNIT 3: ARTWORKS, IDEAS AND VALUES

In this unit students study selected artists who have produced works before 1990 and since 1990. Students use Analytical Frameworks for analysing and interpreting the meaning of artworks.

Students link their growing theoretical understanding of art in Area of Study 1 to their own practice in Area of Study 2. Students apply imagination and creativity to develop their ideas through the art process and visual language and a variety of materials, techniques and processes. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the structural, personal, cultural and contemporary aspects of their own developing artworks. Complete one outcome.

UNIT 4: ARTWORKS, IDEAS AND VIEWPOINTS

Students study artworks and develop and expand upon personal points of view. They build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks. They discuss how art may affect and change the way people think. Sources should be reliable, recognised and relevant.

Students choose an art idea and issue to explore. Students select the artwork/s of at least one artist not previously studied in Unit 3, and use this artwork/s and selected related commentaries and viewpoints to discuss the chosen art idea and related issues.

For foliowork students continue to build upon the ideas and concepts begun in Unit 3 and further develop their artistic practice. They focus on the development of a body of work using the art process that demonstrates creativity and imagination, the evolution and resolution of ideas and the realisation of appropriate concepts. Finally, students present a body of work and at least one finished artwork accompanied by documentation of artistic practice with suitable reflection.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 3 and 4

School-assessed coursework, school-assessed task, and an end of year examination:

- Unit 3 school-assessed coursework: 10 percent
- Unit 4 school-assessed coursework: 10 percent
- Units 3 and 4 school-assessed task: 50 percent
- End of year examination: 30 percent.

AUSTRALIAN AND GLOBAL POLITICS

Accreditation Period
Australian and Global Politics
2018-2023

RATIONALE

VCE Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities. Australian Politics increases awareness of the nature of power and its influence. Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world.

All units are contemporary in focus and students must use examples and case studies from within the last 10 years. Australian and Global Politics provides knowledge and skills that prepare students for a number of different higher education pathways and career paths including law, business, government, management, diplomacy. Students become aware of how their system of government works, and how they can seek to change things for the better – the ultimate power of every active citizen.

ENTRY

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

UNIT 1: IDEAS, ACTORS AND POWER

In this unit students are introduced to the key ideas relating to the exercise of political power. 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. This unit is contemporary in focus and students must use examples and case studies from within the last 10 years.

UNIT 2: GLOBAL CONNECTIONS

This unit introduces students to the global community. In Area of Study 1 students explore the different ways 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.

UNITS 3 AND 4 AUSTRALIAN POLITICS

UNIT 3: EVALUATING AUSTRALIAN DEMOCRACY

This unit introduces students to the core principles and operation of the Australian political system. Area of Study 1 focuses on the values and principles that underpin the Australian political system. It introduces the key elements of liberal democracy and representative government and explores how they operate in theory and practice. Area of Study 2 evaluates the Australian liberal democratic system further by comparing it with the political system of the United States of America (USA). Students analyse key aspects of the US political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms.

UNIT 4: AUSTRALIAN PUBLIC POLICY

This unit focuses on Australian federal public policy formulation and implementation. Area of Study 1 examines domestic policy, that which is largely concerned with Australian society and affecting people living in Australia. Students investigate ONE contemporary Australian domestic policy issue and consider the policy response of the Australian government to that issue. In Area of Study 2 students consider contemporary Australian foreign policy. As it deals with Australia's broad national interests, foreign policy may be less subject to the pressures and interests of competing stakeholders.

UNITS 3 AND 4 GLOBAL POLITICS

UNIT 3: GLOBAL ACTORS

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

UNIT 4: GLOBAL CHALLENGES

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

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

'S' and 'N' achievement with graded results.

Unit 3 and 4

School assessed coursework and an end of year exam

- Unit 3 school-assessed course work: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- End of year examination: 50 percent.

BIOLOGY

Accreditation Period 2022-2026

RATIONALE

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students engage in a range of scientific investigation methodologies to develop key science skills involving controlled experiments, fieldwork, case studies, correlational studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety and ethical guidelines associated with biological investigations is integral to the study of VCE Biology.

Students develop their understanding of scientific processes and develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary biological challenges.

ENTRY

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

UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

UNIT 2: HOW DOES INHERITANCE IMPACT ON DIVERSITY?

This unit explores reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. Students apply their understanding of chromosomes to explain the process of meiosis and the inheritance of characteristics, patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival and explore interdependences between species. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

Students investigate the workings of the cell and explore the relationship between nucleic acids and proteins as key molecules in cellular processes. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices. Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue.

UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?

In this unit students consider the continual change and challenges to life on Earth. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes. Students examine the human fossil record, and apply their knowledge of how life changes and responds to challenges. Students investigate a selected case study, data analysis and/or bioethical issue.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Individual school decision on levels of achievement.

Units 3 and 4

School-assessed coursework and examination:

- Unit 3 School-assessed Coursework: 20 percent
- Unit 4 School-assessed Coursework: 30 percent
- End of year examination: 50 percent

BUSINESS MANAGEMENT

Accreditation Period 2017-2022

RATIONALE

In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

ENTRY

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

UNIT 1: PLANNING A BUSINESS

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

UNIT 2: ESTABLISHING A BUSINESS

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

UNIT 3: MANAGING A BUSINESS

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

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

UNIT 4: TRANSFORMING A BUSINESS

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.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

'S' and 'N' achievement with graded results.

Units 3 and 4

School-assessed coursework and examination:

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- End of year examination: 50 percent

CHEMISTRY

Accreditation Period – Units 1 & 2: 2016–2022, Units 3 & 4: 2017-2022

RATIONALE

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

In VCE Chemistry students develop a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary chemistry-related issues, and communicate their views from an informed position.

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

ENTRY

There are no prerequisites for entry to Units 1 and 2, though 10SC63S is highly recommended). Students who enter the study at Unit 2 or 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is strongly advised that students undertake Units 1 to 4.

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

Students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry.

UNIT 2: WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. 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.

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

Students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources. 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 analyse manufacturing processes with reference to factors that influence their reaction rates and extent.

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

Students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. 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 investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions and the condensation reactions in which they are rebuilt to form new molecules.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

'S' and 'N' achievement with graded results.

Unit 3 and 4

School assessed coursework and an end of year examination.

- Unit 3 school-assessed coursework: 16 percent
- Unit 4 school-assessed coursework: 24 percent
- End of year examination: 60 percent.

APPLIED COMPUTING

Accreditation Period 2020-2024

RATIONALE

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

VCE Applied Computing facilitates student-centred learning that enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology (ICT) skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

VCE Applied Computing provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

ENTRY

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

UNIT 1 & 2: APPLIED COMPUTING

In Unit 1 students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Unit 2 students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

UNIT 3 & 4: DATA ANALYTICS

In Unit 3 students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Unit 4 students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

UNIT 3 & 4: SOFTWARE DEVELOPMENT

In Unit 3 students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Unit 4 students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

'S' and 'N' achievement with graded results.

Unit 3 and 4

School assessed coursework, school-assessed task, and an end of year examination:

- Unit 3 school-assessed course work: 10 percent
- Unit 4 school-assessed coursework: 10 percent
- School-assessed task: 30 percent
- End of year examination: 50 percent.

DRAMA

Accreditation Period 2019-2024

RATIONALE

In VCE Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. The study of drama enables students' individual and collective identities to be explored, expressed and validated. Students develop an ability to empathise through understanding and accepting diversity. Students draw from, and respond to, contexts and stories that reflect different cultures, genders, sexualities and abilities.

The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, theatre-making, script writing, communication and drama criticism.

ENTRY

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

UNIT 1: INTRODUCING PERFORMANCE STYLES

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles.

UNIT 2: AUSTRALIAN IDENTITY

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

UNIT 3: DEVISED ENSEMBLE PERFORMANCE

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

UNIT 4: DEVISED SOLO PERFORMANCE

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation

ASSESSMENT

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

'S' and 'N' achievement with graded results.

Unit 3 and 4

School-assessed Coursework (SAC) and examination:

- Units 3 and 4 School-assessed Coursework: 40 per cent
- Performance examination: 35 per cent
- End-of-year written examination: 25 per cent.

ECONOMICS

Accreditation Period 2017-2022

RATIONALE

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the affect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences.

Through studying economics students develop a range of skills including the ability to gather, organise, analyse and synthesise a wide selection of economic information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop viable solutions to contemporary economic issues. They utilise the economic models and tools of economists effectively to analyse and evaluate the decisions made by key economic agents and, in the process, appreciate the different viewpoints about the issues that may affect a modern economy. Further study in the field of Economics can lead to a broad range of career opportunities such as stockbroking, insurance, business analysis, banking and finance, journalism and public policy.

ENTRY

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

UNIT 1: THE BEHAVIOUR OF CONSUMERS AND BUSINESSES

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

They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students examine a simple microeconomic model to explain changes in prices and quantities traded and key markets.

UNIT 2: CONTEMPORARY ECONOMIC ISSUE

Economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances, the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Trade-offs, where the achievement of one economic or public policy goal may come at the expense of another, are the subject of much debate in economic circles.

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity and inequitable distribution of income.

UNIT 3: AUSTRALIA'S ECONOMIC PROSPERITY

The Australian economy is constantly evolving. The main instrument for allocating resources is the market but the Australian Government also plays a significant role in this regard. In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services.

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

UNIT 4: MANAGING THE ECONOMY

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

They examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy. Students examine and analyse the effects of the last two Australian Government budgets, and how particular initiatives have helped to stabilise the level of aggregate demand and influenced the achievement of domestic macroeconomic goals.

Students consider how the Australian Government utilises aggregate supply policies to manage the Australian economy.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

'S' and 'N' achievement with graded results.

Unit 3 and 4

School-assessed coursework and examination:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent.

ENGLISH/ENGLISH AS AN ADDITIONAL LANGUAGE

Accreditation Period 2016-2022

RATIONALE

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the learning established through Victorian Curriculum English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

ENTRY

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

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.

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.

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 texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

EAL students are those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in English.

Students who are eligible to complete the VCE EAL study units must fulfil the criteria of an EAL student as defined by VCAA.

For Units 1 and 2, provision for English as an Additional Language (EAL) students is a matter for school decision. For Units 3 and 4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL. EAL students must undertake the study as outlined in the VCAA study design.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

'S' and 'N' achievement with graded results.

Unit 3 and 4

School-assessed coursework and examinations:

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- End of year examination: 50 percent.

FOOD STUDIES

Accreditation Period 2017-2022

RATIONALE

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices.

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

ENTRY

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

UNIT 1: FOOD ORIGINS

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

UNIT 2: FOOD MAKERS

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

UNIT 3: FOOD IN DAILY LIFE

This unit investigates the many roles and everyday influences of food. Topics covered include; science of food, physiology of eating, microbiology of digestion, influences on food choices, functional properties of food and the changes that occur during food preparation and cooking. Students examine the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.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, and healthy meals suitable to serve to children and families.

UNIT 4: FOOD ISSUES, CHALLENGES AND FUTURES

In this unit students examine debates about global and Australian food systems. Environment, ecology, ethics, farming practices, the development and application of technologies are all studied. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. Food information and misinformation are explored along contemporary food fads, trends and diets and food labelling. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

'S' and 'N' achievement with graded results.

Unit 3 and 4

School assessed coursework, a school assessed task and an end of year examination.

- Unit 3 school-assessed coursework: 30 percent
- Unit 4 school-assessed coursework: 30 percent
- End of year examination: 40 percent.

GEOGRAPHY

Accreditation Period 2022-2026

RATIONALE

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

Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images.

ENTRY

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

UNIT 1: HAZARDS AND DISASTERS

This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

UNIT 2: TOURISM ISSUES AND CHALLENGES

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments.

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

UNIT 3: CHANGING THE LAND

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate three major processes that are changing land cover in many regions of the world.

Students investigate the distribution and causes of these three processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided.

UNIT 4: HUMAN POPULATION – TRENDS AND ISSUES

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

Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set of outcomes.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

'S' and 'N' achievement with graded results.

Unit 3 and 4

School-assessed coursework and examinations

- School-assessed coursework Unit 3: 25 percent
- School-assessed coursework Unit 4: 25 percent
- End of year examination: 50 percent

HEALTH AND HUMAN DEVELOPMENT

Accreditation Period 2018-2023

RATIONALE

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

ENTRY

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

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. The ability to interpret data is a key skill gained in this study.

UNIT 2: MANAGING HEALTH AND DEVELOPMENT

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right.

Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

'S' and 'N' achievement with graded results.

Unit 3 and 4

School-assessed coursework and examination:

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- End of year examination: 50 percent.

HISTORY

Accreditation Period 2022-2026

RATIONALE

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of sources that are used as evidence. Furthermore, judgments of historical significance made by historians are central to the discipline. Historians do not always agree about the meaning that is taken from the past: historical interpretations are often subject to academic and public debate. The study of history equips students to take an informed position on such matters, helping them develop as individuals and citizens.

ENTRY

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

UNIT 1: GLOBAL EMPIRES

In Unit 1, Global Empires, students investigate the foundations and features of empires and the significant global changes they brought to the wider world in the early modern period. Empires at their core were expansionist, dominating trade and political influence in their regional or global contexts. A range of key factors arising from the social, political, economic, cultural, religious, environmental and technological features of Empires played a role in the ambition and quest for power, prestige and influence over rival and competing states.

Mindsets also changed. Emergent new ideas of the Renaissance brought forth innovative theories of the Scientific Revolution, the reforms of Protestant Reformation and the Counter-Reformation and, later, the Enlightenment. New economic structures of capitalism and mercantilism and the political ideas of absolute authority enabled Western European empires to entrench and impose their power on their colonial subjects. Consequently, new trade networks such as the 'Columbian Exchange' increased the prevalence and reliance on the slave trade and the demand for resources. Europe and Asia profited in their monopolies at the expense of indigenous cultures and environmental sustainability.

UNIT 2: TWENTIETH CENTURY HISTORY 1945–2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. This period saw challenge and changes to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created, and independence was achieved through both military and diplomatic means. Old conflicts also continued, and terrorism became increasingly global.

UNITS 3 AND 4: REVOLUTIONS

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

'S' and 'N' achievement with graded results.

Unit 3 and 4

School-assessed coursework and examination:

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- End of year examination: 50 percent

INDONESIAN (SECOND LANGUAGE) Accreditation Period 2019 to 2024

RATIONALE

The study of Indonesian contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curricula. VCE Indonesian Second Language is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

UNIT 1

In this unit students develop an understanding of the language and culture/s of Indonesian-speaking communities through the study of three or more topics from the prescribed themes. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Indonesian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

UNIT 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Indonesian and consolidate and extend vocabulary, grammar knowledge and language skills.

UNIT 3

In this unit students investigate the way Indonesian speakers interpret and express ideas, and negotiate and persuade in Indonesian through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Indonesian, and consolidate and extend vocabulary and grammar knowledge and language skills.

UNIT 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Indonesian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Indonesian.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

'S' and 'N' achievement with graded results.

Unit 3 and 4

School-assessed coursework and two end-or-year examinations.

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- Units 3 and 4 examinations: 50 percent

LEGAL STUDIES

Accreditation Period 2018-2023

RATIONALE

In contemporary Australian society, there is a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of society interact with the laws and the legal system in many aspects of their lives and can influence law makers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system.

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

ENTRY

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

UNIT 1: GUILT AND LIABILITY

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 infringes can result in charges. Civil law deals with the infringement of a person's or group's rights and breaches can result in litigation.

Students develop an understanding of legal foundations, such as the types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. Allowing students develop an appreciation of the way legal principles and information are used in making reasoned judgments and conclusions about the parties.

UNIT 2: SANCTIONS, REMEDIES AND RIGHTS

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case/dispute may arise which needs to be determined or resolved, and sanctions/remedies may be imposed. Students focus on the enforcement of criminal law and civil law, the methods used determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions/remedies and their effectiveness.

Students undertake a detailed investigation of recent criminal cases and civil cases 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 regarding the protection of rights in Australia.

UNIT 3: RIGHTS AND JUSTICE

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice. 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 Courts within the Victorian court hierarchy, and legal institutions that 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/remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system.

UNIT 4: THE PEOPLE AND THE LAW

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. Students explore how the Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects 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 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.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

'S' and 'N' achievement with graded results.

Unit 3 and 4

School assessed coursework and an end of year examination

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- End of year examination: 50 percent.

LITERATURE

Accreditation Period 2016-2022

RATIONALE

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

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

ENTRY

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

UNIT 1: APPROACHES TO LITERATURE

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

UNIT 2: CONTEXT AND CONNECTIONS

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. Students consider the relationships between authors, audiences and contexts and analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

UNIT 3: FORM AND TRANSFORMATION

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

UNIT 4: INTERPRETING TEXTS

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

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

'S' and 'N' achievement with graded results.

Unit 3 and 4

School assessed coursework and an end of year examination

- Unit 3 school-assessed coursework: 25 percent
- Unit 4 school-assessed coursework: 25 percent
- End of year examination: 50 percent.

MEDIA

Accreditation Period 2018-2023

RATIONALE

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

ENTRY

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

However, students need to have a solid background in Digital Technologies and it is recommended that students undertake either 10IT61S, 10IT62S or 10IT63S.

UNIT 1: MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

Audiences engage with the media in many ways. They share a common language with media producers and construct meanings from messages within a media product.

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

UNIT 2: NARRATIVE ACROSS MEDIA FORMS

New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content.

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

UNIT 3: MEDIA NARRATIVES AND PRE-PRODUCTION

Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

UNIT 4: MEDIA PRODUCTION AND ISSUES IN THE MEDIA

In this unit students focus on the production and post-production stages of the media production 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.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

'S' and 'N' achievement with graded results.

Unit 3 and 4

School-assessed coursework, school assessed task and end of year examination:

- Unit 3 and 4 school-assessed coursework: 20 percent
- Unit 3 and 4 school-assessed task: 40 percent
- End of year examination: 40 percent

MATHEMATICS

RATIONALE

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

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

All students in all the mathematical units offered will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

ENTRY

There are no prerequisites for entry to General Mathematics Units 1 and 2, Mathematical Methods Units 1 and 2 or Specialist Mathematics Unit 1 and 2. However students attempting Mathematical Methods and/or Specialist Mathematics, in particular, are expected to have a sound background in algebra, function, and probability.

Students studying Further Mathematics Units 3 and 4 will generally have studied at least one Mathematics subject at Units 1 and 2 level (NOT Foundation Mathematics).

Students studying Mathematical Methods Units 3 and 4 are expected to have previously studied Mathematical Methods Units 1 and 2, as a minimum. It is a distinct benefit if another Unit 1 and 2 of Mathematics has also been studied.

Students studying both Mathematical Methods Units 3 and 4 and Specialist Mathematics Units 3 and 4 should, in all but the most exceptional cases, have prepared by studying both Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2.

Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study.

Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

'S' and 'N' achievement with graded results.

Units 3 and 4

Further Mathematics

- Unit 3 school-assessed coursework: 20 percent
- Unit 3 and 4 Examination 1: 33 percent
- Unit 4 school-assessed coursework: 14 percent
- Unit 3 and 4 Examination 2: 33 percent

Mathematical Methods

- Unit 3 school-assessed coursework: 17 percent
- Unit 3 and 4 Examination 1: 22 percent
- Unit 4 school-assessed coursework: 17 percent
- Unit 3 and 4 Examination 2: 44 percent

Specialist Mathematics

- Unit 3 school-assessed coursework: 17 percent
- Unit 3 and 4 Examination 1: 22 percent
- Unit 4 school-assessed coursework: 17 percent
- Unit 3 and 4 Examination 2: 44 percent

GENERAL MATHEMATICS UNITS 1 AND 2

UNITS 1 AND 2 involve the study of selected material from Computation and Practical Arithmetic, Data Analysis, Matrices Linear Equations, Geometry and Trigonometry, Financial Mathematics using recursive techniques, Networks and Decision Mathematics and modelling using Bivariate Statistics. Students practise mathematical algorithms, routines and techniques and use them to solve standard problems; apply mathematical knowledge and skills in unfamiliar situations which require investigative, modelling or problem-solving approaches and use technology appropriately and effectively to learn mathematics and apply it in different contexts.

MATHEMATICAL METHODS UNITS 1 AND 2

UNIT 1: This unit provides an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and Statistics'.

UNIT 2: This Unit focuses 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'. Students are expected to be able to apply techniques, routines and processes with and without the use of technology and make use of appropriate mathematical symbols.

SPECIALIST MATHEMATICS UNITS 1 AND 2

To study Specialist Mathematics at Unit 1 and 2 students MUST also undertake the study of Mathematical Methods at Unit 1 and 2 (or have previously done so).

Both UNIT 1 AND 2 have an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. The areas of study include two of the prescribed topics from: Number systems and recursion, Vectors in the plane; Geometry in the plane and proof, and Graphs of non-linear relations and two or more topics from: Algebra and Structure, Transformations, Trigonometry and Matrices, Number and Arithmetic, Discrete Mathematics, Graphs and Relations and Statistics. Students are expected to be able to apply techniques, routines and processes with and without the use of technology. They should use mental and by-hand approaches to estimation and computation and make use of appropriate mathematical terminology and symbols.

FURTHER MATHEMATICS UNITS 3 AND 4

Further Mathematics consists of a compulsory area of study 'Data analysis and recursion' and then the completion of two other modules. Students practise mathematical algorithms, routines and techniques and use them to solve standard problems; apply mathematical knowledge and skills in unfamiliar situations which require investigative, modelling or problem-solving approaches, and use technology appropriately and effectively.

UNIT 3 consists of two compulsory areas of study: Data Analysis and Recursion and Financial Modelling.

UNIT 4 students complete two modules selected from the following 4 modules:

- Matrices
- Networks and Decision Mathematics
- Geometry and Trigonometry
- Graphs and Relations

MATHEMATICAL METHODS UNITS 3 AND 4

Students are expected to be able to apply techniques, routines and processes with and without the use of technology and make use of appropriate mathematical symbols and terminology.

UNIT 3 AND 4 includes the areas of study 'Functions and graphs' and 'Algebra', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions.

SPECIALIST MATHEMATICS UNITS 3 AND 4

UNIT 3 AND UNIT 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and Statistics'. The course content highlights mathematical structure, reasoning and applications across a range of modelling contexts. Students are expected to be able to apply techniques, routines and processes with and without the use of technology. They should use mental and by-hand approaches to estimation and computation and make use of appropriate mathematical terminology and symbols.

MUSIC PERFORMANCE

Accreditation Period 2017-2022

RATIONALE

Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. Music exists in a myriad of forms, each able to elicit an array of intellectual and emotional responses from its audience. A study of music enables students to strengthen their own relationship with music and to be personally enriched as they develop greater control of their own musical expression.

Music learning requires students' active engagement in the practices of listening, performing and composing. As they learn in music, students apply critical and creative thinking skills to analyse and critique the work of contemporary and historical practitioners and develop their understanding of the diverse ways in which music ideas can be shaped to communicate artistic and expressive intent. Students also develop insights into the music traditions of contemporary and historical global cultures and form understandings of ways in which music can interact with other arts forms and fields of endeavour.

When students perform the works of other musicians, they develop skills in communicating and in working cooperatively and communally to achieve creative outcomes. Through analysing and responding to the work of other musicians, students develop knowledge of music, skills in critical thinking and greater confidence in written and oral expression.

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

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. It is recommended that students arrange for instrumental lessons to compliment the units.

UNIT 1

This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

UNIT 2

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

UNIT 3

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

UNIT 4

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

'S' and 'N' achievement with graded results.

Unit 3 and 4

School-assessed Coursework, an end of year performance examination and an end of year aural and written examination.

- Unit 3 School-assessed Coursework: 20 percent
- Unit 4 School-assessed Coursework: 10 percent
- External end of year performance examination: 50 percent
- External end of year aural and written examination: 20 percent

OUTDOOR & ENVIRONMENTAL STUDIES

Accreditation Period 2018-2023

RATIONALE

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature. Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. Outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. These varying values and approaches generate a range of impacts on outdoor environments and can result in pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments. Outdoor and Environmental Studies enables students to critically analyse these different relationships, effects and issues, providing the knowledge and skills to participate in and contribute to contemporary society. Outdoor and Environmental Studies offers students a range of pathways including further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

ENTRY

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

UNIT 1: EXPLORING OUTDOOR EXPERIENCES

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

UNIT 2: DISCOVERING OUTDOOR ENVIRONMENTS

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.

UNIT 3: RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS (OFFERED IN 2023)

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.

UNIT 4: SUSTAINABLE OUTDOOR RELATIONSHIPS (OFFERED IN 2023)

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 about outdoor environments.

PHYSICAL EDUCATION

Accreditation Period 2017-2023

RATIONALE

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

ENTRY

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

UNIT 1: THE HUMAN BODY IN MOTION

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

UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY

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

UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

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

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

UNIT 4: TRAINING TO IMPROVE PERFORMANCE

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

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.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

'S' and 'N' achievement with graded results.

Unit 3 and 4

School-assessed coursework and examination:

- Unit 3 School-assessed Coursework: 25 percent
- Unit 4 School-assessed Coursework: 25 percent
- End of year examination: 50 percent.

PHYSICS

Accreditation Period Units 1 & 2: 2016–2022, Units 3 & 4: 2017-2022

RATIONALE

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

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

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional reading as prescribed by their teacher.

UNIT 1: WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

Students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

UNIT 2: WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

Students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

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 applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. They use Newton's laws to investigate motion, and are introduced to Einstein's theories to explain the motion of very fast objects. Students design and undertake investigations involving at least two continuous independent variables.

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

Students explore the use of wave and particle theories to model the properties of light and matter. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world and design and undertake investigations involving at least two continuous independent variables.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

'S' and 'N' achievement with graded results.

Unit 3 and 4

School-assessed coursework and examination:

- Unit 3 school-assessed coursework: 21 percent
- Unit 4 school-assessed coursework: 19 percent
- End of year examination: 60 percent

PRODUCT DESIGN AND TECHNOLOGY – WOOD OR TEXTILES

Accreditation Period 2018-2023

RATIONALE

Designers play an important part in our daily lives. They determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students also consider sustainability issues. Students consider the consequences of product design choices, and develop skills to critically analyse existing products and develop their own creative solutions.

VCE Product Design and Technology offers students a range of career pathways in design in fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels. Moreover, VCE Product Design and Technology informs sustainable behaviours and develops technical skills enabling students to present multiple solutions to everyday life situations. It contributes to developing creative problem solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.

NOTE: Students can only select wood or textiles. They cannot undertake both aspects of Design and Technology.

ENTRY

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

UNIT 1: SUSTAINABLE PRODUCT REDEVELOPMENT

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

It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers.

Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

UNIT 2: COLLABORATIVE DESIGN

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

UNIT 3: APPLYING THE PRODUCT DESIGN PROCESS

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

UNIT 4: PRODUCT DEVELOPMENT AND EVALUATION

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

'S' and 'N' achievement with graded results.

Unit 3 and 4

School-assessed tasks, school-assessed coursework and an end of year examination.

- Units 3 and 4 School-assessed coursework: 20 percent
- Units 3 and 4 School assessed task: 50 percent
- End of Year examination: 30 percent

PSYCHOLOGY

Accreditation Period - Units 1 & 2: 2016-2022, Units 3 & 4: 2017-2022

RATIONALE

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

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

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

ENTRY

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

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

Students investigate the structure and functioning of the human brain. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions.

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

Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

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

Students examine both macro-level and micro-level functioning of the nervous system to explain how a person to interacts 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.

UNIT 4: HOW IS WELLBEING DEVELOPED AND MAINTAINED?

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.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

'S' and 'N' achievement with graded results.

Unit 3 and 4

School-assessed coursework and examination:

- Unit 3 School-assessed Coursework: 16 percent
- Unit 4 School-assessed Coursework: 24 percent
- End of year examination: 60 percent

RELIGION AND SOCIETY

Accreditation Period 2017-2022

RATIONALE

VCE Religion and Society enables students to understand the complex interactions between religion and society over time. Religion has played and continues to play a significant role in the development and maintenance of society. Students come to appreciate that religion can be a positive force of power, authority and justice. However, religious institutions have not always interacted positively with society at large and have at times supported the unethical behaviour of other power structures in society and of individuals.

The study of religion and society can assist students in reaching a deeper, balanced understanding of societies and cultures in which multiple worldviews coexist. Students explore how such societies and their religious traditions negotiate significant ethical issues. Religious traditions offer value systems that guide their interactions with society and influence society's decision making. This study offers an insight into the religious beliefs and other aspects of religion that express these value systems. Students study the role of religions in supporting adherents to grapple with the big questions of human existence and to respond to significant life experiences.

Through the study of VCE Religion and Society students come to acknowledge the role of religion in shaping historical and present events. They explore times when religion dominated societies and the shifting role of religion in societies today in which multiple worldviews coexist and religion may be seen to have a lesser role.

This study fosters an appreciation of the complexity of societies where multiple worldviews coexist and develops skills in research and analysis, helping students to become informed citizens and preparing them for work and further study in fields such as anthropology, theology, philosophy, sociology, journalism, politics and international relations.

ENTRY

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

UNIT 1: THE ROLE OF RELIGION IN SOCIETY

In this unit students explore the origins of religions and the role of religions in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas and religious traditions broadly and in the Australian society in which they live. A range of examples are studied throughout the unit. For all areas of study, students explore detailed examples from more than one religion.

UNIT 2: RELIGION AND ETHICS

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a religious tradition? What are the principles that guide decision making? Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories. In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

UNIT 3: THE SEARCH FOR MEANING

Over time and across cultures humanity has sought to understand the why and how of existence. In this quest for meaning humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Is there anything beyond death? In response to this quest for meaning, various religious, philosophical, scientific, and ideological worldviews have been developed. Religion has developed answers in the form of various beliefs and other aspects that have offered ways of establishing meaning – not only for human existence, but also for all that exists. The aspects of religion have also attempted to explain the nature of relationships between humans individually and collectively, between humans and ultimate reality and between humans and the rest of the natural world.

In this unit students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within one or more than one religious tradition or denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion.

UNIT 4: RELIGION, CHALLENGE AND CHANGE

This unit focuses on the interaction over time of religious traditions and the societies of which they are a part. For a large part of human history religion has been a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Religious traditions are living institutions that participate in and contribute to wider societies – both positively and negatively. They stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Individual school decision on levels of achievement.

Units 3 and 4

School-assessed coursework and examination:
- Unit 3 School-assessed Coursework: 25 percent
- Unit 4 School-assessed Coursework: 25 percent
- End of year examination: 50 percent.

STUDIO ARTS

Accreditation Period 2017-2022

RATIONALE

The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Engagement with artworks facilitates creative thinking and the development of new ideas; it also supports connection and exchange within local, national and global communities.

VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making.

VCE Studio Arts equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks.

ENTRY

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

UNIT 1: STUDIO INSPIRATION AND TECHNIQUES

Students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

UNIT 2: STUDIO EXPLORATION AND CONCEPTS

Students focus on establishing. A studio practice which includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and record the development of the work in a visual diary as part of the studio process.

Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Comparisons of contemporary art with historical art styles and movements should be encouraged.

UNIT 3: STUDIO PRACTICES AND PROCESSES

Students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

For this study, the exploration proposal supports the student to identify a direction for their studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions to develop at least two artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques.

UNIT 4: STUDIO PRACTICE AND ART INDUSTRY CONTEXTS

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the role of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including a variety of galleries and spaces.

ASSESSMENT

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Individual school decision on levels of achievement.

Units 3 and 4

School-assessed tasks and examination:

- Unit 3 school-assessed Coursework: 5 percent
- Unit 4 school-assessed Coursework: 5 percent
- Unit 3 and 4 school-assessed Task: 60 percent
- End of year examination: 30 percent.

TEXTS AND TRADITIONS

Accreditation Period 2017-2022

RATIONALE

The study of VCE Texts and Traditions equips students to develop a deeper understanding of the relationship between religious traditions and the written texts, which have grown from and shaped those traditions. It encourages independent and critical thinking in students that will assist them in work and further study, and in fields that require critical thinking about, and research, analysis and interpretation of written text.

The study of VCE Texts and Traditions considers the place and meaning of sacred texts within their religious traditions. In an attempt to understand the intended meaning of the texts, the study focuses on the original contexts of sacred texts and examines their literary characteristics. The study encompasses texts from the Christian, Islamic and Jewish traditions.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

UNIT 1: TEXTS IN TRADITIONS

In this unit students examine the place of texts and their literary forms within a religious tradition. Students explore the importance of texts at the source of a tradition and how their meaning for the earlier and continuing tradition might be found and described.

UNIT 2: TEXTS IN SOCIETY

In this unit students study texts as a means of investigating social attitudes on different issues. They consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them and the kinds of authority attributed to them by traditions and society in general. They compare how texts from different religious traditions treat common social issues.

UNIT 3: TEXTS AND THE EARLY TRADITION

In this unit students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text and the message or teaching found within the text. As a means of gaining an understanding of the content and message of the text, students become familiar with the nature of exegetical methods begin used today by scholars in the religious tradition of a selected set text.

UNIT 4: TEXTS AND THEIR TEACHING

In this unit students apply exegetical methods begun in Unit 3 to greater depth. They study a significant idea, belief or theme contained in the set text, and consider the interpretation of the text in the light of the idea, belief or theme.

ASSESSMENT

Satisfactory completion

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

LEVELS OF ACHIEVEMENT

Units 1 and 2

Individual school decision on levels of achievement.

Units 3 and 4

School-assessed coursework and examination:
- Unit 3 School-assessed Coursework: 25 percent
- Unit 4 School-assessed Coursework: 25 percent
- End of year examination: 50 percent.

VET AGRICULTURE

The VCE VET Agriculture program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in related industries.

ENTRY

There are no entry requirements for this qualification.

QUALIFICATIONS

The following qualifications are available in the VET Agriculture program:

AHC20116 CERTIFICATE II IN AGRICULTURE

Certificate II in Agriculture provides an entry level occupational outcome in agriculture. The qualification enables individuals to select a livestock production or cropping context as a job focus or, in the case of mixed farming enterprises, both. Industry expects individuals with this qualification to carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work. This qualification is suitable for an Australian Apprenticeship. Job roles vary across different industry sectors and may include: Assistant Animal Attendant/Stockperson, Assistant Farm or Station Hand/ Labourer.

3 COMPULSORY STUDY UNITS OF COMPETENCY

AHCWHS201 Participate in work health and safety processes
AHCWRK209 Participate in environmentally sustainable work practices
AHCWRK204 Work effectively in the industry

15 ADDITIONAL ELECTIVE STUDY UNITS OF COMPETENCY

The remainder of the 15 study units for the program is taken from a comprehensive elective list.

CREDIT IN THE VCE

Student who complete AHC20116 Certificate II in Agriculture will be eligible for two or more units at Units 1 and 2 level and a Units 3 and 4 sequence.

ATAR CONTRIBUTION

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

The increment is awarded by the Victorian Tertiary Admissions Centre (VTAC). Further information can be found on the VTAC website: www.vtac.edu.au

SCORED ASSESSMENT

The VCE VET Agriculture program does not offer scored assessment.

According to the VTAC website, VCE VET Unit 3 and 4 sequences with no scored assessment available may be counted as fifth and sixth studies. The increment will be 10% of the average of the primary four VTAC scaled study scores.

PATHWAYS FROM THE QUALIFICATION

Further training pathways from this qualification include, but are not limited to, Certificate III in Agriculture (Dairy Production), Certificate III in Pork Production, Certificate III in Horse Breeding.

This qualification provides an entry level occupational outcome in agriculture. Job roles and titles vary across different industry sectors, with employment opportunities existing in a number of designated sectors such a beef, dairy, sheep and wool production.

Pathways may include employment into roles such as:

- Assistant animal attendant/stockperson
- Assistant Farm or Station hand
- Assistant Farm or Station worker

VET KITCHEN OPERATIONS

The VCE VET Kitchen Operations program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in the Hospitality industry. VCE VET Kitchen Operations prepares students with a limited range of food preparation and cooking skills to prepare food and menu items.

PLEASE NOTE: This program is offered as part of the External VET Program and is not part of the Trinity College daily timetable. The course will be offered on a Wednesday afternoon at Trinity College in the COVEC Trade Training Centre (Pound Road Campus).

ENTRY

There are no entry requirements for this qualification

QUALIFICATIONS

The following qualification is available in the VET Kitchen Operations program:
SIT20416 CERTIFICATE III IN KITCHEN OPERATIONS

Certificate III in Kitchen Operations equips you with a range of practical skills to operate in a supervised kitchen workplace. During this hands-on program, you will develop food handling, preparation skills and further hospitality industry knowledge.

PROGRAM CONTENT

- This program consists of 15 units that cover the following topics:
- Work effectively with others
- Prepare and present simple dishes
- Use hygienic practices for food safety
- Maintain the quality of perishable items
- Participate in safe work practices
- Use food preparation equipment
- Clean kitchen premises and equipment
- Prepare appetisers and salads
- Prepare stocks, sauces and soups
- Prepare vegetables, fruit, egg and farinaceous dishes
- Use cookery skills effectively
- Prepare and present sandwiches
- Prepare dishes using basic methods of cookery
- Prepare poultry dishes

CREDIT IN THE VCE

Students who complete SIT20416 Certificate II in Kitchen Operations will be eligible for up to 3 units at 1-2 level and a unit 3-4 sequence.

ATAR CONTRIBUTION

Students wishing to receive an ATAR contribution for the Units 3-4 sequence of Certificate II in Kitchen Operations must undertake Scored Assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

PATHWAYS FROM THE QUALIFICATION

Successful completion of this program can lead you to a range of entry level employment opportunities where food is prepared and served, including restaurants, hotels, catering operations, clubs, cafes and coffee shops. This program also has a direct pathway into a cookery or patisserie apprenticeship.

VET SPORT AND RECREATION

The VCE VET Sport and Recreation program is designed to cater for students seeking employment in the Sport and Recreation industry. The program is based on the blend of both theory and practical activities, which suits students studying either VCE or VCAL. At the completion of the certificate students will have acquired skills, knowledge and confidence to facilitate programs within Sport and Recreation.

ENTRY

Note: The Units 3 and 4 sequence of Program 3: SIS30115 Certificate III in Sport and Recreation is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

QUALIFICATIONS

The following qualifications are available in the VET Sport and Recreation program:

SIS30115 CERTIFICATE III IN SPORT AND RECREATION

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry. In Units 1 and 2, students complete a range of core units and two elective units. Units 3 and 4 offers scored assessment and includes core units such as conduct basic warm-up and cool-down programs, plan and conduct sport and recreation sessions and undertake a risk analysis of activities.

UNITS 1 AND 2 COMPULSORY STUDY UNITS

CORE UNITS:

BSBWOR301 Organise personal work priorities and development
HLTWHS2001 Participate in workplace health and safety
SISXCAI003 Conduct non instructional sport, fitness and recreational sessions
SISXEMR001 Respond to emergency situations
HLTAID003 Provide first aid
ICTWEB201 Use social media tools for collaboration and engagement
SISXCCS001 Provide quality service

ELECTIVE UNIT:

SISXIND006 Conduct sport, fitness or recreation events
SISSSOF101 Develop and update officiating knowledge

UNITS 3 AND 4 COMPULSORY STUDY UNITS

CORE UNITS:

BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control
SISSSCO101 Develop and update knowledge of coaching practices
SISSSPT303A Conduct basic warm-up and cool down programs
SISXCAI004 Plan and conduct programs
SISXCAI006 Facilitate groups
SISXRES002 Educate user groups

ELECTIVE UNIT:

There are no electives in the 2022 Units 3 and 4 VCE VET Sport and Recreation program.

CREDIT IN THE VCE

Students who complete SIS30115 Certificate III in Sport and Recreation will be eligible for up to three units of credit towards their VCE at Units 1 and 2 level and up to three units of credit towards their VCE at Units 3 and 4 level including a Units 3 and 4 sequence.

ATAR CONTRIBUTION

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence must undertake scored assessment for the purposes of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

SCORED ASSESSMENT

Scored Assessment for 2022 will be undertaken in the Units 3 and 4 sequence of Program 3: SIS30115 Certificate III in Sport and Recreation.

In VET Sport and Recreation, our scored assessment is categorised into three tasks:

- Work performance
- Portfolio (1)
- Portfolio (2)

Students wishing to receive a study score for VCE VET Sport and Recreation must undertake scored assessment. This consists of three coursework tasks, worth 66% of the overall study score and an end of year examination worth 34% of the overall study score.

VISUAL COMMUNICATION DESIGN

Accreditation Period 2018-2023

RATIONALE

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want.

The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management. The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices.

The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

ENTRY

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

UNIT 1: INTRODUCTION TO VISUAL COMMUNICATION DESIGN

This unit focuses on using visual language to communicate messages, ideas and concepts. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

UNIT 2: APPLICATIONS OF VISUAL COMMUNICATION WITHIN DESIGN FIELDS

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

UNIT 3: VISUAL COMMUNICATION DESIGN PRACTICES

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

UNIT 4: DESIGN DEVELOPMENT, EVALUATION AND PRESENTATION

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

ASSESSMENT

Satisfactory completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

LEVELS OF ACHIEVEMENT

Unit 1 and 2

'S' and 'N' achievement with graded results.

Unit 3 and 4

The VCAA will report the student's level of achievement on each assessment component as graded from A+ to E or UG (ungraded). To recieve a study score the student must achieve two or more graded assessments and recieve S for both Units 3 & 4. Percentage contribution to the study score in VCE Visual CommunicationDesign are as follow:

- Unit 3 school-assessed coursework: 25 percent
- Unit 3 and 4 school-assessed task: 40 percent
- End of year examination: 35 percent.

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FREQUENTLY ASKED

VCE STUDENTS

Information for VCE students and their parents:
The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

Vital information for parents and students can be obtained from the Victorian Curriculum and Assessment Authority (VCAA). Please refer to the website listed below for further details on VCE study designs and resources, VCE publications, general advice and policy, VCE examinations and assessment as well as university recognition of VCE. Publications referred to in the answers below can be located on the VCAA website: **www.vcaa.vic.edu.au/vce/index.html**

What do I have to do to be awarded the VCE?
Refer to the 'How do I graduate with the VCE?' section within the 'Where to Now? Guide' for details, located on the website.

How is the ATAR calculated? How are subjects scaled?
The Australian Tertiary Admission Rank (ATAR) is calculated by the Victorian Tertiary Admissions Centre (VTAC) from your study scores.

For more information on the ATAR, see the 'ABC of Scaling' published by VTAC under their website's Publications section.

ATAR Notes also have a calculator for estimating ATARs at https://vce.atarcalc.com/

For more information on the please visit Victorian Tertiary Admissions Centre (VTAC)

What must I include in my VCE programme?
VCE requires satisfactory completion **of at least 16 units** including:

- At least three units from the English group listed below:
  - English Units 1 to 4
  - English as an Additional Language (EAL) Units 3 and 4
  - English Language Units 1 to 4
  - Literature Units 1 to 4
- One Unit 3/4 English sequence
- Three sequences of Unit 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VCE VET programs.

If you intend to apply for tertiary entrance at the end of your VCE, you need to be aware that the Victorian Tertiary Admissions Centre has additional requirements for the calculation of the ATAR.

How many subjects do I have to study each year?
The VCAA does not prescribe a minimum number of subjects/units that students have to study each year. You can take as long as you need to complete the VCE.

What are the attendance requirements for the VCE?
All VCE units require 50 hours of class time. You need to attend sufficient class time to complete work. Any attendance difficulties must be discussed with your Year Level Coordinator and will be referred to the VCE Coordinator.

What is a Study Score?
A study score shows how well you have performed in a study at Unit 3 and 4 level, compared to everybody else in Victoria who took that study. Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR.

The maximum study score is 50. Each year, and for every study, the mean study score is set at 30. A score of between 23 and 37 shows that you are in the middle range of students; a score of 38 or more indicates that you are in the top 15%.

For studies with large enrolments (1,000 or more):

- 2% of students will get a score on or above 45
- 9% of students will get a score on or above 40
- 26% of students will get a score on or above 35
- 53% of students will get a score on or above 30
- 78% of students will get a score on or above 25
- 93% of students will get a score on or above 20.

How can I earn a study score?
At Unit 3 and 4 level, there are three Graded Assessments for each study, consisting of School-assessed Coursework (SACs), School-assessed Tasks (SATs) and examinations.

VCE VET subjects that have scored assessment have two Graded Assessments.

The Graded Assessments are different for each study and contribute towards the study score in different ways. If you complete at least two Graded Assessments, and have satisfactorily completed both unit 3 and 4, you will be awarded a study score.

How is the study score calculated?
To calculate the study score, the VCAA combines the standardised scores for each of your Graded Assessments. Each graded assessment in a study contributes a specific percentage, or weighting, to the final study score.

Once the scores have been standardised, weighted and totalled your total score is compared with the scores of all other students in that study and then converted to a score out of 50.

How does the GAT affect my VCE results?
The General Achievement Test (GAT) is an important part of the VCE assessment procedures.

Although GAT results do not count directly towards a student's VCE results, they play an important role in checking that school assessments and examinations have been accurately assessed.

Read how the GAT relates to school coursework and examinations for more information.

If a student applies for a Derived Examination Score the GAT is used in determining this derived score. Therefore students should attempt to score as high as possible on all parts of the GAT.

Achievement on the GAT is a good predictor of achievement on other assessments. If students have done well on the GAT, then their achievements are likely to be high in their school assessments and examinations.

QUESTIONS

VCAL STUDENTS

Information for VCAL students and their parents
Vital information for parents and students can be obtained from the Victorian Curriculum and Assessment Authority (VCAA). Please refer to the website listed below for further details on VCAL: **https://www.vcaa.vic.edu.au/studentguides/where-to-now/Pages/VCAL.aspx**

Why would I choose to do VCAL instead of the VCE?
The VCE is a good option for students who would like to go on to further education at university. However, you might feel that this is not the right option for you.

Just like the VCE, the VCAL is an accredited senior secondary school qualification undertaken in Years 11 and 12. The VCAL is based on hands-on learning, also known as applied learning. If you choose to do the VCAL instead of the VCE, you will gain practical experience and employability skills, as well as the skills you will need to go onto further training in the workplace or at a TAFE.

When and where can I do VCAL?
You can begin your VCAL programme in Years 11 or 12 of secondary school. The VCAL is also available at most TAFE institutes and a number of Adult Community Education (ACE) centres.

What are the VCAL levels?
The VCAL has two levels - Intermediate and Senior. You would complete your VCAL at the level that matches your needs and abilities.

Are there any entry requirements?
There are no entry requirements. You begin the VCAL at a level suitable to your learning needs. Your teacher or Careers Officer will be able to help you decide which level is suitable for you.

How long would VCAL take me to complete?
Regardless of the VCAL level you choose, your learning programme would normally take one year to complete.

What do you get after successfully completing VCAL?
If you successfully complete your learning programme, you will receive a VCAL Certificate for either Intermediate or Senior level, depending on the VCAL level you chose to complete. You will also get a Statement of Results, listing all VCE (if VCE units were successfully completed as part of your VCAL course) and VCAL units, and a Statement of Attainment for VET or Further Education courses. These will list all units and modules you have successfully completed as part of your VCAL programme.

I have already started a VET certificate. Will this count towards my VCAL?
Yes. You should speak with your teacher or Careers Officer to work out how much of your prior study counts towards your VCAL and to plan the remainder of your VCAL learning programme.

Can I work part-time and/or continue an apprenticeship while enrolled in VCAL?
You can gain recognition and credit for part-time work while enrolled in the VCAL. This work can include:

- part-time apprenticeship or trainee-ship.
- work placements.
- Students are not permitted to undertake their personal paid part-time work during their school day.

Can I swap to VCE if I change my mind?
You must discuss this with VCAL and VCE Coordinators if you wish to pursue this option.

How is VCAL assessed?
All units in your VCAL program are assessed by your teacher and/or registered training organisation (RTO).

You must successfully achieve each learning outcome in each unit or module of your VCAL programme. VCE, other VET and accredited courses/certificates are assessed in accordance with existing requirements. Your teacher will explain the requirements to meet the learning outcomes for VCAL units.

Do I need to sit for the General Achievement Test (GAT)?
The GAT is a test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. It is undertaken by all students doing one or more VCE Unit 3 and 4 sequences. Students doing a scored VCE VET Unit 3–4 sequence will also be required to sit the GAT. Students whose only enrolment consists of VCAL units are not required to sit the GAT. However, students can choose to sit the GAT if it is appropriate to their pathway into further education, training or employment.

Do all VCE Studies contribute to VCAL?
All VCE studies will contribute to a VCAL learning program. Studies that meet the purpose statement of one of the VCAL curriculum strands will meet the eligibility requirements of that strand. For example, a VCE Maths unit will meet the eligibility requirement for the Numeracy Skills Strand. Other VCE studies that do not meet the purpose statement of a VCAL strand will contribute as General Credits – that is they will form part of the minimum 10 units required to qualify for a VCAL.

GLOSSARY AND ACRONYMS

ACARA: Australian Curriculum Assessment & Reporting Authority.

Accreditation period: The period during which a course or certificate is accredited.

Assessment task: A task set by the teacher to assess students' achievements of unit outcomes for School-assessed Coursework (see also Outcomes).

Attendance: Apart from satisfying various subject outcomes to gain 'S' (satisfactory), students are also required to attend 100% of class time per subject. All absences must be satisfactorily explained or the student could risk an 'N' (not satisfactory) for that unit.

Australian Qualifications Framework (AQF): The national framework for all qualifications in post-compulsory education and training.

Australian Quality Training Framework (AQTF): The nationally agreed set of regulatory arrangements that ensure high quality vocational education and training services in Australia.

Australian Tertiary Admission Rank (ATAR): The overall ranking on a scale of zero to 99.95 that a student receives, based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.

Authentication: The process of ensuring that the work submitted by students for assessment is their own.

Credential: The certificate that the student is awarded on successful completion of all course requirements by the VRQA.

Credit (VCAL): In the VCAL, students are awarded one credit for completion of accredited curriculum in accordance with the course requirements for VCAL.

Criteria: The specific guidelines/descriptions for assessment tasks within all units of study.

Derived Examination Score (DES): Provision available for students who have missed an examination or whose examination performance has been impaired due to illness or other extenuating personal circumstances.

Distant Education: A print based, audio and visual learning materials distance education programme.

EAL: English as an Additional Language

Enhancement Studies: A standard first year university subject as part of a Year 12 VCE programme.

Enrichment: The opportunity to extend and challenge students with advanced units of work.

Examinations: External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Most written examinations are held in October and November. Performance examinations and oral components of Languages examinations are held in October.

Extension studies: First-year university studies recognised by the VCAA for contribution to the ATAR for students who are academically very able.

General Achievement Test (GAT): A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. All students enrolled in VCE Unit 3 and 4 sequence must sit the GAT. It is used by the VCAA to check that schools are marking School-assessed Tasks to the same standard, as part of the statistical moderation of School-assessed Coursework and as a quality assurance check on the VCAA's marking of examinations and School-assessed Tasks.

Graded Assessment: All VCE studies have three Graded Assessments for each Unit 3 and 4 sequence, except for scored VCE VET programmes, which have two. Each study includes at least one examination, most have School-assessed Coursework, and some have School-assessed Tasks.

Grading: Students are graded 'S' or 'N' for satisfactory completion of set VCE/VCAL tasks and 'Performance graded' for SATs and SACs.

Horizontal Timetable: The traditional way of organising the delivery of a curriculum based on year levels.

Internally assessed: School based assessment - School Assessed Tasks (SATs) and/or School Assessed Coursework (SAC).

Languages: Formerly known as Languages Other Than English (LOTE).

Learning Areas: Formerly known as Domains, these are discipline-based content areas as outlined in the Victorian Curriculum F-10.

Learning Programme (VCAL): Curriculum selected for delivery by the VCAL provider to meet each student's interest and abilities and to meet minimum VCAL course requirements.

Local Learning and Employment Networks (LLENs): Networks established across Victoria to support young people's connections with local education and training organisations, employers and community groups.

Outcomes: What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design or VCAL unit.

Pathway: A suggested partial package of combinations of Study Units, optional additional studies and/or methods of study, as a guide for the development of a programme or course of study to suite the student's needs.

Pre-requisites: VCE studies listed by TAFE and university institutions which students must have attempted all or some of within their VCE programme in order to qualify for entry into particular courses.

Programme: A selection of Study Units to enable a student to complete their VCE.

Results: The recorded outcomes of a student's progress for each unit of study. The recorded outcome for the completion of the student's VCE.

Satisfactory Completion (VCAL): The school or other VCAL provider decision that a student has demonstrated achievement of the outcomes for a VCAL unit. Students receive an S for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an N for not yet complete. Students qualify for the VCAL when they achieve sufficient credits to satisfy the course requirements set out in Section 15.

Satisfactory completion (VCE): The school or other VCE provider decision that a student has demonstrated achievement of the outcomes for a unit. Students receive an S for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an N for it. Students qualify for the VCE when they satisfy units which meet the programme requirements set out in Section 5.

School-assessed Coursework (SAC): A school-based assessment that is reported as a grade for either a VCE Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess students' achievement of VCE Units 3 and 4 outcomes.

School-assessed Task (SAT): A school-based assessment for a VCE Unit 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria. Schools' assessments of tasks are subject to review by a panel appointed by the VCAA.

School Based Apprenticeship or Traineeship (SBAT): Is an apprenticeship or traineeship undertaken by a student enrolled in a senior secondary program (VCE or VCAL), with at least one day per week timetabled to be spent on the job or in training during the normal school week.

Semester: The equivalent to a half school year. Most units are completed in one semester. References to VCE semesters equate Semesters 1 & 2 units within a VCE study to approximate the Year 11 level of difficulty. Semesters 3 & 4 Units within a VCE study equate to the Year 12 level of difficulty.

Senior Secondary Qualification: The VCE and the VCAL are senior secondary qualifications that are designed to be completed in Years 11 and 12.

Sequence of units: Units 3 and 4 are sequential units - no Unit 4 study can be undertaken without first completing Unit 3 of the same study.

Special Needs Education: The current process of offering assistance to a small number of students in need of additional academic assistance.

Special Provision: Arrangements that are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do.

Statistical moderation: The process used to ensure that schools' assessments are comparable throughout the State. It involves adjusting each school's School-assessed Coursework scores for each study to match the level and spread of the external reference scores for the students in that school enrolled in that study.

Strand: The VCAL contains four curriculum strands; literacy and numeracy skills, industry specific skills, work related skills and personal development skills.

Student Number: The unique number assigned to each student enrolled in VCE, VCE VET and VCAL.

Studies: The subjects available in the VCE.

Study Design: Each study has specific details (objectives, areas of work, outcomes and assessment tasks) contained in a booklet called the 'Study Design'. Each school develops courses and appropriate assessment tasks using these 'Study Designs' to determine the exact nature of the work to be done to fulfil the purposes of the outcomes.

Study Score: A score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.

Study Score (Relative Position): The Study Score (relative position) is a measure of a student's performance in that study. It is reported on a 50 point scale.

Unit of competence (UoC): The specification of knowledge and skills and the application of that knowledge and skills to the standard of performance expected in the workplace. The RTO assesses competence. (VCAL)

Unit Requirement: A given task that monitors the attainment of outcomes within the Victorian Curriculum Framework.

Units (VCAL): VCAL units contain accredited learning outcomes that enable content to be developed and/or planned at the local level.

Units (VCE): The components of a VCE study that are a semester in duration. There are usually four units in a VCE study, numbered 1, 2, 3 and 4.

Victorian Certificate of Applied Learning (VCAL): An accredited senior secondary school qualification undertaken by students in Years 10, 11 and 12 which focuses on applied learning, to develop personal, social and employability skills and knowledge.

Victorian Certificate of Education (VCE): An accredited senior secondary school qualification.

Victorian Curriculum F-10: This curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

Vocational Education and Training (VET): Nationally recognised vocational certificates. These certificates may be integrated within a VCE or VCAL programme.

VTAC: Victorian Tertiary Admissions Centre acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the Australian Tertiary Admission Rank (ATAR).

TRINITY COLLEGE STUDENT EXPECTATIONS

Please refer to the College planner for additional information.

ATTENDANCE AT SCHOOL

LATE ARRIVAL

Every minute counts!

The school day commences at 8:45am. Students who are late for school must report to Student Reception to sign in. It is expected that parents/carers sign their child in or provide a note explaining their lateness/absence.

Where lateness is persistent or reasons are unacceptable, the student may receive demerit points and appropriate consequences.

LEAVING EARLY

At times throughout the year, students may need to leave school early. We ask that the following process be followed:

- The student must bring a note from home, with a short explanation, date and the parent's signature.
- The student must take that note to the Year Level Coordinator during homeroom.
- When it is time for the student to depart, the student shows the note to the subject teacher and then heads to Reception to sign out and hand Reception the note signed by the Year Level Coordinator.

DRIVING TO SCHOOL

Trinity College will grant permission for students to drive to school on the following conditions:

- A form must be collected from the Year Level Coordinator and completed by the student, the student's parents/guardians and the Level Coordinator.
- No student is permitted to use their personal vehicle during the school day.
- A personal vehicle cannot be used for College excursions nor for any other school activity.
- Students are expected to drive their cars in a responsible manner.
- No passengers are to be carried to and from school,
  - Unless the passengers are siblings

  or
  - A family has given permission as listed on the approved form. Permission for this must be approved by the school.

Note: This approval is a privilege not a right and may be revoked if the above conditions are not followed. The school is not responsible for student cars when parked at school.

RETREAT

All Year 11 and 12 students are expected to attend the College's annual Senior Retreats as listed on the College calendar. As this event is an important time for reflection and bonding within the year level, the College deems the retreat an integral part of the student's participation in school life.

SPORT EVENTS

Sport in the Senior School is aimed at providing students with the opportunity to improve their skills in a wide range of team and individual physical activities as well as to allow for social interaction amongst students and staff.

If a student misses a timetabled class due to interschool sport, they are to make contact with the subject teacher before the event.

Students are expected to support the whole school sport events such as the House Athletics, House Swimming and House cross-country events.

UNIFORM

It is expected that students will be in the correct school uniform at all times during the school day.

Whenever students are representing the school on excursions or incursions or whether the student is in school uniform off campus, all students are expected to wear their uniform with pride and respect. In addition, Year 12 students may wear the nominated Year 12 jacket as directed by the YLC.

Sport uniform is to be only worn on days indicated by the teacher as PRACTICAL classes.

This means that studying a subject within the stream of Physical Education does not mean students are allowed to wear the sport uniform each time the subject is timetabled. Please note: On average most senior PE classes will wear their sport uniform once a week.

If a student is in the incorrect uniform, contact via the Year Level Coordinator must be made via phone as soon as possible. Written notes will not be accepted without the date and signature of parent/guardian.

Should students arrive at school in the incorrect uniform, they will be withdrawn from class until the uniform has been rectified.