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COLLEGE**
GEELONG

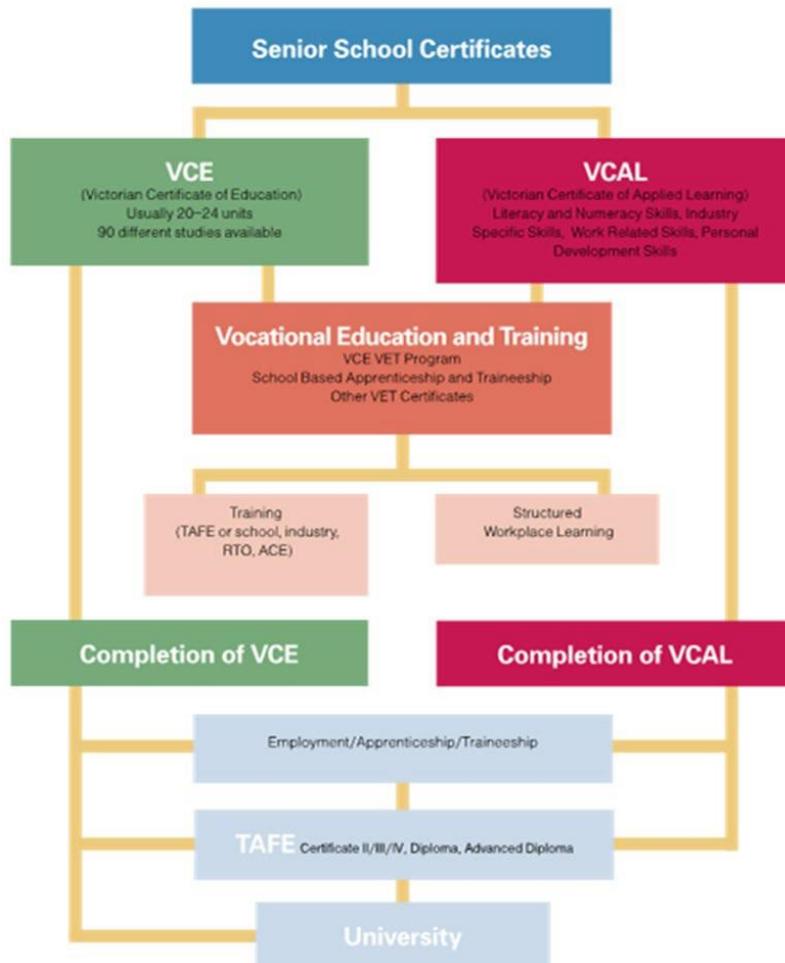
Senior Years Handbook 2021 – 2022



Kildare
EDUCATION
MINISTRIES
In the Brigidine Tradition

*Clonard College is a Kildare Education Ministries
Catholic School in the Brigidine Tradition.*

Senior School Pathways



Contents

Senior School Pathways.....	1
Contents.....	2
Clonard Contacts.....	3
Definitions:.....	3
Year 9 – 12 Curriculum Overview for 2021 - 2022	5
VCE – Victorian Certificate of Education.....	6
Victorian Curriculum and Assessment Authority (VCAA)	6
PreCAL – Year 10.....	8
Victorian Certificate of applied Learning – VCAL.....	9
Australian School Based Apprenticeships (SBATS)	12
VET – Vocational Education and Training.....	12
Requirements for Entry to A Victorian Tertiary Institution	14
Australian Tertiary Admission Ranking (ATAR):.....	15
Clonard College Acceleration Policy	16
Attendance.....	17
Accounting	23
Australian and Global Politics	25
Global Politics.....	26
Biology.....	27
Business Management.....	29
Chemistry	31
Dance	33
Economics	35
English.....	37
Environmental Science	39
Food Studies.....	41
Geography.....	43
Health & Human Development	44
History – Australian.....	46
History – 20 th Century.....	48
History – Chinese & Russian Revolutions	49
Legal Studies	50
Literature	52
LOTE: French.....	54
LOTE: Indonesian	56
Mathematics Specialist.....	58
Mathematics Methods.....	60
Mathematics Further.....	61
Media	62
Music Performance.....	64
Outdoor & Environmental Studies.....	66
Physical Education	68
Physics.....	70
Psychology	72
Religious Education.....	74
Studio Arts.....	77
Theatre Studies	79
Visual Communication Design	81

Clonard Contacts

Role	Contact
Principal	Mrs Luci Quinn
Assistant Principal – Learning and Teaching	Jo Ryan
VCE Leader	Kristi Cromer
VCAL Leader	Sarah Clark
VET Leader	Katie Wilson
School Improvement Leaders – Learning and Teaching	Hugh Saunders
School Improvement Leaders – Learning and Teaching	Nat Stephenson
School Improvement Leaders – Wellbeing	Andrew Damon
School Improvement Leaders – Wellbeing	Tania Anticev
Learning Leader – English	Jo Ryan
Learning Leader – Mathematics and Religion	Patrick Dwyer
Learning Leader – Humanities	Clare Meredith
Learning Leader – Science	Craig Canning
Learning Leader – Languages and Technology	Eoghan Browne
Learning Leader – VCAL	Elizabeth Rush
Learning Leader – Health and PE	Megan Poirier
Year 12 Wellbeing and Community Leader	Dan Madden
SAS Coordinator	Jo Ryan
Living Justly Leader	Ryan Healy
ATSI Leader	Gabrielle McMahon
Careers Practitioner	Gabrielle Mahon
Refugee / EAL Leader	Michelle King
Director of Catholic Identity	Linda Kiernan
VASS Administrator	Lesley DeNoronha

Definitions:

Accredited course – A course that leads to an Australian Qualifications Framework (AQF) qualification or Statement of Attainment that is nationally recognised. The accredited course has been endorsed by either a state or national authority responsible for accrediting courses against agreed principles of accreditation. In Victoria, the statutory authority is the Victorian Registration and Qualifications Authority (VRQA).

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

Assessment plan – A set of tasks relating to the assessment of units of competence/modules undertaken in the Unit 3 and 4 sequence of a scored VCE VET program.

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

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

Auspicing – Arrangement that a school can make with an RTO for the delivery of VCE or VET as outlined in the Memorandum of Understanding between the school and the RTO.

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

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 personal circumstances.

Examinations – External assessments set and marked by the VCAA. All VCE Unit 3 and 4 studies have at least one examination. Most written examinations are held in October and November, with a small number in June. Performance examinations and oral components of Languages examinations are held in October.

External Reference Score – A common measure of performance in external assessments against which the schools' School-assessed Coursework scores for a particular study are statistically moderated. It is formed from the students' examination scores for each study and, for some studies, the component scores from the GAT.

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 a 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 programs, which have two. Each study includes at least one examination, most have School-assessed Coursework, and some have School-assessed Tasks.

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

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.

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 (VCE) – A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs.

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.

Training package – A document that sets out the training framework determined by industry for an industry sector.

Training plan – A program of training and assessment which is required under an Apprenticeship/Traineeship Training Contract.

Unit of competency (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.

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

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

VASS administrator – School-based personnel who enter all school information into VASS.

Victorian Assessment Software System (VASS) – The Internet-based system used by schools to register students and enter VCE and VCAL enrolments and results directly onto the VCAA central database.

Victorian Certificate of Applied Learning (VCAL) – An accredited senior secondary school qualification undertaken by students in Years 11 and 12.

VCAL or VCE Certificate – The certificate awarded to students who meet the requirements for graduation of the VCAL and/or VCE. See also Statement of Results.

VCAL learning program – A program of accredited curriculum that leads to the award of a VCAL Certificate.

VCAL provider – A school or other organisation authorised to offer the VCAL.

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

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

Victorian Tertiary Admissions Centre (VTAC) – VTAC 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).

VCAA – Victorian Curriculum and Assessment Authority

ASQA – Australian Skills Quality Authority

VRQA - Victorian Registration and Qualifications Authority

Year 9 – 12 Curriculum Overview for 2021 - 2022

For all Year 12 studies, students are allocated 1 period per cycle as Tutorial time. Teachers will assign work / tasks / study for this time for students to manage.

LEARNING AREA	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Religious Education	5	5	5	5
Wellbeing	3	3	3	3
English	7	7	7	8
Mathematics	7	7	7 EC1	8 EC1
Science	7	7	7 EC2	8 EC2
Humanities- History and Geography and Eco and Civics	7 (Core History x 1S)	7 EC1	7 EC3	8 EC3
The Arts	7 (1 x Arts x 1S)	7 EC2	7 EC3	8 EC4
LOTE / Language program	7	7	7	2 spares pc
<ul style="list-style-type: none"> • Indonesian • French • Language Support/EAL 	EC1	EC3	EC4	
Health and Physical Education	7 (1 Core x 1S)	7 (1 Core x 1S)	7 EC5	
Design Art and Technology	7 (1 x Core DT x 1S)	7 EC5		
Elective options (semesters)	2	6	10	8
Acceleration options	?	?	?	?
TOTAL	50	50	50	50

Please note:

VCE/VET/VCAL Leaders will hold an information night for parents/carers early in the new academic year.

The purpose of the information night is to ensure community members are communicated the most current information

from the awarding bodies, VCAA & ASQA

- EB - elective block
- Core subjects shaded grey
- All Year 9 and 10 electives are one semester
- Advanced options – students can self-elect into advanced options at Year 9
- Acceleration options – classes taken from the offerings of the year level above – requires an application
- VET options – available to Year 10 Pre-VCAL students (where available) and all Year 11/12 VCE students in the place of one VCE subject. VET is mandatory for all VCAL students
- Additional subjects are available through Distance Education Victoria where necessary

VCE – Victorian Certificate of Education

Introduction

The VCE is awarded to students who satisfactorily complete a full program of studies. The program of a full-time student will normally comprise about 22 - 24 units taken over four Semesters or two years. Students are required to complete a minimum of 16 units

No one-size fits all. Some students will complete their VCE in the standard two years but there are advantages to spreading the load over more than two years. Students who accelerate into VCE studies at year 9 and/or year 10 may complete the VCE over three years or even four years. We encourage students to consider their own pathway and what really works for them as an individual learner.

Awarding the VCE/VCAL/VET

As per the VCAA Handbook, a student may complete the VCE/VCAL/VET and be awarded the certificate by:

- Satisfactorily completing sufficient units of study according to VCE/VCAL/VET program requirements
- Meeting the requirements of a study as set out in the accredited study design
- Demonstrating achievement of study outcomes

For VCE/VCAL/VET Units 3 and 4, evidence of achievement is collected by the teacher through a range of tasks, which include School-Based Assessments that are designated for the study, and examinations.

Victorian Curriculum and Assessment Authority (VCAA)

Requirements Of VCE

To meet the graduation requirements of the VCE continuing students (other than students returning to study) must:

- Satisfactorily complete a total of no fewer than 16 units
- Satisfactorily completed units must include:
 - 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)
 - three sequences of Units 3 and 4 studies other than English

NOTE: A sequence of Units 3 and 4 may be accumulated over more than one year. All Year 12 students are expected to complete five Unit 3/4 sequences unless there are extenuating circumstances. If this is the case, students may apply to do four subjects in their final year. Under the current acceleration policy, students can accelerate into VCE at Year 9 in one subject maximum, Year 10 in two subjects maximum. It must be noted that some subjects are not available for acceleration without having advanced in the subject earlier in the student learning pathway.

ASSESSMENT:

VCE Units 1 & 2

- Students' levels of achievement for Units 1 and 2 are determined by the College and not reported to the VCAA
- Completion of outcomes for Units 1 and 2 are reported to VCAA
- Please refer to the Study Design for more information regarding Unit 1 and 2 assessment tasks

VCE Units 3 & 4

- Students' levels of achievement for Units 3 and 4 sequences are assessed using School-based Assessment and external examinations. Each of the three graded assessment components contributes to a study score
- VCAA Graded assessments are reported on an eleven-point scale as grades A+ to E or UG (Ungraded)
- There is one examination period each year. The performance and oral examinations occur in October and the written examinations are held in October and November
- The General Achievement Test (GAT) is conducted in June

S/N vs Assessment Ungraded (UG) Separate

- N are redeemable up until close of scores input
- Satisfactory can be displayed through authenticated classwork
- If a student scores less than 30% ungraded (UG) and have not demonstrated S through achievement against outcomes based on teacher judgement they will be required to redeem to an S in an alternative mode (including SAS, teacher judgement) in negotiation with the teacher. The redeemable assessment can take a variety of forms and give the student the best opportunity to achieve an S

Non-Scored VCE

A student may be eligible for the award of the VCE/VET where they have submitted School-Based Assessments or external assessments (where appropriate) for satisfactory completion of units but have not been assessed for levels of achievement in the study and have not sat examinations. In these cases, the teacher judges that the student has achieved the outcomes for a study based on the evidence provided by the student, without assessing for levels of achievement. Where there is no assessment of levels of achievement for any part of the study, a student will not have a study score calculated. Absence of graded assessments may limit a student's options for further training, study and work. Students should be encouraged to attempt all graded assessments, wherever possible.

The following guidelines apply to non-scored students at Clonard:

Prior to exams all coursework and assessment must be satisfactorily completed and thus earn an "S" result (i.e. have satisfied all outcomes).

Based on the above the following recommendations for non-scored students are made:

- There should be no modification of class activities, tasks, group work or related activities
- In most instances' students should complete SACs with no adjustments
- Summative assessment results stand and students are not required to sit a SAS if they have met the outcome other ways

If a teacher, using their professional judgement, believes that a formal assessment task (SAC) should be modified for particular reasons, the following needs to occur:

- The task must still be a rigorous task that allows for demonstration of the outcome
- Students should apply for modification to their formal assessment task with their teacher, specifying the specific modification to be made. Possible modification may include the use of notes, shorter tasks, broad scaffolding of the task etc.
- The application must be signed by the student's parent/guardian and submitted to the VCE Leader for approval. The VCE Leader informs the student and her teacher of the outcome of the application.
- The application should be held on record by the VCE Leader

School-based Assessment

There are three forms of School-based Assessment for Units 3 and 4:

School-assessed Coursework (SAC)

- School-assessed Coursework (SACs) is based on an assessment of each student's overall level of achievement on the assessment tasks specified in the study design for assessing achievement of the unit outcomes
- Schools provide a score for each component of coursework specified in the study design. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study
- The GAT may also be used in statistical moderation

School-assessed Tasks (SAT)

- School-assessed Tasks (SATs) are set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement on the basis of a rating against criteria specified by the VCAA
- Schools provide a single numerical score for each student, which is then statistically moderated against the examination scores in the study
- The GAT may also be used in statistical moderation

Externally Assessed Tasks.

The Externally Assessed Task is specific to Music Style and Composition and the Extended Investigation and assesses a student's level of achievement in accordance with the study design and published assessment criteria. It is assessed by a panel appointed by the VCAA.

SACs

- Coursework assessment is an assessment of each student's level of achievement based on a selection of the assessment tasks designated in the Study Design. For each coursework component, the Study Design specifies a range of assessment tasks for assessing the achievement of the unit outcomes
- Assessment tasks designated for coursework assessment must be part of the regular teaching and learning program and must be completed mainly in class time. They are to be completed within a restricted timeframe and the scope of each task is described in the relevant Assessment Guide

The requirements for coursework are set out in the VCE Study Designs. Teachers select from the range of tasks designated for the assessment of the unit outcomes. They might decide that all students will complete the same task or they may allow students to select the task. Where options are available, the assessment tasks are of comparable scope and demand.

PreCAL – Year 10

The program is an initiative being undertaken to better prepare our students for a pathway that leads them into the Victorian Certificate of Applied Learning (VCAL), whilst also giving them a range of life skills. Students who undertake this pathway can still undertake a selection of electives, however they are unable to complete VCE in year 11/12 and is structured to support students to enter a VCAL or workforce pathway.

The modules offered through PreCAL are literacy, numeracy as well as personal development and work-related skills. As well as these, students have the opportunity undertake a VET program (please see the separate section on this) subject to availability and selection criteria in consultation with the VET Leader. Students will also complete work experience blocks throughout the year.

Students will gain skills and experience in a range of areas which will include development of their literacy and numeracy as well as personal development and living skills. There will also be a strong focus on applied and authentic learning experiences and students will aim to develop their work ethic and employability and life-skills.

It is anticipated that after a successful year in this program students will be able to more smoothly transition onto the VCAL program. Students who apply for the PreCAL program are interviewed along with their parents/guardians to make sure that the pathway is the most suitable option for their future.

Literacy and Numeracy

In literacy and numeracy, students will develop their general skills that are applicable to real life and workplace situations. These may include but are not limited to:

Literacy–Reading, Oracy and writing for knowledge, reading and writing for self-expression, oral communication skills through a range of different methods such as letter and email writing.

Numeracy–Topics covered include money, shopping, travel, tax, using measurement, shape, numeric and graphing concepts.

Personal Development and Work-related Skills

This is a core VCAL subject where students develop and explore issues of social and civic responsibility, community building and their own ideas through projects here at school. PDS also focuses on student self-esteem and self-worth through creating opportunities for students to “step-up”, challenge themselves and accept extra responsibilities. PDS Involves project work, lots of group activities, trips and excursions.

In addition to this, students complete VCE Unit 1 in Industry and Enterprise. Within this unit, students will study the following topics to prepare them for the workplace:

- Workplace Participation
- Building a Career Pathway
- Developing Work Related Skills
- Workplace Effectiveness

This unit can be used towards their VCAL credits in year 11 and 12.

Within this unit, students will undertake a minimum 35hours structured workplace learning that may or may not be linked to their VET. Structured workplace learning provides students with a valuable insight into different career pathways for their future.

Victorian Certificate of applied Learning – VCAL

The Victorian Certificate of Applied Learning (VCAL) is an applied learning option for students in Years 11 and 12.

VCAL is a recognised senior secondary qualification. Students who complete a VCAL certificate are more likely to be interested in competing a certificate at TAFE, doing an apprenticeship, or getting a job after completing Year 12. It should also be noted that a University pathway is still an option for VCAL students.

VCAL's flexibility enables students to design a school program that suits their interests and learning needs. Students can select accredited curriculum components from VCE studies, Vocational Education and Training (VET) qualifications, Further Education (FE) and VCAL units.

VCAL is a one or two-year certificate and runs parallel to VCE. It provides students with a wide range of educational and training pathways. A certificate and Statement of Results will be issued to students who successfully complete their VCAL. Our aim is to offer as much flexibility as possible to suit individual needs, abilities and interests.

VCAL units are designed to meet the purpose of the strand to which they contribute credit to. Each VCAL unit contains accredited learning outcomes that must be satisfactorily completed in order to meet the requirements of that unit.

Each VCAL unit is 100 nominal hours in length. The satisfactory completion of each unit contributes one credit towards the VCAL at the appropriate award level. VCAL units are available at the three VCAL award levels (Foundation, Intermediate and Senior) to cater for the different needs, abilities and experiences of students.

There are five compulsory strands within a VCAL program:

- Literacy
- Numeracy Skills
- Work Related Skills
- Industry Specific Skills (VET subject)
- Personal Development Skills

Students who complete VCAL must have a VET study at Intermediate and Senior levels. VCAL

Requirements of VCAL

To be awarded any VCAL qualification, students must successfully complete a learning program that contains a minimum of 10 credits and includes:

- Curriculum components that can be justified against the purpose statement for the Literacy and Numeracy Skills Strand*: one credit is required for Literacy Skills and one credit is required for Numeracy Skills*
- Curriculum components to the value of at least one credit that can be justified against the purpose statement for each of the Work Related Skills Strand, Personal Development Skills Strand and Industry Specific Skills Strand
- A minimum of two VCAL units, one must be a VCAL Personal Development Skills unit at level
- Curriculum components to the value of six credits at the level of the VCAL award or above: one of which must be for Literacy Skills
- At the VCAL Intermediate and Senior levels, the learning program must also include accredited VET curriculum components to the value of a minimum of one credit in the Industry Specific Skills strand. One credit is awarded on successful completion of 90 nominal hours of accredited VET curriculum. One credit is awarded on successful completion of 90 nominal hours of accredited FE/VET curriculum, or on successful completion of a VCE unit

*If using VCAL units to meet the eligibility requirements of the literacy component of the VCAL Literacy and Numeracy Skills Strand, the Reading and Writing unit must be completed at the award level or above. If using VCAL units to meet the eligibility requirements of the numeracy component of the VCAL Literacy and Numeracy Skills Strand, a Unit 1 numeracy unit must be completed. At Foundation level, Numeracy Skills Foundation meets the eligibility requirements.

Levels and Subjects

The VCAL is accredited at three levels:

- Victorian Certificate of Applied Learning – **Foundation**

At Foundation level - close supervision and high levels of direction

- Victorian Certificate of Applied Learning – **Intermediate**

At Intermediate level – close supervision with independent learning in regard to planning and work activities

- Victorian Certificate of Applied Learning – **Senior**

At Senior level - learning is self-directed with tasks that require leadership, decision making and ability to work autonomously.

The three levels will ensure that there are achievable learning targets for a range of students.

Work Related Skills

Work Related Skills at all levels develops employable skills, knowledge and attitudes that are valued within the community and work environments as a preparation for employment.

The Unit at each VCAL level is also designed to achieve learning outcomes important for OH&S employable skills and the development of career goals.

Students across the year focus on the development of work related and prevocational skills in the context of practical work-related experience. Where appropriate Structured Workplace Learning may be undertaken and assessed for credit for the unit.

Industry Specific Skills:

At the Intermediate and Senior level students must undertake a VET (Certificate) component to their course. The purpose of the Industry Specific Strand is to enable the development of skills, knowledge and attributes related to one or more vocational contexts in preparation for progression to further learning or employment. While specific VET units can be curriculum components of this strand, the learning program should focus on vocational contexts in order for learners to make informed choices as to the pathway options available to them.

Structured Workplace Learning:

Structured Workplace Learning (SWL) is an essential component of the VCAL program. One day every week over a sustained period of time student complete a work placement. This is a great opportunity for VCAL students to develop employability skills in the workforce and can present fantastic opportunities for ongoing employment. Students are expected to source their own SWL placement with support provided in the application process and preparing students to be work ready.

Literacy:

The purpose of the literacy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate. Literacy skills include reading, writing and oral communication skills.

Numeracy:

The purpose of the numeracy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to identifying, applying and communicating mathematical information in the contexts of everyday life, family, employment, further learning and community.

Numeracy skills corresponding with these social contexts include mathematical knowledge and techniques, financial literacy, planning and organising, measurement, data, representation, design, problem-solving, using software tools and devices, and further study in mathematics or related fields.

Personal Development Skills:

The purpose of the VCAL Personal Development Skills Strand is to develop student knowledge, skills and attributes that lead to self-development and community engagement through:

- Family, social, community and environmental responsibilities
- Resilience, self-esteem and efficacy
- Health and wellbeing
- Valuing participation in a democratic society

Curriculum selected for the Personal Development Skills Strand must be consistent with the strand purpose statement. Through aligning curriculum with the strand purpose statement, the learning program will provide opportunities for skill progression and experiences that are important for VCAL personal development outcomes. Personal development includes self-esteem and other qualities developed through valuing personal achievement and contributing to the community.

This may involve demonstrating leadership and teamwork skills, accepting responsibility for goal achievement and reflecting on knowledge and skills for decision making and problem solving. The development of knowledge, skills and attributes in the Personal Development Skills Strand underpins the development of skills in the other three VCAL curriculum strand.

Australian School Based Apprenticeships (SBATS)

What is a school-based apprenticeship?

A school-based apprenticeship offers students the option of combining school, part-time employment and training. The program is undertaken under a Training Contract with an employer.

The school-based apprenticeship incorporates completion of a certificate II or III level qualification that is undertaken during school hours in conjunction with a VCE or VCAL program.

Students are paid an apprentice wage and can access government funding to help subsidise their study.

What days do SBATs take place on?

SBATs generally consist of one placement day per week (Friday) and one afternoon per week at the VET provider (Monday or Wednesday).

Some courses may need more time allocated than the above outline and will need to be discussed further with the Vocational Education Leader.

Who can undertake a School based Apprenticeship/ Traineeship?

Students in Years 12 can undertake an SBAT as part of their studies.

How does an SBAT contribute to VCE or VCAL?

An SBAT can contribute to senior VCE studies in the form of a Block Credit Recognition and contributes to a senior or intermediate VCAL certificate.

What industries can I undertake an SBAT in?

SBATs can be undertaken in a very broad range of fields such as Health, Early Childhood Education and Care, Floristry, Hairdressing, Animal Studies, Music, Automotive and General Trades (Carpentry, Plumbing, and Electrical). These change each year.

Who can I see about getting an SBAT?

To explore the option of gaining a school-based apprenticeship, register your interest with the Vocational Education Leader. A meeting will then be held to see if you are suitable to take on an SBAT program.

Once your application has been received the Vocational Education Leader will forward your application through to local Group Training companies such as Gforce, Pathways and the Victorian Group Training Company who will actively pursue finding opportunities.

VET – Vocational Education and Training

Entry

VET 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. All VCAL students must take a VET subject as part of their course and VCE students can elect to take a VET subject as part of their pathway. In this instance the VET subject takes the place of one VCE subject.

Additional fees apply to VET programs. The fee will be added to the College Annual Fee Statement.

All students must complete Safe@Work relevant certificates as well as an OH&S briefing before commencing work placement.

VET Requirements

- All students complete an application of interest form when choosing their pathway and an interview will be held to see if you are suited for the VET learning style and commitments that it requires.

- All VCE students who wish to complete a VET must also complete 5 additional VCE subjects
- For Certificate II qualifications: Credits provided for VCE Units 1 and 2 only, with each completed 90 nominal hours of training providing one unit of credit. Credit accrues with hours of training completed in the following sequence: Units 1, 2, 1, 2, 1 and 2, up to a maximum of six units
- For Certificate III qualifications: Credits provided for VCE Units 1–4, with each completed 90 nominal hours of training providing one unit of credit. Credit accrues with hours of training completed in the following sequence: Units 1, 2, 3, 4, 3 and 4, up to a maximum of six units
- When a VCE student is taking part in non-scored studies, the appropriate RTO is notified by the VET Leader

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
- An enhanced ATAR 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
- Enables students direct entry post year 12 into some chosen career pathways due to training already completed at school

Employers Value VET Because It:

- Contributes to the development of entry level skills for their industry
- Provides students with a practical and focused 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
- Apprenticeships and Traineeships

VET ASSESSMENT

School based

In order to be eligible for a study score where relevant, students must demonstrate competence in the units of competency that make up the Unit 3–4 sequence. Students must also satisfy all the requirements of scored assessment. Each scored VCE VET program requires the satisfactory completion of three School-assessed Coursework tasks that are integrated into the delivery of the VET training program. An assessment plan is required for each VCE VET scored program.

A student will receive an S for a UoC within their VET subject if they are able to demonstrate the minimum level of competency required by the unit within the certificate. Most VCE VET programs consist of four VCE VET units containing one Unit 3 & 4 sequence. The requirements for satisfactory completion of a VCE VET program are outlined in the relevant VCE VET program summaries or booklet extracts.

Students will receive an N for a Unit of Competence if they have not yet demonstrated competence. Students receive

an N for a module when they have not yet demonstrated achievement of all learning outcomes. If a student does not receive an S on their mid-year report, there is opportunity for the student to be deemed competent by the end of the year if they are able to meet the minimum competency standard.

Students will receive an NYC (not yet competent) result for a unit of competency if they have not yet demonstrated competence. This may be as a consequence of not completing the unit or not being able to demonstrate competence as required by the unit of competency. If a student has not satisfied sufficient units of competency to the nominated hour value to be awarded satisfactory completion of a VCE VET unit, the result will be left blank.

VET/SBAT - External

External VET/SBAT Courses are assessed by the RTOs, following VCAA guidelines. If concerns are raised with the VET Leader of Clonard College regarding a student's progress, these will be followed up with the individual.

Block Recognition

Block Credit Recognition in the VCE Students are eligible for credit towards the VCE if they have completed, or are completing, training in a nationally recognised VET including FE qualification that is not included in the suite of approved VCE VET and SBAT programs. Credit towards the VCE will be available for full or partial completion of a nationally recognised qualification at AQF II and above. This credit is referred to as Block Credit Recognition. Students must be enrolled in the VCE to be eligible for Block Credit Recognition. VCE VET programs and approved SBAT programs with full recognition in the VCE are not eligible for Block Credit Recognition. All other nationally recognised qualifications at and above AQF Level II are eligible. Recognition arrangements that commenced in 2019 required qualification enrolments in the VE3 Certificate type on VASS. These arrangements see credit accruing at the certificate level with Certificate II qualifications providing credit at Unit 1 and 2 level and certificate III and above at Units 1–4. Schools are requested to check the UoC structure report to confirm credit arrangements.

Students with a previous enrolment in VET/FE Students completing training in a nationally recognised VET/FE qualification where training commenced in 2018 or earlier should be enrolled only in the certificate and all units of competency expected to be completed in the current year. These certificates are identified as certificate type VFE on VASS.

Students who have completed training in VET/FE before 2019 Students who have completed training in a nationally recognised VET/FE qualification before 2019 and have not previously had their details entered on VASS may include the qualification in their current year enrolment if it is available on VASS. If it is not available on VASS, the school must apply to the VCAA. Applications for credit in this way must be made on the Application for credit towards the VCE/ VCAL form and be accompanied by copies (certified by the Principal) of Statements of Attainment and/or certificates. Original documents must not be submitted. Credit granted will be recorded at the VCAA and may be viewed by the school on VASS. Credit granted will be reported by the VCAA on the VCE Statement of Results.

Requirements for Entry to A Victorian Tertiary Institution

In order to be eligible for admission to a course of study at any of the Victorian tertiary institutions, applicants must usually satisfy:

- The minimum institutional entrance requirements, and
- Any specific course or other requirements including prerequisites of the individual course concerned

Once eligibility has been established applicants can then be considered in competition with other eligible applicants for a quota place.

Minimum Entrance Requirements (VCE):

These requirements are written in terms of the VCE. Any applicant who previously qualified for university or college entrance under provisions contained in any earlier years will hold their status.

The minimum entrance requirements for all tertiary institutions are:

- The satisfactory completion of the VCE, and
- The satisfactory completion of Units 3 and 4 of English (or EAL) or English Literature (Units 3 and 4 completed in the one year)

Pre-requisites:

All prerequisites must be met before an applicant is eligible to be selected for that course.

Prerequisites are Units 1, 2, 3 and 4 levels. If there is no specified level, they can be taken at either level. Applicants with other qualifications are assessed to determine whether their subjects are equivalent to the stated prerequisites.

Failure to meet the specified requirements at Unit 3 and 4 level will mean that the applicant will not be included in the rank order for that course. Results however will still be provided to the institution for that course.

Pre-requisites Units 1 and 2:

An “S” must be awarded in both Units 1 and 2 of the study to meet prerequisites.

Pre-requisites Units 3 and 4:

A minimum study score of 10, with at least two assessment component grades better than “UG”, is required to meet prerequisites. A higher study score may be specified for individual courses. An “S” must be awarded in both Units 3 and 4 of the study, completed in that order and in one calendar year. This testing process is usually carried out by VTAC. With the exception of applicants with a current interstate Year 12, the prerequisite testing process for applicants with Notional ATARs is carried out by course selection authorities.

Tertiary institutions selection processes:

Courses use one of two models when selecting Year 12 students:

- a rank order derived from VCE results which incorporates the two-stage process and / or
- a rank order derived from an index of criteria which may include reference to VCE results. (Included in the index are interviews, folios, preselection tests, etc.)

Where the latter model is used, it applies to all applicants from any background. Where the former model is used, applicants other than those proceeding direct from Victorian Year 12 are generally considered on the basis of all academic achievements to date.

Australian Tertiary Admission Ranking (ATAR):

Each student undertaking a VCE study will receive from the Victorian Curriculum & Assessment Authority for each study:

- a letter grade for each assessment component in that study,
- a VCE study score (relative position) for that study, indicating the student’s position in the cohort of students taking the study. This will be a numerical score out of 50. The rank order derived from VCE results is based on Equivalent National Tertiary Entrance Ranks. These are developed from an aggregate produced by adding:
 - the scaled score in English/ESL
 - the next best three scaled scores

10% of any fifth and / or sixth scaled score that is available, and then ranking candidates in order of these aggregates. The ranking is amongst the relevant age group rather than being restricted to successful VCE candidates. In all, up to six study scores may be used in calculating the aggregate, and all study scores are scaled, that is, adjusted to reflect differences in the cohort of students taking the study compared to other studies and differences in the difficulties of the studies. The “Primary four” refers to studies that will be counted first when creating an ATAR. These are the English study plus three other studies with the highest scaled scores.

Clonard College Acceleration Policy

The opportunity to undertake one or two VCE units 1/2 in Year 10 (or one in Year 9) and Unit 3/4 in Year 11 is open to students who have demonstrated a high level of commitment to their studies, are organised and have achieved a high standard in Year 8. The College will not place a student under the pressure of a VCE unit if, after consultation, we believe she is not ready to undertake such a unit. As a result, students wishing to apply must complete the “Acceleration Learning Program” application which is on Simon. They must also meet the requirements outlined on the form to be considered for acceptance into a VCE unit or a Year 10 subject at Year 9. Students must discuss this application with their parents, Homeroom teacher and the Career’s Practitioner.

The following guidelines will apply to all applications:

- Students will generally only be permitted to undertake one accelerated subject sequence however; some students may qualify for two.
- Students will only be able to accelerate into subjects offered at Clonard College.
- Exceptional circumstances may be considered on application to the Assistant Principal (Learning and Teaching).
- Not all subjects are appropriate for acceleration. These subjects are determined by the College.
- Students will need to demonstrate the necessary academic ability and rigor. The relevant semester one report must be attached to the acceleration application form.
- Students will not have a reduced load of their mainstream subjects in order to undertake an accelerated study.
- Even if a student has undertaken a 1/2 sequence, entry into 3/4 will not be automatic. Application will need to be made at subject selection in any case.
- Relevant Learning Leaders, in consultation with the named subject teacher and Assistant Principal (Learning and Teaching) and, in some circumstances, the VCE Coordinator, will make the decision as to the success of the student’s application.

Change of Subject Guidelines

A subject change will only take effect if it can be accommodated within the student’s timetable. Taking time to select subjects that are suitable to the student’s abilities, interests and post-school pathway reduces the need to change subjects and thereby interrupting the Unit 1 – 4 sequence. For some students, a change of subject is recommended or necessary. Students who wish to apply for a change of subject can do so at the following times:

- After the end of year examinations
- At the beginning of the year (end of week 2)
- At the end of Unit 1
- Withdrawing from VET subjects in VCE or VCAL can occur at the end of Semester One however new VET subjects cannot be commenced after Week Three of Term One.
- Students will need to complete the appropriate Change of Subject form and discuss the change of subject with the VCE Coordinator or VET Coordinator, the teacher of the subject being exited and entered (this teacher may consider the application inappropriate) and the Careers’ Practitioner.

Please note: students moving into Unit 3 and 4 cannot change subjects after Orientation Week because they will be notably disadvantaged having missed the content of the week.

Attendance

The College Student Attendance Policy is in line with the VCAA requirements. Consistent attendance is imperative, as this is what is required by the VCAA in order to award students their VCE/VCAL/VET certificate. The College advises that extended periods of absence (i.e.: family holidays) do not occur during the time students undertake their VCE/VCAL/VET, unless of course there are exceptionally mitigating and unavoidable circumstances; at which point the College should be notified in writing at least a term in advance. Attendance in class provides opportunities for student work to be authenticated by teachers. Work which cannot be authenticated will not be accepted for assessment and will be awarded 'N'.

As per the College Student Attendance Policy, it is an expectation that students in the Senior School achieve a minimum of 90% attendance. The individual circumstances of each student will be taken into account.

Classes

A unit of study is defined as equivalent to approximately 100 hours of study. It is expected that schools will offer 50 hours of formal classes (VCAA – VCE/VCAL/VET Policy), and Clonard College requires that students attend no less than 90% of class time. Authorised absences are not a VCAA breach of attendance. All VCE/VCAL/VET studies are based on an assumption of regular attendance and active involvement in classroom activities. Students whose attendance is poor are likely to experience difficulty in completing all the assessment tasks satisfactorily and may result in the teacher being unable to authenticate the student's work.

Excursions and extra-curricular activities

Group excursions and extra-curricular activities (such as sport, student leadership, drama productions, etc.) are recognised as approved absences. Official documentation needs to be given to the study teacher[s] prior to the absence. If there is a reason (not covered by Medical Certificate /completed Extenuating Circumstances Forms) why the student cannot attend school (e.g. family emergency), the student can apply to the VCE/VCAL/VET Leader for a VCE/VCAL/VET/VCAL approved absence, which is regarded in the same manner as a "Approved Absence / Medical Certificate Form".

Out of schedule classes

Where a teacher wishes to schedule out of timetabled classes, it must be acknowledged to students that the class is not mandatory and student attendance is voluntary. Where a full complement of students is not present, no new material can be taught because it would be a source of disadvantage to those not in attendance. Care must be taken to ensure fairness against other subjects and out of schedule classes should only be offered when there has been a serious reduction in class time for the subject due to, for example, public holidays or school events affecting one class more than another.

Tutorial Time: Year 12 VCE

At Year 12, all classes are timetabled for seven (7) lessons with one hour assigned to each subject designated 'Tutorial Time'. The Tutorial time enables teachers to assign an hour of work to students such as:

- Reading materials in advance of a class (flipped learning)
- Assignment homework to be completed
- Assign work toward assessment
- Revision and study

The Tutorial time is not designed to become an additional class. This is to ensure fairness to all other subjects without the capacity to schedule their students together. For studies with three (3) or more classes at Year 12, the Tutorial time can be reassigned to Monday afternoons to complete extended assessment tasks by arrangement with the VCE Leader.

VET/SBAT

Where a student has to attend work placement for VET or SBAT and it falls, by necessity, during class time, the student must inform her subject teacher of the absence. It is the student's responsibility to catch up on the class time she has missed. Teachers should not schedule SACs for the day on which a student must attend her work placement.

Senior Student Study Periods

- Students are to go to the Brigidine Centre for private study. This space is supervised by the Library staff and senior teaching staff who have offices in this space. In some cases, specialist areas can be accessed by the students in negotiation with the student's teacher.
- Students going home during study or at the completion of their scheduled classes will need to sign out at the main office.

Senior School Processes

Authentication of student work

This should involve ensuring most of the students' assessments are completed in class under teacher supervision. If you teach a unit with SATs, you are required to record the development of the students' work on the form - 'Authentication Record for School-assessed Tasks'. These are subject specific and are available on the VCAA website/bulletins. A form is also available – 'Authentication Record for School-assessed Coursework' – should a student complete work outside of class under the Special Provision arrangement.

The VCAA sets out rules related to authentication, which a student must observe when preparing work for assessment by the school:

- A student must ensure that all unacknowledged work submitted for assessment is genuinely their own
- A student must acknowledge all resources used, including: –text, websites and source material –the name/s and status of any person/s 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
- 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 knowingly assist another student in a breach of rules.'
- A student must sign a declaration of authenticity for work done outside of class. The declaration states that all unacknowledged work is their own
- A Student must sign a general declaration that he/she will obey the rules for the VCE/VCAL/VET and accept its disciplinary provisions
- Students are to be provided with the VCAA Authentication of work form where necessary

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 has been transformed by the student and used in a new context
- Prompting and general advice from another person or source, which leads to refinements and/or self-correction

Unacceptable forms of assistance include:

- Use of, or copying, another person's work or other resources without acknowledgment
- Corrections or improvements made or dictated by another person

Requests for extensions

Student may apply for an extension to a SAC, Learning Outcome or, in very extenuating circumstances, a SAT. Students complete an extension form, submit it to their subject teacher who will then schedule the student a SAS to complete the work for a SAC, under arrangement for a Learning Outcome or SAT.

Suspected Breach of Rules (Cheating and Plagiarism)

Teachers who believe that a breach of rules has occurred in a School-Based Assessment should report the incident in accordance with the College's procedures and an investigation into the breach should take place. Teachers must identify the alleged assessment breach and inform the students as soon as possible, informing them of the rules allegedly breached. The processes around procedures for non-satisfactory completion of work and the subsequent appeals process are outlined in the VCE/VCAL/VET student handbook distributed to students at the commencement of their VCE/VCAL/VET program.

Lost, stolen, or damaged work (Non assessment)

If a teacher or student has lost a coursework assessment task, or it has been stolen or damaged, they must complete a written statement explaining the circumstances via *"Statement of Lost or Damaged Work"*. The statement must be signed and dated. 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 based on records kept, shall determine the unit result for the student.

Lost, stolen or damaged School-assessed Coursework (SAC)

If a teacher or student has lost a coursework assessment task, or it has been stolen or damaged, they must complete a written statement explaining the circumstances via *"Statement of Lost or Damaged Work"*

The statement must be signed, dated and filed at the school at the front office.

The Principal will determine an initial score for the assessment task, acting on advice from the teacher and on the basis of records kept.

This does not apply to work lost or damaged due to computer or printer malfunction or usability. Students' responsibilities for proper management of computer material are published annually in the VCE and VCAL Administrative Handbook.

Lost, stolen or damaged School-assessed Tasks (SAT)

If a teacher or student has lost a School-assessed Task, or the task has been stolen or damaged, they must complete a written statement of the circumstances via *"Statement of Lost or Damaged Work"*. The statement must be signed and dated.

The school must complete the Lost/Stolen/Damaged School-assessed Tasks form, enter an estimated score on VASS, and send the form to the VCAA.

The Principal, acting on advice from the teacher and based on records kept, will determine an initial assessment.

The initial assessment may be adjusted as a result of the review process. If the School-assessed Task is required for review, the Study Record form for that student must be annotated as Lost/Stolen/Damaged (LSD) by the school. This procedure does not apply to work lost or damaged due to computer misuse or malfunction.

Students failing to complete assessments by the due date

Students who miss assessments must provide a Medical Certificate /completed Extenuating Circumstances Form to the VCE/VCAL Leader

Rescheduling a School-Based Assessment will be done by the subject teacher in consultation with the student to a (SAS)Supplementary Assessment Session.

Supplementary Assessment Session (SAS)

The SAS is the only time and place at which a student may:

- Redeem an Assessment task to an 'S'
- Undertake a missed SAC and where appropriate, VCAL Learning Outcome
- These are supervised sessions (3.30 – 5.00 every Wednesday and Thursday) enabling student work to be authenticated
- Students and their parents/guardians are notified of the need to attend a SAS by email no later than 24 hours following the SAC / Learning outcome
- Students who are not in attendance at a SAS will require a Medical Certificate /completed Extenuating Circumstances Form to submit to the VCE/VCAL Leader who will inform the subject teacher of the need to reschedule the SAS

- Students who fail to attend a SAC/SAS without a Medical Certificate /completed Extenuating Circumstances Form will be referred to the VCE/VCAL Leader to initiate a redemption process, where appropriate

Students failing to complete assessments by the due date (VCAL)

Due to the applied, collaborative, and activity-based nature of the VCAL program, assessment is often linked to specific events that cannot be replicated in a classroom, thus it is vital that students are in attendance at these events. In addition, because VCAL Learning Objectives must be demonstrated with multiple iterations, students need to be careful to maintain the participation in the learning program.

Where a student does not complete assessment by the due date, the student will need to negotiate with the subject teacher and, where the failure is connected to a learning event, the VCAL Leader to establish a schedule for completion of the assessment.

This may require students to:

- Attend a SAS
- Attend another event
- Complete an individual learning task/program that exhibits the same learning objectives as the initial assessment

Storage

Students are required to store their completed and assessed work in a safe place for twelve (12) months and be able to present them on request by the VCAA.

Feedback and Reporting

Feedback to Students on Assessments

In line with the College 'Monitoring Student Progress Policy', student work is to be returned with meaningful summative and formative feedback and in a timely manner from the initial submission date. After work is submitted and marked, teachers will provide feedback to students in the form of:

- Advice on particular problem areas
- Advice on where and how improvements can be made for further learning
- Reporting S (Satisfactory) or N (Not Satisfactory) decisions and/or written comments on students' performance
- Although teachers may permit students to submit further work for satisfactory completion of a unit, the teacher may not allow a student to resubmit work to improve a score of an assessment for School-assessed Coursework
- Teachers are not permitted to mark or provide comments on any draft of work that is to be submitted for coursework assessment

Reporting student achievement:

Student feedback and results are reported in Simon/PAM on a regular basis. Teachers are expected to provide a minimum of one summative and one formative statement for every task, including classwork and homework assessments, to enable student learning progress.

Results

Non-Satisfactory Completion of Units/ Investigation of School-Based Assessment Breach of Rules

Students may be awarded an N (Not Satisfactory) for a unit because:

- They failed to meet a school deadline for a work requirement or assessment task without a Medical Certificate /completed Extenuating Circumstances Form
- They failed to meet a deadline where an extension of time had been granted for any reason which resulted in the student being unable to satisfactorily meet one or more outcomes
- They committed a substantial breach of attendance rules (i.e.: failed to meet the 90% attendance requirement)

which resulted in the teacher being unable to authenticate the student's work as their own

If this occurs a non-satisfactory performance form is to be completed by the subject teacher and sent home.

Redeeming outcomes – submitting further evidence for satisfactory completion

If, in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes undertaken and submitted by the student for the unit. This work may include class work, homework, additional tasks, or discussions with the student that demonstrate their understanding of the outcome. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work. A student may only submit further evidence, or resubmit a School-based Assessment for reconsideration, to redeem an S for the outcome. Students may not resubmit to improve a School-based Assessment score.

Redeeming outcomes – Student Appeal

Students have a right of appeal to the College, through the VCE/VCAL Leader. Students complete the 'Student Appeal' form, outlining the basis of the appeal supported with documentation (where relevant) and parent-signatures. The student appeal is considered by the subject teacher in collaboration with the VCE/VCAL Leader who determines the outcome and process of redemption. Where the subject teacher and the VCE/VCAL Leader does not support the appeal, the student has the right to advance their appeal to the Principal.

Where approval for redemption is given, the student will:

- Attend a SAS to complete work deemed essential for redemption
- Attend a student-free day to complete outstanding work if it is too extensive to be completed in a SAS

Indicative Grades for VCE Units 3 & 4

- VCAA uses these indicative grades in the quality assurance process to identify possible anomalies in the exam marking process. Indicative grades are also used to calculate Derived Exam Scores.
- The rank order and the spread of the indicative grades are of prime importance. Indicative grades are moderated by VCAA to ensure they are statistically reliable. If they are found to be not reliable, they are not used.
- Indicative grades are to be submitted to the VASS administrator by teachers prior to the November exams. Due dates for submission of indicative grades will be advised.

VCE/VET and VCAL Statement of Results

The VCAA issues a Statement of Results at the end of the calendar year to all students enrolled in VCE/VET or VCAL units.

For VCE students the Statement of Results contains:

- A cumulative record of achievement of all VCE and VCE VET units undertaken and the year in which the result was obtained
- Graded assessments and a Study Score for each sequence of Units 3 & 4 undertaken in either the current year or earlier
- Whether the student has qualified for the VCE.

Special Provision

The VCAA Special Provision policy aims to provide students in defined circumstances with the opportunity to participate in and complete their secondary level studies.

The underlying principle of the VCAA Special Provision policy is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by illness, impairment or personal circumstances. Special Provision should provide equivalent, alternative arrangements for students but not confer an advantage to any student over other students.

Students who are eligible for VCAA Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE or VCAL or from being assessed against the outcomes of the study. Special Provision ensures that the most appropriate arrangements and options are available for students whose learning and assessment

programs are affected by illness, impairment, or personal circumstances.

The guiding principles, which must be satisfied in all forms of Special Provision, are –

- The provision should provide equivalent, alternative arrangements for students
- The provision should not offer an advantage to any student over the other students

A student is eligible for Special Provision for all:

- Coursework
- School-assessed Tasks
- Examinations
- The GAT

If, during the completion of any tasks, she is:

- Affected significantly by illness, by any factors relating to personal environment, or by other serious cause
- Prevented by illness, by any factors relating to personal environment, or by other serious cause from completing a task for graded assessment
- Disadvantaged by any physical disability or impairment
- Aboriginal students whose first language is not English (these students can be granted extra time to complete studies)

Students do NOT have grounds for Special Provision if they:

- Are absent from school or study for prolonged periods without evidence of significant hardship
- Are comparatively unfamiliar with the English language as their only disadvantage
- Are affected by teacher absence and other teacher-related difficulties
- Are affected by faulty technology in the preparation of work
- Misread an examination timetable or an examination paper

It is the responsibility of the student to formally notify the VCE/VCAL/VET Leader as soon as they become aware of any circumstances which they believe have disadvantaged them.

If the College is satisfied that the student's disadvantage has been adequately compensated by school strategies or special arrangements for exams, then Special Provision should not be granted by the school. It must be noted that Special provision provided by the school may not necessarily be accepted for Unit 3 and 4 exams by VCAA.

Derived exam score

Students who become ill or experience a personal trauma at the time of their VCE examinations can apply for a Derived Examination Score by the VCAA.

The student's final result for an external assessment will reflect, as accurately as possible, the level of achievement that would be expected based on the learning and achievement the student has demonstrated in the study over the year.

Accounting

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. It considers the importance of accounting information to stakeholders and students learn to 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 also learn to record financial data and prepare reports for service businesses.

Areas of Study:

- The Role of Accounting
- Recording financial data and reporting accounting information for a service business

Unit 2: Accounting and decision-making for a trading business

In this unit students develop their knowledge of the accounting process for 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.

Areas of Study:

- Accounting for inventory
- Accounting for and managing accounts receivable and accounts payable
- Accounting for and managing non-current assets

Unit 3: Financial accounting for a trading business

In this unit students use the double entry system of recording financial data and preparing reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Areas of Study:

- Recording and analysing financial data
- Preparing and interpreting accounting reports

Unit 4: Recording, reporting, budgeting and decision-making

In this unit students use both manual methods and ICT to further develop their skills and recording and reporting using accrual basis accounting. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business.

Areas of Study:

- Extension of recording and reporting
- Budgeting and decision-making

Where Does this Lead?

Post-secondary Education: Accounting, Commerce, Business, Marketing, Finance, Communication, Human Resource Management, Advertising, etc.

Employment: Accounting Firms, Banking, Large and Small Business, Retail Companies, Human Resource Management, Office Management, Real Estate, State and Federal Government Organisations, Law Enforcement

Life Skills: budgeting, filling in tax returns, running a small business, organising your own personal finances.

Australian and Global Politics

Unit 1: Ideas, actors and power

In this unit students are introduced to the key ideas relating to the exercise of political power with a contemporary focus on case studies from within the last 10 years. 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.

Areas of Study:

- Power and ideas
- Political actors and power

Unit 2: Global connections

This unit introduces students to the global community and the global actors that are part of this community. Students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. Using contemporary examples, 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.

Areas of Study:

- Global links
- Global cooperation and conflict

Global Politics

Unit 3: Global actors

In this unit students investigate the key global actors of contemporary global politics, including the UN, states, NGO's and TNC's. 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 (China) uses power to achieve its objectives.

Areas of Study:

- Global actors
- Power in the Asia-Pacific

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 (Human rights, people movement, development or arms control). They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises (terrorism, climate change or armed conflict) and consider the varying effectiveness of responses and challenges to resolving them.

Areas of Study:

- Ethical issues and debates
- Global crises

Where Does this Lead?

Post-secondary Education: Arts, Communication, Education, Criminology, Law, Social Sciences, Film and Television, Politics, International Relations, International Development, Public Relations, Business, Commerce, etc.

Employment: Journalist, Politician, Author, Lawyer, Government Agencies, University Lecturer, Non- government Organisations, Federal and State Police, Defence Forces, Teacher, Large Business and Corporations...

Life Skills: An understanding of politics allows students to gain a greater understanding of their place within their own society, as well as the global world. It allows for a deeper understanding and appreciation for how past and current events can shape the future. Students learn how to research and analyse events, while developing critical thinking skills.

Biology

Please note: Clonard College completes Unit 2 prior to Unit 1 because it segues more naturally to Units 3 & 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.

Areas of Study:

- How do cells function?
- How do plant and animal systems function?
- How do scientific investigations develop understanding of how organisms regulate their functions?

Unit 2: How does inheritance impact on diversity?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse 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. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Areas of Study:

- How is inheritance explained?
- How do inherited adaptations impact on diversity?
- How do humans use science to explore and communicate contemporary bioethical issues?

Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. 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.

Areas of Study:

- What is the role of nucleic acids and proteins in maintaining life?
- How are biochemical pathways regulated?

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

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. 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.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Areas of Study:

- How do organisms respond to pathogens?
- How are species related over time?

Where Does this Lead?

Biology is a pre-requisite for University studies in some of the Higher Education Provider courses.

Post-secondary Education: Science, Nursing, Para medicine, Medicine, Scientific Research, Physiotherapy, Allied Health, Science Education, Medical Imaging, Ecology, Zoology, Animal Studies, Veterinary Science, Agriculture, Pharmacy,

Employment: Scientist, Medical Doctor, Nurse, Paramedic, Researcher, Immunologist, Environmental Scientist, Physiotherapist, Osteopath, Sports Scientist, Doctor, Dentist, Microbiologist, Science Teacher, Pharmacist, Zoologist, Agronomist, Occupational Therapist, Veterinarian, Speech Pathologist, Pathologist, Pharmaceutical Industry, Geneticist, Genetic Counsellor, Sports Scientist,

Life Skills: Biology promotes a deep understanding of the how the human body functions, which underlies how to live a healthy lifestyle. It also promotes an understanding of the structure and function of living things. Students build an understanding of the interconnectedness of all living things and the environment.

Business Management

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.

Areas of Study:

- The business idea
- External environment
- Internal environment

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business' 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.

Areas of Study:

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

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 using contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Areas of Study:

- Business foundations
- Managing employees
- Operations management

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.

Areas of Study:

- Reviewing performance – the need for change
- Implementing change

Where Does this Lead?

Post-secondary Education: Accounting, Commerce, Business, Marketing, Finance, Communication, Human Resource Management, Tourism and Hotel Management, Hospitality, Construction Management, Advertising, etc.

Employment: Tradesman, Retail Manager, Travel Consultant, Data Processing Operator, Hotel Manager, Business Owner, Banking, Accounting and Business Firms, Real Estate, Agribusiness, Teaching, Stockbroker, Market Researcher, Building Contractor...

Life Skills: budgeting, running a small business, communication.

Chemistry

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure, and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances.

Areas of Study:

- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research investigation.

Unit 2 what makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Areas of Study:

- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical investigation.

Unit 3: How can chemical processes be designed to optimise efficiency?

In this unit 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, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations.

Areas of Study:

- What are the options for energy production?
- How can the yield of a chemical product be optimised?

Unit 4: How are organic compounds categorised, analysed and used:

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute the living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented.

Areas of Study:

- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry food?

Where Does this Lead?

Chemistry is a pre-requisite for University studies in some of the Higher Education Provider courses. It is also strongly recommended that any student intending to study any science at University (e.g. biomedicine, physics, engineering, nursing etc.) ought to take VCE Chemistry.

Post-secondary Education: Science, Engineering, Medicine, Veterinary Science, Pharmacy, Forensic Science, Agronomy, Agricultural Science, Nano Technology, Environmental Science, Biomedical Science, Applied Science (Med Radiations), Nuclear Medicine, Dentistry, Meteorology, etc.

Employment: Medical Practitioner, Engineer, Pathologist, Radiologist, Teacher, Geneticist, Forensic Scientist, Environmental Scientist, Agronomist, Agricultural Scientist, Chemist, Anesthetist, Laboratory Technician, Meteorologist...

Life Skills: Chemistry is the branch of science that deals with the identification of the substances of which matter is composed; the investigation of their properties and the ways in which they interact, combine, and change; and the use of these processes to form new substances. As such, the study of Chemistry will enable you to have a deeper understanding of what is happening in the world around you.

Dance

Unit 1

In this unit students explore the potential of the body as an instrument of expression and communication in conjunction with the regular and systematic development of physical dance skills. Students discover the diversity of expressive movement and purposes for dancing in dances from different times, places, cultures, traditions and/or styles. They commence the process of developing a personal movement vocabulary and begin the practices of documenting and analysing movement.

Students learn about relevant physiology and approaches to health and wellbeing, and about care and maintenance of the body. They apply this knowledge through regular dance training. Students explore the choreographic process through movement studies, cohesive dance compositions and performances. They discuss influences on other choreographers and the impact of these influences on intentions and movement vocabulary in selected dance works

Areas of Study:

- Dance perspectives
- Choreography and performance
- Dance technique and performance
- Awareness and maintenance of the dancer's body

Unit 2

This unit focuses on expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement: time, space and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others.

Areas of Study:

- Dance perspectives
- Choreography, performance and dance- making analysis
- Dance technique, performance and dance analysis

Unit 3

This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the execution of a diverse range of movement categories, physical skills and use of performance practices. Students also learn a group dance work created by another choreographer. The dance-making and performance practices involved in choreographing, rehearsing, and performing the solo dance work, and learning, rehearsing and performing the learnt group dance work are analysed. This analysis connects each student's own work as a choreographer to the work of professional choreographers.

Students further develop their understanding of the choreographic process through analysing dance works by choreographers of the twentieth and/or twenty-first centuries. They analyse how choreographers arrange selected movement vocabulary to communicate their intention.

Areas of Study:

- Dance perspectives
- Choreography, performance and dance- making analysis
- Dance technique, performance and analysis

Unit 4

This unit focuses on choreography, rehearsal, and performance of a cohesive solo dance work. When rehearsing and performing this work students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of artistry in performance. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal, and performance of the solo dance work.

Students continue to develop their understanding of the choreographic process through analysis of a group dance work by a twentieth or twenty-first century choreographer. This analysis focuses on ways in which the intention is expressed through the manipulation of spatial relationships.

Areas of Study:

- Dance perspectives
- Choreography, performance and dance making analysis

Where Does this Lead?

Post-secondary Education: Dance, Education, Performing Arts, Music, Theatre Studies, Media, Film and Television, Events, etc.

Employment: Dancing, Acting, Music Theatre, Arts Administrator, Entertainer, Film and Stage and Television Director, Media Presenter, Musician, Stage Manager, Producer, Screen Writer, Teacher, Events Manager, Public Relations Professional...

Life Skills: Skills obtained in this subject will enable students to further develop their talent in dance whilst giving students the confidence to perform in public, choreograph their own pieces, as well as analyse and interpret dance performances.

Economics

Unit 1: The behaviour of consumers and business

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

Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts.

Students examine a simple microeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key markets they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Areas of Study:

- Thinking like an economist
- Decision making in markets

Unit 2: Contemporary Economic Issues

As a social science, 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. Students explore how the benefits of economic growth are shared in an economy and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income. They evaluate the role of government intervention in markets and discuss whether achieving greater equality causes a decline in economic growth and average living standards.

Students consider the influence on the world's living standards of decisions made and the actions taken in the global economy by investigating one or more contemporary global issues and the trade-offs involved. Through an examination of the issue, students gain a greater appreciation of additional factors that can affect living standards in both Australia and in other nations.

Areas of Study:

- Economic growth, long-term economic prosperity and environmental sustainability
- Economic efficiency and equity
- Equity

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. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

Areas of Study:

- An introduction to microeconomics: the market system, resource allocation and government intervention
- Domestic macroeconomic goals
- Australia and the world economy

Unit 4: Managing the Economy

The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards. Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

Areas of Study:

- Aggregate demand policies and domestic economic stability
- Aggregate supply policies

Where Does this Lead?

Post-secondary Education: Accounting, Commerce, Business, Marketing, Finance, Communication, Human Resource Management, Tourism and Hotel Management, Advertising, Education, Actuarial Studies, Urban Planning, Agribusiness, etc.

Employment: Government Agencies, Accounting Firms, Banking, Business Firms, Human Resources, Real Estate, Small and Large Business, Portfolio Manager, Town Planner, Economist, Stock Broker...

Life Skills: Skills in this subject will enable students to understand budgeting, factors involved in running a small business, communication, and interest rates, etc.

English

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.

Areas of Study:

- Reading and responding
- Analysing and presenting argument

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. The term 'set text' refers to texts chosen by the school for Area of Study 1 in Units 1 and 2.

Areas of Study:

- Reading and comparing texts
- Analysing and presenting argument

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.

Texts selected for study in Area of Study 1 must be chosen from the Text List published annually by the VCAA. The issues selected for study in Unit 3 Area of Study 2 must have appeared in the media since 1 September of the previous year.

The term 'selected text' refers to a text chosen from the list of prescribed texts in the Text List published by the VCAA.

Areas of Study:

- Reading and creating texts
- Analysing argument

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.

Texts selected for Area of Study 1 must be chosen from the Text List published annually by the VCAA. The issues selected for Area of Study 2 must have appeared in the media since 1 September of the previous year but need not be the same as the issue selected for study in Unit 3.

The term 'selected texts' refers to a combination of texts chosen from the list of prescribed texts for comparative study in the Text List published by the VCAA.

Areas of Study:

- Reading and comparing texts
- Presenting argument.

Where Does this Lead?

English is a pre-requisite subject for all University courses. Most University courses require students to achieve a minimum 25/50. Some University Courses will require higher scores – e.g. Journalism.

Post-secondary Education: Arts, Humanities, Social Sciences, Social Work, Psychology, Public Relations, Communication, Journalism, Media, Screen Writing, Speech Pathology, Librarianship, Education, etc.

Employment: Marketing, Playwright, Public Relations Officer, Journalist, Script Writer, Speech Pathologist, Editor, Interpreter, Film and Television Producer, Author, Script Writer, Historian, Lecturer, Teacher...

LifeSkills: It provides students with skills that will be vital to their home and working life. Skills developed include the ability to communicate with others, the ability to continue to learn independently, and to appreciate their environment through written and verbal forms.

Environmental Science

Unit 1: How are Earth's dynamic systems interconnected to support life?

Earth has been dramatically altered over the past 4.5 billion years by naturally occurring climate swings, volcanic activity, drifting continents and other transformative processes. Human activities and lifestyles have an impact on, and are impacted by, Earth's systems both directly and indirectly, and with both immediate and far-reaching effects.

In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

Areas of Study:

- How are Earth's systems organised and connected?
- How do Earth's systems change over time?
- How do scientific investigations develop understanding of how Earth's systems support life?

Unit 2: What affects Earth's capacity to sustain life?

A sustainable food and water system with a minimal environmental footprint is necessary to secure the food and water supplies that can meet the demands of current and future populations of Earth's species, including humans. Both natural and human activities can generate pollution that can cause adverse effects across Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere – and consequently affect food and water security. Pollution can make air and water resources hazardous for plants and animals. It can directly harm soil microorganisms and larger soil-dwelling organisms, with consequences for soil biodiversity, as well as impacting on food security by impairing plant function and reducing food yields.

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

Areas of Study:

- How can we manage pollution to sustain Earth's systems?
- How can we manage food and water security to sustain Earth's systems?
- How do scientific endeavours contribute to minimising human impacts on Earth's systems?

Unit 3: How can biodiversity and development be sustained?

In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

Areas of Study:

- Why is maintaining biodiversity worth a sustained effort?
- When is development sustainable?

Unit 4: How can climate change and the impacts of human energy use be managed?

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

Areas of Study:

- How can we respond to climate change?
- What might be a more sustainable mix of energy sources?
- How is scientific inquiry used to investigate contemporary environmental challenges?

Where Does this Lead?

Post-secondary Education: Environmental Science and Engineering, Urban Planning, Environments, Science, Agricultural Science, Applied Science, Conservation and Land Management, Sport and Recreation, Anthropology, Geography, Biological Sciences, International Development, etc.

Employment: Agricultural Scientist, Scientist, Environmental Scientist, Forester, Ecologist, Engineer, Hydrologist, Landscape Architect, Park Ranger, Town Planner, Geologist, Government Agencies, Non-government Organisations, Botanist, Marine Scientist, Surveyor, Landscaper...

Life Skills: Develops an understanding of the relationship between people and their impact upon the environment from a scientific perspective.

Food Studies

Unit 1: Food Origins Where does our food come from?

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.

Areas of Study:

- Food around the world
- Food in Australia

Unit 2: Food Makers. How is food made and marketed?

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.

Areas of Study:

- Food industries
- Food in the home

Unit 3: Food in daily Life

Does food matter? – An investigation into what is in our food and how to make and select food for health.

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements.

Areas of Study:

- The science of food
- Food choice, health and wellbeing

Unit 4: Food Issues, challenges and futures

Sustaining Food for the Future.

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

Areas of Study:

- Environment and ethics
- Navigating food information

Where Does this Lead?

Post-secondary Education: Bachelor of Design and Technology, Food Science, Hospitality, Science, Food and Nutrition, Environmental Health, Health, Dietetics, Home Economics/Food Technology Education, Marketing and Advertising, Retail, Agricultural Science, Health Science and Environmental Science (Sustainability), etc.

Employment: Food Technologist, Food Science, Food Author, Food Stylist, Food Chemistry, Chef, Advertising and Marketing Professional, Environmental Health Officer, Caterer, Food Processing Technician, Dietician, General Manager, Retail Manager, Agricultural Scientist, Health Science and Environmental Science (Sustainability), etc.

Life Skills: This subject facilitates the attainment of knowledge and skills to assist with the development of independent, resourceful consumer citizens capable about making informed decisions about food and nutrition as well as the opportunity to develop more creative and practiced cooking skills. Communication, design, problem solving.

Geography

Unit 1: Hazards and Disasters

Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Areas of Study:

- Characteristics of hazards
- Response to hazards and disasters

Unit 2: Tourism

In this unit students investigate the characteristics of tourism, with emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). Over one billion tourists a year cross international boundary with greater numbers involved as domestic tourists within their own countries. The Asia and the Pacific hosts 23 per cent of international arrivals. The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for one in every twelve jobs globally and generates around 5 per cent of its GDP. (UNTWO Annual Reports 2011–2013).

Areas of Study:

- Characteristics of tourism
- Impact of tourism.

Unit 3: Changing the Land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water.

Areas of Study:

- Land use change
- Land cover change

Unit 4; Human Population – Trends and Issues

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

Areas of Study:

- Population dynamics
- Population issues and challenges

Health & Human Development

Unit 1: Understanding Health and Wellbeing

In this unit students identify personal perspectives relating to health and wellbeing, build health literacy through interpreting and using data, analyse indicators used to measure and evaluate health status and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions and the complex interplay of influences on health and wellbeing through investigating the role of food and an extended inquiry into one other youth health focus area.

Areas of Study:

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing

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, through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students will 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.

Areas of Study:

- Developmental transitions
- Health care in Australia

Unit 3: Australia's Health in a Globalised World

This unit explores health and wellbeing as a global concept. Students will consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Areas of Study:

- Understanding health and wellbeing
- Promoting health and wellbeing

Unit 4: Health and Human Development in a Global Context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. 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. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Areas of Study:

- Health and wellbeing in a global context
- Health and the Sustainable Development Goals

Where Does this Lead?

Post-secondary education: Health promotion, community health research and policy development, humanitarian aid work, allied health practices, health and physical education, health sciences, Para medicine, childcare, community service, sports science, medicine, allied health, etc.

Employment: Dietician, Medical Practitioner, Nurse, Midwife, Pharmacist, Occupational Therapist, Food Scientist, Child Care Worker or Manager, Paramedic, Sport and Recreation Manager, Humanitarian Aid Worker, Health Promotion Officer, Health and Physical Education Teacher, Massage Therapist, Myotherapist, Exercise Physiologist, Physiotherapist, Osteopath....

Life Skills: This subject allows students to develop skills which give them the abilities to research and enquire, make decisions, foster health literacy and consider concepts in a local and global context. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, to understand Australia's health care system 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.

History – Australian

By studying history, we can interpret human behaviour and society, allowing us to understand our world today. Australian History prepares us to better understand how we might evolve in the future. It is ideal for those who value being Australian, knowing things about our past as Australians, and who wish to learn how historians use past events to understand current events and to face current challenges. In Units 3 and 4 Australian History, students develop their understanding of ideas, perspectives and events in Australia's history and how our nation's story is one of many layers and complexity.

The study of Australian history is considered both within a national and a global context, particularly Aboriginal and Torres Strait Islander peoples and culture, a colonial settler society within the British Empire and as part of the Asia- Pacific region. Students come to understand that the history of Australia is contested and that the past continues to contribute to ongoing interpretations, debates and tensions in Australian society. Students explore significant moments in Australia's history and consider the contributions of different individuals, groups and movements.

A successful Australian history student is one who values inquiry and discovery, who thrives on investigating and writing in depth to explain past events and contested ideas and values and who considers contested perspectives and events from the past in identifying who Australians are today. These perspectives and events include the struggles over political rights and freedoms, shifting conceptions of who is an Australian and Australia's engagement in global and regional conflict.

Unit 3: Transformations: Colonial Society to Nation

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

Areas of Study:

- The reshaping of Port Phillip District/Victoria, 1834-1860
- Making a people and a nation 1890-1920

Unit 4: Transformations: Old Certainties and New Visions

In this unit students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. After World War One the process of nation building was renewed. However, world events soon intruded again into the lives of all Australians. The economic crisis of the 1930s followed by another world war redirected the nation's priorities for a time as it struggled to regain economic stability and defeat its military enemies. The experience of both the Depression and World War Two gave rise to renewed thinking by Australians about how to achieve the type of society envisaged at the time of Federation. In Area of Study 1 students focus on one of the crises faced by the nation: The Great Depression 1929–1939 or World War Two 1939–1945.

Areas of Study:

- Crises that tested the nation 1929-1945
- Voices for change 1965-2000

Where Does this Lead?

Post-secondary education: Degrees or majors in history, global politics, journalism, law, professional writing, education, business and psychology.

Employment: anthropologist, archaeologist, archivist, administration, advertising, blogging, broadcasting, civil service, conservationist, economist, editing, genealogist, historian, journalism, market research, museum curatorship, policy work, political scientist, production, public relations, publishing, teaching, television writing, writing and authorship.

Life and Employability Skills: This subject enables students to develop skills in research and writing, in communication, reasoning, industry and enterprise, empathy, critical thinking, planning and organising, problem- solving and self-management.

History – 20th Century

Unit 1: 1918 - 1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

Areas of Study:

- Ideology and conflict
- Social and cultural change

Unit 2: 1945 – 2000

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

The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights.

Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

Areas of Study:

- Competing ideologies
- Challenge and change

History – Chinese & Russian Revolutions

Units 3 & 4: Revolutions

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions. Because revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the revolution the principle concern of the revolutionary state. In defence of the revolution, under attack from within and without, revolutionary governments often deploy armed force and institute policies of terror and repression. The process of revolution concludes when a point of stability has been reached and a viable revolutionary settlement made.

Areas of Study:

- Causes of revolution
- Consequences of revolution

Where Does this Lead?

Post-secondary Education: Arts, Communication, Anthropology, Archaeology, Education, Criminology, Law, Social Sciences, Film and Television, Politics, International Relations, Photography

Employment: Journalist, Anthropologist, Statistician, Author, Lawyer, Cultural Heritage Officer, Editor, Film and Television Producer, Government Agencies, University Lecturer, Teacher, Photographer, Library Technician, Soldier, Travel Consultant, Tour Guide...

Life Skills: An understanding of history allows students to gain a greater understanding of their own heritage as well as an appreciation for how past events can shape the future. Students learn how to research and analyse events, while developing critical thinking skills.

Legal Studies

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

Areas of Study:

- Legal foundations
- The presumption of innocence
- Civil Liability

Unit 2: Sanctions, remedies and rights

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

Areas of Study:

- Civil law
- Remedies
- Rights

Unit 3: Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases.

Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Areas of Study:

- The Victorian criminal justice system
- The Victorian civil 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. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

Throughout this unit, students apply legal reasoning and information to actual scenarios.

Areas of Study:

- The people and the Australian Constitution
- The people, the parliament and the courts

Where Does this Lead?

Post-secondary Education: Law, Arts, Media, Commerce, Criminology, Justice Studies, Community Services, International Studies, International Development, Social Science, etc.

Employment: Federal and State Government Agencies, State and Federal Police, Lawyer, Legal Clerk/Secretary, Barrister, Court Officer, Corrective Services, Defence, Large Business and Corporations, Community and Social Services

Life Skills: The law influences all aspects of society – at home, at work and in the wider community. Students develop an understanding of the processes and the way law is made and changed, and a means to identify legal problems and the ways they are resolved.

Literature

Unit 1: Approaches to Literature

This unit focuses on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Areas of Study:

- Reading practices
- Ideas and concerns in 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. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them.

Areas of Study:

- The text, the reader and their contexts
- Exploring connections between text

Unit 3: Form and Transformations

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

Areas of Study:

- Adaptions and transformations
- Creative responses to texts

Unit 4: Interpreting Texts

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

Areas of Study:

- Literary perspectives
- Close analysis

Where Does this Lead?

English Literature can be used as the English pre-requisite for University English.

Post-secondary Education: Arts, Humanities, Social Sciences, Psychology, Public Relations, Communication, Journalism, Media, Screen Writing, Librarianship, Education, etc.

Employment: Marketing, Playwright, Public Relations Officer, Journalist, Script Writer, Editor, Literature Critic, Film and Television Producer, Author, Script Writer, Historian, Lecturer, Teacher.

Life Skills: The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts. These skills will assist students in a variety of work places, as well as in future academic study.

LOTE: French

Unit 1

In this unit students develop an understanding of the language and culture/s of French-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 French 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. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of French culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Areas of Study:

- Interpersonal communication
- Interpretive communication
- Presentational communication

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 listed on page 11. 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 French and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Areas of Study:

- Interpersonal communication
- Interpretive communication
- Presentational communications

Unit 3

In this unit students investigate the way French speakers interpret and express ideas and negotiate and persuade in French through the study of 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 French and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of French-speaking communities. They reflect on how knowledge of French and French-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, and business or community involvement.

Areas of Study:

- Interpersonal communication
- Interpretive communication
- Presentational communication

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 French-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 French. Students identify and reflect on cultural products or practices that provide insights into French-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Areas of Study:

- Interpersonal communication
- Interpretive communication
- Presentational communication

LOTE: Indonesian

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. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Indonesian culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Areas of Study:

- Interpersonal communication
- Interpretive communication
- Presentational communication

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. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Areas of Study:

- Interpersonal communication
- Interpretive communication
- Presentational communication

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. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Indonesian-speaking communities. They reflect on how knowledge of Indonesian and Indonesian-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

Areas of Study:

- Interpersonal communication
- Interpretive communication
- Presentational communication

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.

Students identify and reflect on cultural products or practices that provide insights into Indonesian-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Areas of Study:

- Interpersonal communication
- Interpretive communication
- Presentational communication

Where Does this Lead?

Post-secondary Education: Arts, Applied Language Studies, LOTE, Linguistics, International Relations, International Development, Education, Public Relations, Commerce, Law, Tourism etc.

Employment: Interpreter, Linguist, Customs Officer, Exporter/Importer, tour guide, Travel agent, teacher, University Lecturer, Business Manager, Hotel Manager, Diplomat, Librarian, Public relations Officer, Police Officer.

Life Skills: The study of a language, besides providing students with the ability to communicate in another language, also promotes cultural awareness and understanding of different attitudes and values beyond Australia. Studying languages improves communication skills, confidence, cognitive developments, literacy and general knowledge.

Mathematics Specialist

Units 1&2:

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

It is highly recommended that students wishing to study Specialist Maths 1 and 2 have completed Year 10 Advanced Maths prior to commencing studies.

Areas of Study:

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

Units 3&4:

Specialist Mathematics Units 3 and 4 consist of the Areas of Study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

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

Areas of Study:

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

Where Does this Lead?

Math Specialist can be used in place of Chemistry in some University course pre-requisites.

Post-secondary Education: Engineering, Computer Science, Medicine, Biomedicine, Dentistry, Veterinary Science, Accounting, Commerce, Information Technology, Aviation, Nanotechnology, Radiography, Pharmacy, Science, Applied Science, Environments, etc.

Employment: Engineer, Accountant, Surveyor, Pilot, Geophysicist, Medical Practitioner, Computer Programmer, Biochemist, Naval Architect, Meteorologist, Optometrist, Psychiatrist, Quantity Surveyor, Mathematics Teacher, Astronomer, Financial Advisor, Actuary, Army/Navy/Airforce Officer

Life Skills: This subject teaches students to break down difficult and long problems into logical sequences. It will aid with the development of strong mathematical problem-solving skills useful in both work and in daily life.

Mathematics Methods

Units 1&2:

Mathematical Methods Units 1 and 2 provide 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. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

It is highly recommended that students wishing to study Maths Methods 1 and 2 have completed Year 10 Advanced Maths prior to commencing studies.

Areas of Study:

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

Units 3&4:

Mathematical methods units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

It is highly recommended that students wishing to study Maths Methods 3 and 4 have completed Maths Methods 1 and 2 prior to commencing studies.

Areas of Study:

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

Where Does this Lead?

Mathematics Methods CAS is a pre-requisite for all University Engineering Courses, some Science courses, and some Commerce/Business courses.

Post-secondary Education: Engineering, Computer Science, Medicine, Biomedicine, Dentistry, Veterinary Science, Accounting, Commerce, Information Technology, Aviation, Nanotechnology, Radiography, Pharmacy, Science, Applied Science, Environments, etc.

Employment: Engineer, Accountant, Surveyor, Pilot, Geophysicist, Medical Practitioner, Computer Programmer, Biochemist, Naval Architect, Meteorologist, Optometrist, Psychiatrist, Quantity Surveyor, Mathematics Teacher, Astronomer, Financial Advisor, Actuary, Army/Navy/Airforce Officer...

Life Skills: This subject teaches students to break down difficult and long problems into logical sequences. It will aid with the development of strong mathematical problem-solving skills useful in both work and in daily life

Mathematics Further

Mathematics General Unit 1&2: (MA071 & MA 072)

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

It is recommended that students considering Further Mathematics Unit 3 and 4 have completed General Mathematics 1 and 2. General Mathematics 1 and 2 incorporate topics that provide preparation for various combinations of studies at Units 3 and 4 and cover assumed knowledge and skills for those units.

Areas of Study:

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Geometry, measurement and trigonometry (not covered at SJC)
- Graphs of linear and non-linear relations (not covered at SJC)
- Statistics

Further Mathematics Unit 3&4

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core area of study comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules: 'Matrices' and 'Networks and decision mathematics'.

In undertaking these units, students will develop relevant mental and by-hand approaches to estimation and computation. The appropriate use of technology to support and develop the teaching and learning of mathematics will be incorporated throughout the units.

The assumed knowledge and skills for the Further Mathematics Units 3 and 4 prescribed core are covered in specified topics from General Mathematics Units 1 and 2. Students who have done only Mathematical Methods Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics but may also need to undertake some supplementary study of statistics content. It is recommended that students considering acceleration into Further Mathematics Unit 3 and 4 complete General Mathematics 1 and 2 prior to this.

Where Does this Lead?

Mathematics Further may be required for entry into some Higher Education degrees.

Post-secondary Education: Accounting, Architecture, Commerce, Economics, Nursing, Science, Agricultural Science, Agri-business, Business Management, Aviation, Construction Management, Information Technology, Building Trades, Building Design, etc.

Employment: Business Manager, Small Business Owner, Accountant, Financial Advisor, Economist, Nurse, Scientist, Teaching, Defence Forces, State and Federal Police, Community Service, Paramedic, Architect, Draftsperson, Building and Construction Trades...

Life Skills: General / Further Mathematics covers a range of mathematical topics and techniques which are used in many day-to-day applications in life, such as financial arithmetic and construction.

Media

Unit 1: Media Forms, Representations and Australian Stories

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

Students analyse how representations; narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. 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.

Areas of Study:

- Media Representations
- Media Forms in Production
- Australian Stories

Unit 2: Narrative across Media Forms

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words and using media codes and conventions.

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. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. 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.

Areas of Study:

- Narrative, Style and Genre
- Narratives in Production
- Media and change

Unit 3: Media Narratives and Pre-Production

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

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 investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Areas of Study:

- Narrative and Ideology
- Media production development
- Media production design

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.

Areas of Study:

- Media Production
- Agency and control in and of the Media

Where Does this Lead?

Post-secondary Education: Advertising, Graphic Design, Communication (Digital Media), Arts, Creative Arts, Media, Journalism, Communication, Sound Production, Multi-media Studies, Information Technology, Film and Television, Public Relations, Arts and General Studies Courses.

Employment: Media, Public Relations, Advertising, Marketing, Museum Curator, Multi-media Developer, Marketing Researcher, Film, Stage and Television Producer, Script Writer, Journalist, Actor, Audio-visual Technician, Camera Operator, Web Designer/Developer, Games Designer/Developer, Magazine/Book Publisher, Editor, Teacher or Policy Writer.

Life Skills: This subject provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students examine industry production and distribution context, audience receptions and the media's contribution to society as well as its impact.

Music Performance

Performance 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.

Areas of Study:

- Performance
- Preparing for performance
- Music language

Performance Unit 2:

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.

Areas of Study:

- Performance
- Preparing for performance
- Music language
- Organisation of sound

Performance Units 3 & 4:

These units focus 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.

Areas of Study:

- Performance
- Preparing for performance
- Music language

Where Does this Lead?

Some Universities offer Music in a double degree combination with another area of study.

Post-secondary Education: Fine Arts, Arts, Music, Music Business, Sound Production, Film and Television, Creative Arts, Music Performance, Theatre Arts, Education, etc.

Employment: Musician, Actor, Artistic Director, Choreographer, Music or Drama Teacher, Entertainer, Film and Television Producer or Editor, Writer/Composer, Film, Stage and Television Director, Set Designer, Public Relations Officer, Film, Stage and Television Producers Assistant, Casting Director, Camera Operator...

Life Skills: Skills obtained in this area will enable students to further develop their talent in the music area and gain the confidence to perform in public. Some Universities and TAFE courses will require students to audition for placement. This subject will enable students to gain confidence and skills required for such auditions.

Outdoor & Environmental Studies

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.

Areas of Study:

- Motivations for outdoor experiences
- Influences on outdoor experiences

Unit 2: Discovering Outdoor environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments.

In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Areas of Study:

- Investigating outdoor environments
- Impacts on outdoor environments

Unit 3: Relationships with Outdoor Environments

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

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

Areas of Study:

- Historical relationships with outdoor environments
- Relationships with Australian environments since 1990

Unit 4: Sustainable Outdoor Relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population.

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Areas of Study:

- Healthy outdoor environments
- Sustainable outdoor environments

Where Does this Lead?

Post-secondary Education: Outdoor Recreation, Sport and Recreation, Teaching/Education, Conservation Land Management, Environments, Environmental Science, Zoology, Agricultural Science, Tourism, Youth Work, etc.

Employment: Social/Youth Worker, Teacher, Occupational and Environmental Health Professional, Architect, Landscape Architect, Landscaper, Engineer, Geologist, Geophysicist, Surveyor, Environmental Scientist, Builder, Fire and Emergency Worker, Park Ranger, Fitness Instructor, Tour Guide, etc.

Life Skills: Skills obtained in this subject will enable students to live more sustainably, while gaining a greater appreciation of human impacts on the environment. Students will also gain practical skills through participation in activities such as surfing, ocean kayaking, sailing, snowboarding, mountain biking, snorkeling, camping and hiking.

Physical Education

Unit 1: The Human body in Motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.

Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Areas of Study:

- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?

Unit 2: Physical Activity, Sport and Society

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

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity.

Areas of Study:

- What are the relationships between physical activity, sport, health and society?
- What are the contemporary issues associated with physical activity and sport?

Unit 3: Movement Skills and Energy for Physical Activity

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

Areas of Study:

- How are movement skills improved?
- How does the body produce energy?

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.

Areas of Study:

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

Where Does this Lead?

Post-secondary Education: Physical Education, Physiotherapy, Osteopathy, Sports Science, Sport and Recreation, Sports Management, Sports Marketing, Coaching, Nutrition, Health, Science, Tourism and Events, Business, Management, etc.

Employment: Physical Education Teacher, Teacher, Sports Scientist, Fitness Trainer, Coach, Police Officer, Physiotherapist, Sport and Recreation Officer, Fitness Instructor, Osteopath, Chiropractor, Paramedic, Nurse, Soldier, Fire Fighter, Sports Psychologist, Massage Therapist, Tradesman, Health Promotion Officer, etc.

Life Skills: Physical Education promotes the value of physical activity in our lives and how it is crucial for our health. It gives students the opportunity to learn about and practice ways of working with others and to adopt and maintain a healthy and productive life.

Physics

Unit 1: What Ideas Explain the Physical World?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

Students use thermodynamic principles to explain phenomena related to changes in thermal energy. 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.

Areas of Study:

- How can thermal effects be explained?
- How do electric circuits work?
- What is matter and how is it formed?

Unit 2: What do Experiments reveal about the Physical World?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. 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.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optic sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Areas of Study:

- How can motion be described and explained?
- Options

Unit 3: How do Fields Explain Motion and Electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects.

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. Students use Newton's laws to investigate motion in one and two dimensions 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.

Areas of Study:

- How do things move without contact?
- How are fields used to move electrical energy?
- How fast can things go?

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

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties.

Areas of Study:

- How can waves explain the behaviour of light?
- How are light and matter similar?
- Practical investigation

Where Does this Lead?

Post-secondary Education: Engineering, Architecture, Building, Design, Science, Mathematics, Science, Information Technology, Robotics, Mechatronics, Astronomy, Astrophysics, Optics, Physics, Radiation Medicine, Aviation, etc.

Employment: Pilot, Engineer, Quantity Surveyor, Architect, Mineralogist, Scientist, Medical Imaging Technologist, Biophysicist, Astronomer, Geologist, Surveyor, Survey Assistant, Avionics Technician, Mechanic, Marine Surveyor, Geoscience Technician, Radiologist, Physicist...

Life Skills: Physics as a discipline is principally about understanding how things work and using that knowledge for the betterment of society. Students who study physics gain a stronger understanding of how to think scientifically and how to approach problems in a systematic fashion.

Psychology

Unit 1: How are Behaviour and Mental Processes shaped?

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Areas of Study:

- How does the brain function?
- What influences psychological development?
- Student-directed research investigation

Unit 2: How do External Factors influence Behaviour and mental Processes?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Areas of Study:

- What influences a person's perception of the world?
- How are people influenced to behave in particular ways?
- Student-directed practical investigation

Unit 3: How does experience affect behaviour and mental processes?

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

Areas of Study:

- How does the nervous system enable psychological functioning?
- How do people learn and remember?

Unit 4: How is wellbeing developed and maintained?

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

Areas of Study:

- How do levels of consciousness affect mental processes and behaviour?
- What influences mental wellbeing?
- Practical investigation.

Where Does this Lead?

Post-secondary Education: Science, Applied Science, Arts, Criminology, Forensic Science, Social Work, Education/Teaching, Community Services, Health, Youth Work, Nursing, Business, Counselling, Early Childhood Education/Child Care, etc.

Employment: Teacher, Psychologist, Youth Worker, Community Services, Human Services and Welfare, Sport and Training, Market Research, Nursing, Business Management, Human Resources Management, Child Care, Counselling, Social Work, Criminologist...

Life Skills: This subject builds skill that allow the individual to investigate and enquire scientifically, apply basic psychological understanding, and communicate psychological information and understandings.

Religious Education

Course	Compulsory or elective	Make this selection in:
Year 9 Religion	Compulsory	
Year 10 Religion Choose between the following two pathways:	Compulsory	
College based curriculum (all year) OR	VCAA VCE Unit	
Texts and Traditions Unit 1 + 1 College based unit		
Year 11 Religion Choose between the following two pathways:	Compulsory	Year 10
Option 1: Religion and Society Unit 1 + College based curriculum OR	VCAA VCE Unit	
Option 2: Texts and Traditions Unit 2: Texts in Society (Pathway to Unit 3&4) + College based curriculum	VCAA VCE Unit	
Year 12 Religion Choose between the following two pathways:	Compulsory In addition, all students attend a three-day retreat in Term 2.	Year 11
Option 1: College based curriculum & Religion and Society Unit 2: Ethics OR	This is a non-scored VCAA VCE subject and does not contribute to your ATAR	
Option 2: Texts and Traditions Unit 3: Texts and the Early Traditions & Texts and Traditions Unit 4: Texts and Their Teachings	This is a VCAA VCE scored subject and contributes to your ATAR	

Unit 1: Texts in Traditions

In this unit students examine the place of texts and their literary forms within a religious tradition. Story-telling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. 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.

Areas of Study:

- Exploring literary forms
- The formation and exegesis (the process of searching for and giving expression to the meaning) of text
- Later uses and interpretations of sacred texts

At Clonard College, this unit MAY be studied at Year 10 as a chosen VCE Religious Education pathway, if students do not choose to study the Year 10 College based curriculum.

Unit 2: Texts in Society

This course will investigate the New Testament times in order to explore the themes of justice, racism and gender roles. Students will explore a number of traditional writings including the Gospel of Luke. The author of Luke has a deep interest in women and the poor, or those of low social status.

Other texts will be compared and contrasted with Luke, including Matthew, Mark and parts of the Old Testament.

Areas of Study:

- Sacred texts in the past
- Sacred texts today
- Comparing religious traditions

At Clonard College, this unit MAY be studied at year 11 as a chosen VCE Religious Education pathway. This unit is an appropriate pathway into Text and Traditions units 3 & 4.

Unit 3: Texts and the Early Traditions

The texts of a particular religious tradition are foundational in that they recount, for example, specific events, narratives, laws, prophetic pronouncements and teachings that describe the beginnings and initial development of a religious tradition.

In this unit students explore the society and culture from which the tradition being studied was formed. They seek an understanding of the historical background that lent shape and content to the texts themselves.

Areas of Study:

- The background of the tradition
- Thematic and literary aspects of the set texts
- Interpreting texts

Unit 4: Texts and Their Teachings

In this unit students continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth. Some texts are regarded as essential for the continuation of a tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through ideas, beliefs or themes in the particular texts.

Areas of Study:

- Interpreting texts
- Religious ideas, beliefs and themes

Where Does this Lead?

Post-secondary Education: Theology, Arts, Social Sciences, Political Science, International Studies, International Development, Law, Journalism, Communication, Philosophy, etc.

Employment: Priest, Brother, Teacher, Social Worker, Youth and Community Worker, Counsellor, Librarian, Researcher, Lawyer, Historian, International Aid/Development Worker, Writer...

Life Skills: Studies in Religion and Society provide students with the opportunity to develop a range of skills such as communication, planning and organising, team work, problem solving, self-management, initiative and enterprise, etc.

Studio Arts

Unit 1: Artistic Inspiration & Techniques

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

Areas of Study:

- Research artists
- Studio practice
- Interpretation of art ideas and use of materials and techniques

Unit 2: Studio Exploration & Concepts

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

Areas of Study:

- Exploration of Studio Practice & development of artworks
- Ideas and styles in artworks
- Students select their preferred medium; some examples are:
 - 2D - painting, print making, illustration,
 - 3D - fashion, sculpture, ceramics, installation

Unit 3: Studio Practices & Processes

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

Areas of Study:

- Exploration proposal
- Studio process
- Art and Studio Practices

Unit 4: Studio Practice & Art Industry Contexts

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

Areas of Study:

- Production & Presentation of Artworks
- Evaluation
- Art industry contexts

Where Does this Lead?

Post-secondary Education: Fine Arts, Arts, Creative Arts, Graphic Design, Visual Communication and Design, Fashion Design, Stylist, Interior Design, Photography, Advertising, Media, Communication, Visual Merchandising, Product Design, Interior Decoration, Architecture, Landscape Architecture, etc.

Employment: Advertising, Teacher, Fashion Designers, Textile Designers, Product Designers, Costume Designers, Interior Designer, Industrial Designers, Set designer, Architect, Illustrator, Graphic Designer, Editor, Desktop Publisher, Photographer, Visual Merchandiser, Landscape Architect, Artists, Buyers, Fashion Forecasters, Product Managers, Brand manager, Design developers, Pattern makers, Machinists, Quality Assurance, Merchandiser, Sculptor, Art critic, Arts administrator, Fashion Bloggers, Trend forecasting, TV Personalities, Fashion Journalism, Fashion Photography, Stylists, Visual Merchandiser, Web developer/designer, Sales/ Marketing, Retail Management and many more!

Life Skills: Studio Arts helps develop a student's creative and analytical thinking skills as well as creative ways to express oneself and present artworks and ideas. Students in this subject create a folio. This folio may be required for selection to specific University and TAFE courses.

Theatre Studies

Unit 1: Pre-Modern Theatre

The Unit focuses on the application of acting and other stagecraft in relation to the theatrical styles of the pre-modern era. Students work with play scripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance analysis and apply these skills to the analysis of a play in performance.

Areas of Study:

- Pre-Modern theatre
- Interpreting play scripts
- Analysing a play in performance

Unit 2 Modern Theatre

In this unit students study theatrical styles and stagecraft through working with play scripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with play scripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

Areas of Study:

- Modern theatre
- Interpretation through stagecraft
- Analysing a play in performance

Unit 3: Play script Interpretation

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

Areas of Study:

- Production process
- Theatrical interpretation
- Production analysis

Unit 4: Performance Interpretation

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

Areas of Study:

- Monologue interpretation
- Scene interpretation
- Performance analysis

Where Does this Lead?

Post-secondary Education: Drama, Education, Performing Arts, Music, Theatre Studies, Media, Film and Television, Public Relations, Fine Arts (Screen Writing), etc.

Employment: Acting, Music Theatre, Arts Administrator, Entertainer, Film and Stage and Television Director, Media Presenter, Musician, Stage Manager, Producer, Screen Writer, Teacher, Events Manager, Public Relations Professional...

Life Skills: Skills obtained in this subject will enable students to further develop their talent in the dramatic arts and gain the confidence to perform and speak in public, as well as analyse and interpret plays.

Visual Communication Design

Unit 1: Introduction to visual Communication Design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe, and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Areas of Study:

- Drawing as a means of communication
- Design elements and design principles
- Visual communication in context

Unit 2: Application of visual Communication within the 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.

Areas of Study:

- Technical drawing in context
- Type and imagery in context
- Applying the design process

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. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Areas of Study:

- Analysis and practice in context
- Design industry practice
- Developing a brief and generating ideas

Unit 4: Communication Design Development, Evaluation and Presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the communication stated needs.

Areas of Study:

- Development, refinement and evaluation
- Final presentations

Where does this Lead?

Post-secondary Education: Fine Arts, Arts, Creative Arts, Graphic Design, Visual Communication and Design, Fashion, Interior Design, Photography, Advertising, Media, Communication, Visual Merchandising, Product Design, Interior Decoration, Architecture, Landscape Architecture, etc.

Employment: Advertising, Teacher, Designer (fashion, industrial, interior), Architect, Illustrator, Graphic Designer, Editor, Desktop Publisher, Photographer, Visual Merchandiser, Landscape Architect.

Life Skills: This subject will enable students to problem solve creatively and gain an appreciation of design elements and how they can be applied to everyday situations. Students in this subject create a folio. This folio may be required for selection to specific University and TAFE course.