<table>
<thead>
<tr>
<th></th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Accounting 3 &amp; 4</td>
</tr>
<tr>
<td>2</td>
<td>Biology 3 &amp; 4</td>
</tr>
<tr>
<td>3</td>
<td>Business Management 3 &amp; 4</td>
</tr>
<tr>
<td>4</td>
<td>Chemistry 3 &amp; 4</td>
</tr>
<tr>
<td>5</td>
<td>Classical Studies 3 &amp; 4</td>
</tr>
<tr>
<td>6</td>
<td>Drama 3 &amp; 4</td>
</tr>
<tr>
<td>7</td>
<td>Economics 3 &amp; 4</td>
</tr>
<tr>
<td>8</td>
<td>English 3 &amp; 4</td>
</tr>
<tr>
<td>9</td>
<td>English EAL 3 &amp; 4</td>
</tr>
<tr>
<td>10</td>
<td>English Language 3 &amp; 4</td>
</tr>
<tr>
<td>11</td>
<td>Food and Technology 3 &amp; 4</td>
</tr>
<tr>
<td>12</td>
<td>French 3 &amp; 4</td>
</tr>
<tr>
<td>13</td>
<td>Further Mathematics 3 &amp; 4</td>
</tr>
<tr>
<td>14</td>
<td>Geography 3 &amp; 4</td>
</tr>
<tr>
<td>15</td>
<td>German 3 &amp; 4</td>
</tr>
<tr>
<td>16</td>
<td>Global Politics</td>
</tr>
<tr>
<td>17</td>
<td>Health &amp; Human Development 3 &amp; 4</td>
</tr>
<tr>
<td>18</td>
<td>History (Australian History) 3 &amp; 4</td>
</tr>
<tr>
<td>19</td>
<td>History (Revolutions) 3 &amp; 4</td>
</tr>
<tr>
<td>20</td>
<td>Indonesian 3 &amp; 4</td>
</tr>
<tr>
<td>21</td>
<td>Information Technology: Informatics Units 3 &amp; 4</td>
</tr>
<tr>
<td>22</td>
<td>Legal Studies 3 &amp; 4</td>
</tr>
<tr>
<td>23</td>
<td>Literature 3 &amp; 4</td>
</tr>
<tr>
<td>24</td>
<td>Mathematical Methods 3 &amp; 4</td>
</tr>
<tr>
<td>25</td>
<td>Music Investigation 3 &amp; 4</td>
</tr>
<tr>
<td>26</td>
<td>Music Performance 3 &amp; 4</td>
</tr>
<tr>
<td>27</td>
<td>Music Style and Composition</td>
</tr>
<tr>
<td>28</td>
<td>Outdoor &amp; Environmental Studies 3 &amp; 4</td>
</tr>
<tr>
<td>29</td>
<td>Physical Education 3 &amp; 4</td>
</tr>
<tr>
<td>30</td>
<td>Physics 3 &amp; 4</td>
</tr>
<tr>
<td>31</td>
<td>Product Design - Wood 3 &amp; 4</td>
</tr>
<tr>
<td>32</td>
<td>Psychology 3 &amp; 4</td>
</tr>
<tr>
<td>33</td>
<td>Software Development 3 &amp; 4</td>
</tr>
<tr>
<td>34</td>
<td>Specialist Mathematics 3 &amp; 4</td>
</tr>
<tr>
<td>35</td>
<td>Studio Arts 3 &amp; 4</td>
</tr>
<tr>
<td>36</td>
<td>Theatre Studies</td>
</tr>
<tr>
<td>37</td>
<td>Visual Communication &amp; Design 3 &amp; 4</td>
</tr>
<tr>
<td>38</td>
<td>VET 3 &amp; 4</td>
</tr>
</tbody>
</table>
ACCOUNTING

UNIT 3
RECORDING AND REPORTING FOR A TRADING BUSINESS

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

AREAS OF STUDY
1. Recording of financial data.
2. Balance day adjustments and reporting of accounting information.

LEARNING OUTCOMES
On completion of this unit the student should be able to:

Outcome 1
Record financial data into appropriate accounting records using a double entry accrual-based system for a single activity sole trader, and explain related aspects of this accounting system.

Outcome 2
Record balance day adjustments, prepare financial reports and explain related aspects of the accounting system.

ASSESSMENT
Satisfactory completion
Satisfactory completion of the unit requires that students demonstrate achievement of all outcomes.

Levels of achievement
Levels of achievement in Unit 3 and 4 Accounting are based on School-assessed Coursework and an end of year examination.

School-assessed Coursework for Unit 3 will contribute to the total assessment for Unit 3 and may include:
- structured questions
- a folio of exercises
- a case study
- a test
- a report

At least 30 marks must be allocated to ICT-based assessment.

UNIT 4
CONTROL AND ANALYSIS OF BUSINESS PERFORMANCE

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system. Students learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, financial performance and financial position. In this unit students evaluate the information prepared and analyse the results in order to suggest strategies to the owner. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

AREAS OF STUDY
1. Extension of recording and reporting
2. Financial planning and decision making

LEARNING OUTCOMES
On completion of this unit the student should be able to:

Outcome 1
Record and report financial data and information using a double entry accrual-based system for a single activity sole trader, and explain related aspects of this accounting system.

Outcome 2
Prepare and analyse budgets, evaluate a business using financial and non-financial information and suggest strategies to improve the profitability and liquidity of the business.

ASSESSMENT
Satisfactory completion
Satisfactory completion of the unit requires that students demonstrate achievement of all outcomes.

Levels of achievement
The student’s level of achievement in Unit 4 will be determined by School-assessed Coursework and an examination.

School-assessed Coursework for Unit 4 will contribute to the total assessment for Unit 4 and may include:
- structured questions
- a folio of exercises
- a case study
- a test
- a report

At least 30 marks must be allocated to ICT-based assessment.

The end of year examination (1.5hrs) in November is based on the content of all areas of study in Units 3 & 4 and will contribute to the total assessment for Units 3 and 4.
In this unit students investigate the significant role of proteins in cell functioning. They explore how technological advances have provided improved knowledge and understanding of the roles proteins play in cell functions. The study of the structure and function of DNA and RNA leads students to investigate the diversity of proteins. Specific examples of the applications of molecular biology are included. Homeostasis, signalling molecules and signal transduction are included in a study of co-ordination and regulation. Immune responses, disorders of immune response and acquired immunity are investigated. Applications of molecular biology are explored.

**AREAS OF STUDY**
1. Molecules of Life
2. Detecting and Responding

**LEARNING OUTCOMES**
For this unit students are required to demonstrate achievement of two outcomes. As a set these outcomes encompass both areas of study for the unit.

On completion of this unit the student should be able to:

**Outcome 1**
Analyze and evaluate evidence from practical investigations related to biochemical processes.

**Outcome 2**
Describe and explain co-ordination and regulation of an organism’s homeostatic and immune responses at the molecular level.

**ASSESSMENT**
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Biology the student’s level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

**ENTRY**
There are no prerequisites for Unit 3, however students must undertake Unit 3 prior to undertaking Unit 4.

In this unit students focus on molecular genetics and investigate individual units of inheritance and the genomes of individuals and species. A study of asexually reproducing and sexually reproducing organisms is included. Students undertake practical investigations that involve the manipulation of DNA and inheritance traits. Students investigate changes to species and the process of natural selection. The interaction between human, cultural and technological evolutions and impact on evolutionary process is studied. Students consider the bioethical issues associated with the application of particular gene technologies.

**AREAS OF STUDY**
1. Heredity
2. Change over Time

**LEARNING OUTCOMES**
For this unit students are required to demonstrate achievement of two outcomes. As a set these outcomes encompass both areas of study for the unit.

On completion of this unit the student should be able to:

**Outcome 1**
Analyze evidence for the molecular basis of heredity, and patterns of inheritance.

**Outcome 2**
Analyze and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes.

**ASSESSMENT**
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Biology the student’s level of achievement will be determined by School-assessed Coursework and end-of-year examinations.

Percentage contributions to the study score in Unit 3 & 4 Biology are as follows:
- School-assessed Coursework: Unit 3 & 4 = 40%
- End of Year Examination: 60%
BUSINESS MANAGEMENT

UNIT 3
CORPORATE MANAGEMENT

This unit examines the way in which large organisations in Australia are managed. In particular, management styles and skills are studied. Other topics include differing objectives of large organisations and the functions of Australian businesses. Operations Management focuses on the strategies adopted to improve productivity including facilities, design and layout, materials management, quality and the use of technology.

AREAS OF STUDY
1. Large-scale organisations in context
2. Internal environment of large-scale organisations
3. The operations management function

LEARNING OUTCOMES
On completion of this unit students should be able to:
1. Identify key aspects of corporate management and evaluate management decisions.
2. Examine different management styles and recognise and apply management skills and competencies.
3. Recognise the key elements of operations management and compare a range of strategies to improve productivity.

ASSESSMENT
Satisfactory Completion
Satisfactory completion of this unit is awarded when the student demonstrates achievement of the learning outcomes.

Levels of Achievement
Levels of achievement will be determined by School- assessed Coursework which will contribute 25 per cent to the final assessment. The student’s performance on each outcome will be assessed using one or more of the following:
- Case study
- Structured questions
- Test

UNIT 4
MANAGING PEOPLE AND CHANGE

Throughout this unit students will examine human resource management practices used in large scale organisations in Australia. Areas studied include motivation theories, recruitment and selection of staff, training and development of staff, recognition and rewards, evaluating employees, termination and changes in industrial relations. This unit will also focus on change and its impact on large scale organisations in Australia.

AREAS OF STUDY
1. The human resource management function
2. The management of change

LEARNING OUTCOMES
On completion of this unit students should be able to:
1. Identify factors involved in managing human resources, including motivation theories, employee expectations and conditions of employment.
2. Describe each phase of the employment cycle, examine industrial relations in Australia and evaluate effective management of employee relations.
3. Identify the change management process and analyse the impact of change on large scale organisations in Australia.
4. Apply change management strategies with regard to a significant issue, such as social responsibility, business ethics, globalisation, mergers and acquisitions, technological development, legislative compliance or privatisation.

ASSESSMENT
Satisfactory Completion
Satisfactory completion of this unit is awarded when the student demonstrates achievement of the learning outcomes.

Levels of Achievement
Levels of achievement will be determined by School- assessed Coursework which will contribute 25 per cent to the final assessment. The student’s performance on each outcome will be assessed using one or more of the following:
- Case study
- Structured questions
- Test

The two hour end of year examination contributes 50 per cent to the final assessment and is based on the content of Units 3 and 4.
CHEMISTRY

UNIT 3
CHEMICAL PATHWAYS

In this unit students investigate the scope of techniques available to the analytical chemist, organic reaction pathways and the chemistry of particular organic molecules. Chemical analysis is vital in areas such as forensic science, quality control in food production, and monitoring the health of the environment. The choice and operation of the analytical techniques and instruments used depends on the chemical reactions occurring and the chemical structures of the materials which are being analysed.

A detailed knowledge of the structure and bonding of organic chemicals is important to the work of the synthetic organic chemist. In the wake of the work done on the genome project, synthesis of new medicines is one of the growth industries for the coming decades. The role of organic molecules in the generation of biochemical fuels and forensic analysis will also be investigated.

AREAS OF STUDY
1. Chemical analysis
2. Organic chemical pathways

LEARNING OUTCOMES
On completing this unit students should be able to

Outcome 1
Evaluate the suitability of techniques and instruments used in chemical analyses.

Outcome 2
Identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

ASSESSMENT
Satisfactory completion.
Satisfactory completion of this unit requires demonstrated achievement of the learning outcomes.

Levels of achievement.
Levels of achievement will be based on School-assessed Coursework and a mid-year examination.

School-assessed Coursework will contribute 20 per cent of the total scored assessment for Units 3 & 4, and will include
- an Extended Experimental Investigation (50 %)
- a written report of one practical activity (25 %)
- one other task (25 %)

UNIT 4
CHEMISTRY AT WORK

In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Chemical reactions produce a diverse range of products we use and depend on every day. The role of factors that affect chemical reactions, such as the rate and yield or equilibrium position, in determining optimum conditions in the industrial production of a selected chemical will be investigated.

Our society uses a range of energy sources. Students will investigate how energy is produced from available resources and consider the efficiencies, advantages and disadvantages of each energy resource.

Electrochemical cells operate by transforming chemical and electrical energy. Their operating principles, both in the laboratory and in important commercial and industrial applications, including fuel cells, will be investigated. Uses of these cells range from smaller appliances such as mobile phones to the large scale production of chemicals.

AREAS OF STUDY
1. Industrial Chemistry
2. Supplying and using energy

LEARNING OUTCOMES
On completing this unit students should be able to

Outcome 1
Analyse the factors that determine the optimum conditions used in the industrial production of the selected chemical.

Outcome 2
Analyse chemical and energy transformations occurring in chemical reactions

ASSESSMENT
Satisfactory completion.
Satisfactory completion of this unit requires demonstrated achievement of the learning outcomes.

Levels of achievement.
Levels of achievement will be based on School-assessed Coursework and an end-of-year examination.

School-assessed Coursework will contribute 20 per cent of the total scored assessment for Units 3 and 4, and will include
- a summary report including annotations of three practical activities (50 %)
- a written report of one practical activity (25 %)
- one other task (25 %)

The end-of-year examination, which is externally set and assessed, will contribute 60 per cent of the total assessment for Units 3 and 4.

Throughout Units 3 and 4 students will continue to investigate the application of principles of green chemistry to chemical processes and use the language and symbols of chemistry, and chemical formulas and equations to explain observations and data collected from experiments. They will also be expected to demonstrate, at progressively higher levels, the designated key skills which include the ability to ‘investigate and inquire scientifically’, ‘apply chemical understandings’ and ‘communicate chemical information and understandings’.
CLASSICAL STUDIES

Units 3 and 4 have two identical areas of study and outcomes. Students study selected works from the Classical Works lists for each unit. These units enable student classicists to engage with the intellectual and material culture of classical Greece and/or Rome. Students work with translations rather than the Ancient Greek or Latin. Analysis of individual works enables students to engage with ideas that are explored by particular writers and artists. Students evaluate the techniques used to present these concepts. They evaluate the relationship between the work and its socio-historical context. Through comparison of classical works, students consider ways in which different writers and artists dealt with the same concept. Such analysis reveals the changing nature of the classical world.

Area of study 1: UNIT 3 AND UNIT 4

Individual study
Classical works represent the cultural legacy of ancient Greece and Rome. Such works frequently embody a spirit of inquiry about society. Many classical writers and artists examine their world in searching ways. Interpreting such material helps the classicist to better understand the past and the present. Indeed, many of the ideas expressed by classical works have captured the imagination of generations. For example, The Trojan Women examines ideas about war, women and suffering (among a range of themes). In the Annals, Tacitus deals with the abuse of power, hypocrisy and corruption. Ideas presented in these works are often familiar, but many concepts from classical antiquity differ from those of the modern world.

Outcome 1
On completion of this unit the student should be able to analyse the ideas and techniques of a classical work and discuss the relationship of the work to its socio-historical context. To achieve this outcome in Unit 3 and in Unit 4 the student will draw on key knowledge and key skills outlined in area of study.

Key knowledge
This knowledge includes
• the socio-historical context of a classical work;
• the relationship of a classical work to its socio-historical context;
• key ideas contained in a classical work;
• the techniques used by the classical writer or artist to express these ideas;
• the relationship of sections of a work to the work as a whole or of an artwork to its form.

Area of study 2: UNIT 3 AND UNIT 4

Comparative study
Comparative analysis enables classicists to explore ways in which the same concept is presented by different works. For example, the treatment of the war in the Iliad differs from the presentation of this theme by The Trojan Women. Virgil presents leadership differently from Tacitus. This form of analysis draws out similarities too. Thucydides and Euripides examine the suffering caused by war. Tacitus places his work in the tradition of Sallust to underscore the decay of Roman political life.

Outcome 2
On completion of this unit the student should be able to compare the ideas and techniques in two classical works and discuss the relationships of these works to their socio-historical contexts. To achieve this outcome in Unit 3 and in Unit 4 the student will draw on key knowledge and key skills outlined in area of study.

Key knowledge
This knowledge includes
• the socio-historical contexts of classical works;
• the relationship of the classical works to their socio-historical contexts;
• key ideas presented in classical works;
• techniques used by classical writers or artists to express ideas;
• similarities and differences between the classical works.

Assessment of levels of achievement
The student’s level of achievement in Unit 3 and in Unit 4 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment
• School-assessed coursework for Unit 3 will contribute 25 per cent.
• School-assessed coursework for Unit 4 will contribute 25 per cent.
• The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.
DRAMA

UNIT 3
ENSEMBLE PERFORMANCE

This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

A professional performance that incorporates non-naturalistic performance style/s and production elements selected from the prescribed VCE Unit 3 Drama Playlist published annually in the VCAA Bulletin will also be analysed.

Descriptions of terms such as naturalism, non-naturalism, stimulus material, dramatic elements, stagecraft, theatrical conventions, expressive skills and performance styles are provided in the Glossary.

Outcome 1
On completion of this unit the student should be able to develop and present character/s within a non-naturalistic ensemble performance.

Outcome 2
On completion of this unit the student should be able to analyse play-making techniques used to construct and present ensemble works including the work created for Outcome 1.

Outcome 3
On completion of this unit the student should be able to analyse and evaluate a non-naturalistic performance selected from the prescribed play list.

UNIT 4
SOLO PERFORMANCE

This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

Prescribed structure for solo performance
Students will select one solo performance from the Drama Solo Performance Examination list published annually in the VCAA Bulletin.

Descriptions of terms such as naturalism, non-naturalism, stimulus material, dramatic elements, stagecraft, theatrical conventions, expressive skills and performance styles are provided in the Glossary.

Outcome 1
On completion of this unit the student should be able to create and present a short solo performance based on stimulus material, and evaluate the processes used.

Outcome 2
On completion of this unit the student should be able to create, develop and perform a character or characters within a solo performance in response to a prescribed structure.

Outcome 3
On completion of this unit the student should be able to describe, analyse and evaluate the creation, development and presentation of a solo performance.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Individual school decision on levels of achievement.

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

- Unit 3 school-assessed coursework: 30 per cent
- Unit 4 school-assessed coursework: 10 per cent
- End-of-year performance examination: 35 per cent
- End-of-year written examination: 25 per cent
ECONOMICS

UNIT 3
ECONOMIC ACTIVITY

AREA OF STUDY 1
AN INTRODUCTION TO MICROECONOMICS: THE MARKET SYSTEM AND RESOURCE ALLOCATION

Outcome 1:
On completion of this unit the student should be able to explain how markets operate to allocate scarce resources, and discuss the extent to which markets operate freely in Australia.

AREA OF STUDY 2
AN INTRODUCTION TO MICROECONOMICS: OUTPUT, EMPLOYMENT AND INCOME

Outcome 2:
On completion of this unit the student should be able to explain the nature and importance of key economic goals in Australia, describe the factors that may have influenced the achievement of these goals over the past four years, and analyse the impact each of these goals may have on living standards.

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

Assessment of levels of achievement
The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework and an end-of-year examination.

Contribution to final assessment
School-assessed Coursework for Unit 3 will contribute 25 per cent to the final assessment.
The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

UNIT 4
ECONOMIC MANAGEMENT

AREA OF STUDY 1
MICROECONOMIC DEMAND MANAGEMENT POLICIES
In this area of study, students develop a detailed knowledge of how the federal government can use budgetary policy and monetary policy to achieve its economic goals, and examine how the policies have been implemented over the past four years.

Outcome 1:
On completion of this unit the student should be able to explain the nature and operation of government macroeconomic demand management policies, explain the relationship between budgetary and monetary policy, and analyse how the policies may be used to achieve key economic goals and improve living standards in Australia.

AREA OF STUDY 2
AGGREGATE SUPPLY POLICIES
Australia’s long-term prosperity and living standards depend upon effective management of the supply side of the economy. Students develop an understanding about how these aggregate supply policies operate to achieve desired outcomes in relation to the achievement of key economic goals. Students develop a detailed knowledge of how the federal government has used policies to manage aggregate supply over the past four years and the initiatives introduced to expand future productive capacity. Students also examine the role aggregate demand and aggregate supply policies in the current government policy mix.

Outcome 2:
On completion of this unit the student should be able to explain the nature and operation of government aggregate supply policies, analyse how they may have been used to achieve key economic goals and improve living standards in Australia, and analyse the current government policy mix.

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

Assessment of levels of achievement
The student’s level of achievement in Unit 4 will be determined by School-assessed Coursework and an end-of-year examination.

Contributions to final assessment
School-assessed Coursework for Unit 4 will contribute 25 per cent to the final assessment.
The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which contribute 50 per cent to the study score.
UNIT 3

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors. The texts will be chosen from the list published by annually by the Victorian Curriculum and Assessment Authority.

AREAS OF STUDY
1. Reading and responding
2. Creating and presenting
3. Using language to persuade

TEXT SELECTION FOR UNITS 3 & 4

English: Across Units 3 & 4 sequence students must read and study at least four texts selected from a range set by the Victorian Curriculum and Assessment Authority.

English as an Additional Language: Across Units 3 & 4 sequence students must read and study at least three texts selected from a range set by the Victorian Curriculum and Assessment Authority.

LEARNING OUTCOMES
On completion of this unit students should be able to:

Outcome 1:
Analyze, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

Outcome 2:
Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specific audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

Outcome 3:
Analyze the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

ASSESSMENT
Satisfactory Completion - For this unit students are required to demonstrate achievement of the 3 outcomes based on overall performance on the assessment tasks specified. The Victorian Curriculum and Assessment Authority will publish an assessment guide which will include advice on the scope of the assessment and criteria for assessment.

LEVELS OF ACHIEVEMENT will be determined by School-assessed Coursework and an end-of-year final assessment.

END OF YEAR EXAMINATION
The level of achievement for Units 3 & 4 is also assessed by an end-of-year 3 hour examination, which will contribute 50 per cent to the final assessment.

UNIT 4

The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

AREAS OF STUDY
1. Reading and responding
2. Creating and presenting

LEARNING OUTCOMES
On completion of this unit students should be able to:

Outcome 1:
Develop and justify a detailed interpretation of a selected text.

Outcome 2:
Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specific audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

ASSESSMENT
Satisfactory Completion
For this unit students are required to demonstrate achievement of the 3 outcomes based on overall performance on the assessment tasks specified. The Victorian Curriculum and Assessment Authority will publish an assessment guide which will include advice on the scope of the assessment and criteria for assessment.

LEVELS OF ACHIEVEMENT will be determined by School-assessed Coursework and an end-of-year final assessment.

END OF YEAR EXAMINATION
The level of achievement for Units 3 & 4 is also assessed by an end-of-year 3 hour examination, which will contribute 50 per cent to the final assessment.
ENGLISH LANGUAGE

UNIT 3
LANGUAGE IN SOCIETY

The focus of this unit is language in its social setting: language reflects society. Through language we communicate information, ideas, attitudes, prejudices and ideological stances. Language varies according to both the user and its occasion of use. There are a range of attitudes within society to the different varieties of language we use.

Language is a means of societal interaction. It is indicative of power structures both through the choice of a particular variety of language, and through the way in which that language variety is used in processes of inclusion and exclusion. Language is a means of identifying and defining individual and group membership. Through it we indicate where we have been and how we want others to perceive us.

AREAS OF STUDY
1. Language variation according to users
2. Language variation according to use

LEARNING OUTCOMES
Students are required to demonstrate two outcomes.

On completion of this unit the student should be able to:

Outcome 1
Analyse a range of attitudes to language varieties and how language variation reflects its users and contributes to a sense of identity.

Outcome 2
Identify the ways in which language features are used in societal interaction and analyse variations in language use.

ASSESSMENT
Satisfactory completion
Satisfactory completion for a unit requires demonstrated achievement of the outcomes.

Levels of Achievement
Level of achievement in Unit 3, determined by School-assessed Coursework, will contribute 25 per cent to the final assessment.

UNIT 4
LANGUAGE IN USE

The focus of this unit is texts in their contexts. Language is always encountered as text and it is in the large range of texts that much of the meaning of culture, its values, its knowledge, its ideologies, are constructed. This unit provides a framework for the study of texts by looking at texts from the perspective of their style bringing together several dimensions: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed. The aim is to describe the interrelationship between words, sentences and text to discover how they construct their message.

AREAS OF STUDY
1. Spoken Language
2. Written Language

LEARNING OUTCOMES
Students are required to demonstrate two outcomes.

On completion of this unit the student should be able to:

Outcome 1
Identify and analyse distinctive features and spoken English texts involving more than one speaker.

Outcome 2
Identify and analyse distinctive features of written English texts.

ASSESSMENT
Satisfactory completion
Satisfactory completion for a unit requires demonstrated achievement of the outcomes.

Levels of Achievement
The student’s level of achievement in Unit 4, determined by School-assessed Coursework, will contribute 25 per cent to the final assessment.

END OF YEAR EXAMINATION
The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination which will contribute 50 per cent to the final assessment.

The examination, where students will answer a series of questions in response to stimulus materials, assesses levels of performance on outcomes from both Units 3 and 4.
FOOD AND TECHNOLOGY

UNIT 3
FOOD PREPARATION, PROCESSING & FOOD CONTROLS

In this unit students develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations. They investigate the causes of food spoilage and food poisoning. They investigate cooking techniques and justify the use of the techniques they select when preparing key foods. Students develop an understanding of the primary and secondary processes that are applied to food, including food processing techniques to prevent spoilage. They also preserve food using these techniques.

Students devise a design from which they develop a detailed design plan. In preparing their design plan, students conduct research and incorporate their knowledge about key foods, properties of food, tools, equipment, safety and hygiene, preparation, cooking and preservation techniques. In developing the design plan, students establish an overall production timeline to complete the set of food items (the product) to meet the requirements of the brief for implementation in Unit 4.

AREAS OF STUDY
1. Maintain food safety in Australia
2. Food Preparation and processing
3. Developing a design plan

OUTCOMES
For this unit students are required to demonstrate achievement of two outcomes. As a set these outcomes encompass all areas of the unit. On completion of the unit the students should be able to:

Outcome 1
Explain the roles and responsibilities of and the relationship between national, state and local authorities in ensuring and maintaining food safety within Australia.

Outcome 2
Analyse preparation, processing and preservation techniques for key foods, and prepare foods safely and hygienically.

Outcome 3
Develop a design brief, evaluation criteria and design plan for the development of a food product.

ASSESSMENT
The student’s level of achievement in unit 3 will be determined by School–assessed Coursework and an end-of-year examination. School–assessed Coursework will contribute 18% towards the final assessment.

UNIT 4
FOOD PRODUCT DEVELOPMENT & EMERGING TRENDS

In this unit students develop individual production plans for the proposed four to six food items and implement the design plan they established in Unit 3. In completing this task, students apply safe and hygienic work practices using a range of preparation and production processes, including some which are complex. They use appropriate tools and equipment and evaluate their planning, processes and product. Students examine food product development, and research and analyse driving forces that have contributed to product development. They investigate issues underpinning the emerging trends in product development, including social pressures, consumer demand, technological advances, and environmental considerations. Students also investigate food packaging, packaging systems and marketing.

AREAS OF STUDY
Implementing a design plan
Food product development

OUTCOMES
For this unit students are required to demonstrate achievement of two outcomes. As a set these outcomes encompass all areas of the unit. On completion of the unit the students should be able to:

Outcome 1
Safely and hygienically implement the production plans for a set of four to six items that comprise the product, evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria, and evaluate the efficiency and effectiveness of production activities.

Outcome 2
Analyse driving forces related to food product development, analyse new and emerging food products, and explain processes involved in the development and marketing of food products.

ASSESSMENT
The student’s level of achievement in unit 4 will be determined by School–assessed Coursework, a School–assessed Task (Design Folio) and an end-of-year examination. School–assessed Coursework for Unit 4 will contribute 12% towards the final assessment. School–assessed Task (Design Folio) for Units 3 & 4 will contribute 40% towards the final assessment.

END OF YEAR EXAMINATION
The level of achievement for Units 3 & 4 is also assessed by an end–of–year examination, which will contribute 30% to the final assessment.

NB: There will be a cost for this subject. The cost will cover the food used in productions throughout the year. Students will be advised of any special production requirements as the need arises
GEOGRAPHY

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. It is defined as the natural state of the biophysical environment.

Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change as well as human activity.

Students investigate three major processes that are changing land cover in many regions of the world:
• Deforestation
• Desertification, and
• Melting glaciers and ice sheets.

Students will investigate the distribution and causes of these three processes as well as the impacts of changes over time and the responses to these changes at different scales.

Area of Study 1 - Land use change
In this area of study students select a local area and use appropriate fieldwork techniques and secondary sources to investigate the processes and impacts of land use change. This change may have recently occurred, is underway or is planned for the near future.

Area of Study 2 - Land cover change
In this area of study students undertake an overview of global land cover and changes that have occurred over time. They investigate three major processes that are changing land cover: deforestation, desertification and melting glaciers and ice sheets. They analyse these processes, explain their impacts on land cover and discuss responses to these land cover changes at three different locations in the world – one location for each process. They also evaluate three different global responses to the impacts of land cover change, one global response for each process.

Assessment
Satisfactory Completion
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
School-assessed Coursework and an end-of-year examination will determine the student’s level of achievement for Unit 3.
School-Assessed Coursework may include:
• Structured questions
• Short-answer questions
• Tests
• Written fieldwork report.
School-assessed Coursework for Unit 3 will contribute 25 percent to the study score.

UNIT 4
HUMAN POPULATION: TRENDS AND ISSUES

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.

They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places. Populations change by growth and decline in fertility and mortality, and by people moving to different places.

Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

Area of Study 1 - Population dynamics
Students undertake an overview of world population distribution and growth before investigating the dynamics of population change over time and space.

This study is supported with examples from within and between countries with different economic and political conditions and social structures that illustrate the dynamics of population. Students explore the Demographic Transition Model and its applications, and the Malthusian theory of population.

Area of Study 2 - Population issues and challenges
Students undertake investigations into two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country.

Issues resulting from these population trends include, among others, meeting healthcare and social service needs.

Students evaluate the effectiveness of strategies in response to these issues and challenges.

Assessment
Satisfactory Completion
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
School-assessed Coursework and an end-of-year examination will determine the student’s level of achievement for Unit 3.
School-Assessed Coursework may include:
• Structured questions
• Short-answer questions
• Tests
• Written fieldwork report.
School-assessed Coursework for Unit 3 will contribute 25 percent to the study score.
GLOBAL POLITICS

UNIT 3
GLOBAL ACTORS

In this unit students investigate the key global actors in twenty-first century global politics.

AREAS OF STUDY

1. Global Actors
   Students examine the key actors in contemporary global politics: states, international institutions of global governance, transnational corporations and non-state actors.

2. Power in the Asia-Pacific region
   Students examine the way in which a specific Asia-Pacific state uses its power in the region to pursue its national interests.

LEARNING OUTCOMES

On completion of this unit the student should be able to:

Outcome 1
Evaluate the power and influence of key global actors in the twenty-first century and assess the extent to which they achieve their aims.

Outcome 2
Analyse and evaluate types and forms of power as used by a specific Asia-Pacific state in the region in pursuit of its national interest.

ASSESSMENT

Assessment of levels of achievement
The student’s level of achievement in Unit 3 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment
School assessed coursework for Unit 3 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

UNIT 4
GLOBAL CHALLENGES

Students investigate key global challenges facing the international community in the twenty-first century.

AREAS OF STUDY

1. Ethical issues and debates
   Students examine the range of debates about global issues. Students examine two of the following: human rights, people movement, development, arms control and disarmament.

2. Crises and responses
   Students investigate the context, causes and the effectiveness of responses to two global crises. These include: environmental degradation, intra and interstate conflict, state and non-state terrorism, and economic instability.

LEARNING OUTCOMES

On completion of this unit the student should be able to:

Outcome 1
Analyse two global political issues from a range of perspectives and evaluate the effectiveness of global actors’ responses to these issues.

Outcome 2
Explain the characteristics of two contemporary global crises and evaluate the effectiveness of responses to these.

ASSESSMENT

Assessment of levels of achievement
The student’s level of achievement in Unit 4 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment
School assessed coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

End-of-year examination
All of the key knowledge and skills that underpin the outcomes in Units 3 and 4 are examinable. The examination will contribute 50 per cent to the study score.
HEALTH & HUMAN DEVELOPMENT

UNIT 3
AUSTRALIANS HEALTH

Australians are among the healthiest people in the world when compared to other developed countries. However, health is not shared equally by all Australians; students will investigate the different levels of health that are experienced by different groups within Australia. There is potential for improvements within the Australian health status. Students will explore The National Health Priority Areas (NHPAs) initiative which provides a national approach that aims to improve health status in the nine areas that contribute most of the burden of disease in Australia. These NHPA’s include: Obesity, Diabetes, Cardiovascular Health, Cancer Control, Asthma, Mental Health, Arthritis, Injury Prevention and Dementia. Nutrition is an important determinant of health and considerable evidence supports food intake as a protective factor against a number of diseases listed in the NHPA’s. Students will evaluate government and non-government organizations on the important role they play in the implementation of a range of initiatives designed to promote health and development for all.

AREAS OF STUDY
1. Understanding Australia’s health
2. Promoting health in Australia

LEARNING OUTCOMES
For this unit students are required to demonstrate achievement of two outcomes. As a set these outcomes encompass all areas of study for the unit.

Outcome 1
On completion of this unit the student should be able to compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.

Outcome 2
On completion of this unit the student should be able to discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.

ASSESSMENT
The student’s level of achievement in Unit 3 & 4 will be determined by School-assessed Coursework and an end-of-year examination.

CONTRIBUTION TO FINAL ASSESSMENT
School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score and School-assessed Coursework for Unit 4 will contribute 25 per cent to the final assessment. The level of achievement for Units 3 & 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

UNIT 4
GLOBAL HEALTH AND HUMAN DEVELOPMENT

This unit takes a global perspective on achieving sustainable improvements in health and human development. Students will compare similarities and differences in health and developmental outcomes at a global level. Students will be able to evaluate the determinants of optimal health and development and the range of sustainable health care initiatives developed by governments and international agencies to optimise health and development globally. This unit will have a specific focus on:
- The United Nations (UN) Millennium Development Goals, which are a set of measurable goals combating poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women.
- The World Health Organization (WHO) strategies aimed at reducing global burdens of disease and promoting human development.
- The Australian Department of Foreign Affairs and Trade (DFAT).

AREAS OF STUDY
1. Introducing global health and human development
2. Promoting global health and human development

LEARNING OUTCOMES
For this unit students are required to demonstrate achievement of two outcomes. As a set these outcomes encompass all areas of study for the unit.

Outcome 1
On completion of this unit the student should be able to analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations’ Millennium Development Goals and describe the interrelationships between health, human development and sustainability.

Outcome 2
On completion of this unit the student should be able to describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.

END OF YEAR EXAMINATION
All outcomes in Units 3 and 4 will be examined. All of the key knowledge and skills that underpin the outcomes in Units 3 and 4 are examinable. All outcomes from Units 3 and 4 will contribute approximately equally to the examination.
HISTORY - AUSTRALIAN HISTORY

UNIT 3 – TRANSFORMATIONS: COLONIAL SOCIETY TO NATION.

Victoria as a state has had a tumultuous history. From District to Colony in the early 19th century, the upheaval of the Eureka Rebellion in Gold Rushes. The impacts on indigenous Australians and the utopian visions of a white man’s paradise and the colossal effects of Australia’s World War One experience. These events shaped and created our understanding of the Australian nation.

Areas of Study
1. The Shaping of Port Phillip District into Victoria 1834-1860
   Contested views of the land ownership and understanding between settlers and the indigenous population. The demographic and political consequences of the gold rushes.

2. Making a People and a Nation. 1890-1920
   The visions that drove the formation of the nation and the measures introduced to bring them into fruition. The effect of World War One on this vision.

Learning Outcomes
For this unit students will:

Outcome 1. Analyse the nature of change in the Port Phillip District in the period 1834-1860

Outcome 2. Analyse the visions and actions that shaped the new nation from 1890-1920 and the changes and continuities that resulted from participation in World War One.

Assessment – Will include at least two of the following
- Historical inquiry
- Analysis of primary sources
- Analysis of historical interpretations
- An essay

UNIT 4 – TRANSFORMATIONS: OLD CERTAINTIES AND NEW VISIONS

Following the Great War the process of nation building recommenced. The crises of the Depression and World War Two saw Australians contest the vision of Australian society set out at Federation. The social, economic and political changes were played out through events like the Vietnam War, Aboriginal land rights and new patterns of immigration.

Areas of Study
1. Crises that shaped the nation 1929-1945
   How Australia became involved in external crises in this time period and their economic, social and political consequences.

2. Voices for Change 1965-2000
   The debates and changes sought in Australian society and the extent to which they were achieved.

Learning Outcomes
For this unit students will:

Outcome 1. Analyse the social, economic and political consequences of a crisis to the nation.

Outcome 2. Analyse and evaluate two key social, economic and political changes in late twentieth century Australia.

Assessment – Will include at least two of the following
- Historical inquiry
- Analysis of primary sources
- Analysis of historical interpretations
- An essay
HISTORY - REVOLUTIONS

In their attempt to break from the past Revolutions typically lead to significant social, economic and political upheaval. They destroy old regimes and ways of life in their while trying to create new structures for living. Revolutions also unleash vicious civil wars and counterrevolution, all in the name of utopian ideas. How much these destructive and creative periods bring true change is the subject of the Revolutions course. The effect of these often wide reaching events and ideas force the participants to ask, is it worth it?

UNIT 3 – THE AMERICAN REVOLUTION.

This study focuses on the causes of the American Revolution and the role of popular movements and individuals in triggering a revolution. The extent that social tensions and ideological conflicts led to the outbreak of the revolution is also examined and studied. Once the new society is declared, the shape of the new order and how it consolidated its power will be discussed. Finally the impact of the revolution on the people and the extent to which the society changed will be scrutinized.

LEARNING OUTCOMES
Outcome 1:
Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

Outcome 2:
Analyse the consequences of revolution and evaluate the extent of change brought to society.

Assessment:
Satisfactory completion of the unit requires students to demonstrate achievement in both outcomes. The SAC will contribute 25% to the final study score.

UNIT 4 – THE RUSSIAN REVOLUTION

This study focuses on the causes of the Russian Revolution and the role of popular movements and individuals in triggering a revolution. The extent that social tensions and ideological conflicts led to the outbreak of the revolution is also examined and studied. Once the new society is declared, the shape of the new order and how it consolidated its power will be discussed. Finally the impact of the revolution on the people and the extent to which the society changed will be scrutinized.

LEARNING OUTCOMES
Outcome 1:
Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

Outcome 2:
Analyse the consequences of revolution and evaluate the extent of change brought to society.

Assessment:
Satisfactory completion of the unit requires students to demonstrate achievement in both outcomes. The SAC will contribute 25% to the final study score.
In Unit 3 students focus on data, information and information systems. Students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs.

**AREAS OF STUDY**

**Organisations and data management**

Students investigate why organisations acquire data online for transaction processing and how they structure their data-gathering processes to support these transactions. They develop and apply skills in using a relational database management system (RDBMS) to manipulate data typically sourced through interactive online solutions. Students examine how value can be added to this data through the careful structuring of data and the application of functions, such as queries, searches and reports that identify patterns and relationships between data sets. Students investigate interactive online solutions to ascertain the types of data being acquired, how it is obtained and protected and how transactions are completed. They design a user flow diagram that traces different ways in which users interact with online solutions when initiating and completing transactions, acknowledging that there can be multiple entry points and multiple interactions. Students diagrammatically represent the user interface of the page on which the user commences an online transaction. Students examine how organisations fulfil their legal requirements to protect the rights of those who provide data and why organisations want the data organised in particular ways. Students consider the fundamentals of an RDBMS; that is, fields and data types, data structures and the relationships between data sets. Students learn to describe data types and data structures, and apply functions, techniques, formats and conventions to store, validate and manipulate data, and to present suitable solutions. When tracing user interactions and developing a solution, students respond to two teacher-provided design briefs: one relates to how users interact with an online solution when conducting a transaction; the other provides details of why an RDBMS solution is needed, and includes data. The contexts of the briefs can be the same or different.

**Data analytics: drawing conclusions**

In this area of study students focus on data analytics, in particular selecting, referencing, organising, manipulating and interpreting relevant data to draw valid conclusions about a hypothesis. Students complete this as the first part of a project; the other part is undertaken in Unit 4, Outcome 1. Students prepare their acquired data for manipulation through integrity checks and, where appropriate, codify data and information. Students manipulate this data to support interpretation and apply computational thinking skills to extract meaning from the data in order to express a conclusion to their hypothesis. Students devise a file management plan and prepare a project plan for the execution of the problem-solving methodology. This includes both parts of the project, from the framing of the hypothesis, the analysis and the conclusion (Unit 3, Outcome 2), through to the design, development and evaluation of the multimodal online solution showing the correctness (or otherwise) of the hypothesis (Unit 4, Outcome 1). Students determine the milestones of their project.

**LEARNING OUTCOMES**

**Outcome 1**

On completion of the unit the student should be able to design a solution, develop it using a relational database management system, and diagrammatically represent how users interact with an online solution when supplying data for a transaction.

**Outcome 2**

On completion of this unit the student should be able to use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis, and formulate a project plan to manage process.

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In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs.

**AREAS OF STUDY**

**Data analytics: presenting the findings**

In this area of study students draw on the conclusion they formed to their hypothesis in Unit 3, Outcome 2, and design and develop a multimodal online solution that communicates and substantiates this conclusion. Students evaluate the effectiveness of the solution in communicating the conclusion. In this area of study students design a multimodal online solution with an educational purpose that is intended for a world-wide audience. When designing the solution, students generate two or three alternative design ideas and develop and apply criteria to select the design idea that will be fully detailed and transformed into a solution. Students use software tools and functions that support the types of data being manipulated to transform the design into a solution. Students also use their set of criteria to evaluate the effectiveness of their solution in presenting the conclusion and findings. During these problem-solving methodology stages students use their project plan to monitor and record progress and assess the effectiveness of their strategy in managing the project.

**Information management**

This area of study focuses on information management and its importance to organisations. Students develop knowledge about the components of an information system and the role of these components in managing information. They investigate how different organisations store and dispose of their data and information. Students examine the threats to this data and information, whether accidental, deliberate or technical, and consider the potential consequences to organisations of ineffective information management strategies. Students recommend information management strategies to protect the integrity and security of data and information, taking into account key legal requirements of organisations and any ethical dilemmas faced by organisations and individuals regarding security of information.

**LEARNING OUTCOMES**

**Outcome 1**

On completion of this unit the student should be able to design, develop and evaluate a multimodal online solution that confirms or refutes a hypothesis, and assess the effectiveness of the project plan in managing progress.

**Outcome 2**

On completion of this unit the student should be able to compare and contrast the effectiveness of information management strategies used by two organisations to manage the storage and disposal of data and information, and recommend improvements to their current practices.

**Assessment - Contributions to final assessment:**

School-assessed Coursework for Units 3&4 will contribute 50% to the study score.
LANGUAGES - FRENCH

UNITS 3 AND 4

AIMS
This study is designed to enable students to:

- use French to communicate with others
- understand and appreciate the cultural contexts in which French is used
- understand their own culture(s) through the study of other cultures
- understand language as a system
- make connections between French and English and/or other languages
- apply French to work, further study, training or leisure

Students enter VCE language study with varied experience and competence in the LOTE. The study design promotes development of the language capacity of all students. Each unit is designed to extend students’ knowledge and skills in understanding, speaking, reading and writing the language.

AREAS OF STUDY
The areas for study comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study and are designed to be drawn upon in an integrated way.

For units 3 & 4 there are three prescribed themes with three prescribed sub-topics each. They are:

The Individual
- Personal world
- Education and aspirations
- Personal opinions and values

The French Speaking Communities
- Lifestyles
- Historical perspectives
- Arts & Entertainment

The Changing World
- Social issues
- The world of work
- Scientific and technological issues

DETAILED STUDY
The student is required to undertake a detailed study during Units 3 & 4 which should relate to the prescribed themes and topics. It should be based on a selected sub-topic and be designed to assess the students’ understanding of the language and culture of the French-speaking community. At least one and no more than two of six coursework assessment tasks for the school assessed coursework should focus on the detailed study. It will also form the basis for discussion in the external Oral Examination.

UNIT 3

OUTCOMES
For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1
Express ideas through the production of original texts.

Outcome 2
Analyse and use information from spoken texts.

Outcome 3
Exchange information, opinions and experiences.

ASSESSMENT
Satisfactory Completion
The student must demonstrate achievement of the set outcomes based on the teacher’s assessment of the students’ overall performance or assessment tasks.

UNIT 4

For this unit students should be able to demonstrate achievement of two outcomes:

Outcome 1
Analyse and use information from written texts.

Outcome 2
Respond critically to spoken and written texts which reflect aspects of the language and culture of French speaking communities.

ASSESSMENT
Satisfactory Completion
The student must demonstrate achievement of the set outcomes based on the teacher’s assessment of the students’ overall performance or assessment tasks.

LEVELS OF ACHIEVEMENT
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 & 4. In French, the level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 & 4 examinations: 50 per cent

The two end of year examinations comprise an oral and a written examination. The oral examination is designed primarily to assess the students’ knowledge and skills in using spoken French. The written examination has three parts – Listening and responding; Reading and responding; Writing – the creation of original text in French.
YEAR 12 SUBJECT DESCRIPTIONS 2016

LANGUAGES - GERMAN

UNIT 3 AND 4

AIMS
This study is designed to enable students to:
- use German to communicate with others
- understand and appreciate the cultural contexts in which
  German is used
- understand their own culture(s) through the study of other
cultures
- understand language as a system
- make connections between German and English and/or other
languages
- apply German to work, further study, training or leisure

Students enter VCE language study with varied experience and
competence in the LOTE. The study design promotes
development of the language capacity of all students. Each unit is
designed to extend students’ knowledge and skills in
understanding, speaking, reading and writing the language.

AREAS OF STUDY
The areas for study comprise themes and topics, grammar, text
types, vocabulary and kinds of writing. They are common to all
four units of the study and are designed to be drawn upon in an
integrated way.

For units 3 & 4 there are three prescribed themes with three
prescribed sub-topics each. They are:

The Individual
- Personal identity
- School and aspirations
- Leisure and Lifestyles

The German Speaking Communities
- People and Places
- Past and Present
- Arts & Entertainment

The Changing World
- The world of work
- Social Issues
- Tourism

DETAILED STUDY
The student is required to undertake a detailed study during Units 3
& 4 which should relate to the prescribed themes and topics. It
should be based on a selected sub-topic and be designed to
assess the students’ understanding of the language and culture of
the German-speaking community. At least one and no more than
two of six coursework assessment tasks for the school assessed
coursework should focus on the detailed study. It will also form the
basis for discussion in the external Oral Examination.

UNIT 3

OUTCOMES
For this unit students are required to demonstrate achievement of
three outcomes.

Outcome 1
Express ideas through the production of original texts.

Outcome 2
Analyse and use information from spoken texts.

Outcome 3
Exchange information, opinions and experiences.

ASSESSMENT
Satisfactory Completion
The student must demonstrate achievement of the set outcomes
based on the teachers’ assessment of the students’ overall
performance or assessment tasks.

UNIT 4

For this unit students should be able to demonstrate achievement of
two outcomes:

Outcome 1
Analyse and use information from written texts.

Outcome 2
Respond critically to spoken and written texts which reflect aspects of
the language and culture of German speaking communities.

ASSESSMENT
Satisfactory Completion
The student must demonstrate achievement of the set outcomes
based on the teacher’s assessment of the students’ overall
performance or assessment tasks.

LEVELS OF ACHIEVEMENT
The Victorian Curriculum and Assessment Authority will supervise the
assessment of all students undertaking Units 3 & 4. In German, the
level of achievement will be determined by school-assessed
coursework and two end-of-year examinations. Percentage
contributions to the final assessment are as follows:
- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 & 4 examinations: 50 per cent

The two end of year examinations comprise an oral and a written
examination. The oral examination is designed primarily to assess the
students’ knowledge and skills in using spoken German. The written
examination has three parts – Listening and responding; Reading and
responding; Writing – the creation of original text in German.
# LANGUAGES - INDONESIAN

## UNITS 3 AND 4

### AIMS

This study is designed to enable students to:

- use Indonesian to communicate with others
- understand and appreciate the cultural contexts in which Indonesian is used
- understand their own culture (s) through the study of other cultures
- understand language as a system
- make connections between Indonesian and English and/or other languages
- apply Indonesian to work, further study, training or leisure

Students enter VCE language study with varied experience and competence in the LOTE. The study design promotes development of the language capacity of all students. Each unit is designed to extend students’ knowledge and skills in understanding, speaking and writing the language.

### AREAS OF STUDY

The areas for study comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study and are designed to be drawn upon in an integrated way.

For units 3 & 4 there are three prescribed themes with twelve prescribed sub-topics each. They are:

- **The individual**
  - Personal world
  - Education and aspirations
  - Personal opinions and values

- **The Indonesian speaking communities**
  - Lifestyles
  - Visiting Indonesia
  - Customs and traditions
  - Arts & Entertainment
  - Stories from the past

- **The changing world**
  - Environmental issues
  - Australia and Indonesian relations
  - The world of work
  - Social Issues

### LEARNING OUTCOMES

#### Detailed Study

The student is required to undertake a detailed study during Units 3 & 4 which should relate to the prescribed themes and topics. It should be based on a selected sub-topic and be designed to assess the students' understanding of the language and culture of the Indonesian speaking community. At least one and no more than two of six coursework assessment tasks for the school assessed coursework should focus on the detailed study. It will also form the basis for discussion in the external Oral Examination.

## UNIT 3

### Outcomes for this unit:

Students are required to demonstrate achievement of three outcomes.

- **Outcome 1**
  - Express ideas through the production of original texts.

- **Outcome 2**
  - Analyse and use information from spoken texts.

- **Outcome 3**
  - Exchange information, opinions and experiences.

### ASSESSMENT

**Satisfactory Completion**

The student must demonstrate achievement of the set outcomes based on the teacher’s assessment of the students’ overall performance or assessment tasks.

## UNIT 4

For this unit students should be able to demonstrate achievement of two outcomes:

- **Outcome 1**
  - Analyse and use information from written texts.

- **Outcome 2**
  - Respond critically to spoken and written texts which reflect aspects of the language and culture of Indonesian speaking communities.

### ASSESSMENT

**Satisfactory Completion**

The student must demonstrate achievement of the set outcomes based on the teacher’s assessment of the students’ overall performance or assessment tasks.

### LEVELS OF ACHIEVEMENT

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 & 4. In Indonesian, the level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- **Unit 3 school-assessed coursework:** 25 per cent
- **Unit 4 school-assessed coursework:** 25 per cent
- **Units 3 & 4 examinations:** 50 per cent

The two end of year examinations comprise an oral and a written examination. The oral examination is designed primarily to assess the students’ knowledge and skills in using spoken Indonesian. The written examination has three parts – Listening and responding; Reading and responding; Writing – the creation of original text in Indonesian.
LEGAL STUDIES

UNIT 3
LAW-MAKING

The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws, their law-making powers and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

AREAS OF STUDY
1. Parliament and the citizen
2. Constitution and the protection of rights
3. Role of the Courts in law-making

LEARNING OUTCOMES
For this unit students are required to achieve three outcomes. As a set these outcomes encompass all areas of study for the unit.

On completion of this unit the student should be able to:
Outcome 1
Describe the role and effectiveness of Parliament as a law-making body, evaluate the need for change in the law and analyse the ways in which change can be influenced.

Outcome 2
Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, analyse the means by which law-making powers may change and evaluate the effectiveness of the Constitution in protecting democratic and human rights.

Outcome 3
Describe the role and evaluate the effectiveness of the courts in law-making and discuss their relationship with Parliament.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes, specified for the unit. The decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

LEVELS OF ACHIEVEMENT
The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework and an end-of-year examination

School-assessed Coursework for Unit 3 will contribute 25 per cent to the final assessment
The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the final assessment.

UNIT 4
DISPUTE RESOLUTION

This unit explores the mechanisms and processes provided by the legal system to settle both criminal and civil disputes in a fair and just manner, including courts and alternative methods of dispute resolution such as tribunals than can be used as an alternative in civil litigation. Student will investigate the processes and procedures following in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian Legal system. Using the elements of an effective legal system, students will consider the extent to which these court processes and procedures contribute to the effective operation of the legal system. They will also consider reforms or changes that could improve its effective operation.

AREAS OF STUDY
1. Dispute resolution methods
2. Court processes and procedures, and engaging in justice.

LEARNING OUTCOMES
For this unit students are required to achieve two outcomes. As a set these outcomes encompass all areas of study for the unit.

On completion of this unit the student should be able to:
Outcome 1
Describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.

Outcome 2
Explain the processes and procedures for the resolution of criminal cases and civil disputes, and evaluate their operation and application, and evaluate the effectiveness of the legal system.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes, specified for the unit. The decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

LEVELS OF ACHIEVEMENT
The student’s level of achievement in Unit 4 will be determined by School-assessed Coursework and an end-of-year examination.

School-assessed Coursework for Unit 4 will contribute 25 per cent to the final assessment.
The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the final assessment.
### LITERATURE

#### UNIT 3

This unit focuses on the ways writers construct their work and how meaning is created by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

**AREAS OF STUDY**
1. Adaptations and Transformations
2. Views, Values and Contexts
3. Considering alternative viewpoints

**TEXT SELECTION**
This course must be based on a range of texts from the list published annually in the VCE Bulletin. At least **two texts should be Australian**, and at least two texts should be selected from List A and two texts from List B. List B texts are assessed in the end-of-year examination. The selection should include:
- one novel;
- one play, film or television mini-series;
- ten to fifteen poems;
- collection of short stories, letters, memoirs, essays, tales, myths
- and short extracts from a variety of sources;
- two further texts selected from novels, plays, etc.

**LEARNING OUTCOMES**
On completion of this unit students should be able to:

**Outcome 1**
- Analyse how meaning changes when the form of the text changes.

**Outcome 2**
- Analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.

**Outcome 3**
- Evaluate views of a text and make comparisons with their own interpretation.

**ASSESSMENT**
Demonstration of an achievement for the 3 outcomes is necessary for satisfactory completion of this unit. This will be based on performance on a selection of assessment tasks:
- compare a dramatised version of a scene or scenes from a text with the original text, or
- compare the print text with its adaptation into another form, or
- compare the performance of either a substantial individual text or group of texts with the original.
- interpret the ways in which views and values are represented and commented upon in a text, or
- compare the ways in which views and values are represented and commented upon in a text, or
- compare the way different contemporary readers or readers at different times might interpret the views and values in a text.
- Evaluate an oral or written review, critical essay or commentary, or
- Discuss or debate the merits of various readings.

**Assessment of levels of achievement**
The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework which will contribute to 25% to the final assessment and an end-of-year examination.

#### UNIT 4

This unit focuses on students’ creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

**AREAS OF STUDY**
1. Creative responses to texts
2. Close analysis

**LEARNING OUTCOMES**
On completion of this unit students should be able to:

**Outcome 1**
- Respond imaginatively to a text and comment on the connections between the text and the response.

**Outcome 2**
- Analyse critically features of a text, relating them to an interpretation of the text as a whole.

**ASSESSMENT**
Demonstration of achievement for the 2 outcomes is necessary for satisfactory completion of this unit. This will be based on performance on a selection of assessment tasks:
- a written analysis of how certain literary features contribute to an interpretation of a text, or
- an analysis of the linkages, parallels and contrasts between different passages from a text.

**Assessment of levels of achievement**
The student’s level of achievement in Unit 4 will be determined by School-assessed Coursework and an end-of-year examination.

**Contributions to final assessment**
School-assessed Coursework for Unit 4 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 is also assessed by an end of year examination.
This unit consists of a compulsory core area of study comprising ‘Data analysis’ and ‘Recursion and financial modelling’. The use of technology to support and develop the learning of mathematics is incorporated throughout the unit. This includes the use of a CAS graphics calculator and appropriate computer technology.

**AREAS OF STUDY**

**Core**
- Data Analysis
- Recursion and financial modelling

**LEARNING OUTCOMES**
On completion of this unit the student should be able to:

**Outcome 1**
Define and explain key concepts and apply related mathematical techniques and models as specified in the Core in routine contexts.

**Outcome 2**
Select and apply the mathematical concepts, models and techniques as specified in the Core in a range of contexts of increasing complexity.

**Outcome 3**
Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**ASSESSMENT**
Satisfactory completion
The student must demonstrate achievement of Learning Outcomes 1, 2 and 3. In Unit 3 the weighting for School-assessed Coursework is 60 marks, with 40 marks allocated to the application task based on data analysis and 20 marks allocated to the modelling or problem-solving task based on recursion and financial modelling.

**Levels of achievement for Units 3 & 4**
Determined by School-assessed Coursework and two end-of-year examinations. Unit 3 School-assessed Coursework contributes 20% to the final assessment.

This unit consists of two modules from the Applications area of study. The use of technology to support and develop the learning of mathematics is incorporated throughout the unit. This includes the use of a CAS graphic calculator and appropriate computer technology.

**AREAS OF STUDY**
Applications - The class teacher will select two modules from:
- Matrices
- Network and decision mathematics
- Geometry and measurement
- Graphs and relations

**LEARNING OUTCOMES**
On completion of this unit the student should be able to:

**Outcome 1**
Define and explain key concepts as specified in the content from the two selected modules, and apply related mathematical techniques and models in routine contexts.

**Outcome 2**
Select and apply the mathematical concepts, models and techniques from the two selected modules in a range of contexts of increasing complexity.

**Outcome 3**
Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**ASSESSMENT**
Satisfactory completion
The student must demonstrate achievement of Learning Outcomes 1, 2 and 3. In Unit 4 the weighting for School-assessed Coursework is 40 marks, with 20 marks allocated to the modelling or problem-solving task for each of the two selected modules.

**Levels of achievement for Units 3 & 4**
Determined by School-assessed Coursework and two end-of-year examinations. Unit 4 School-assessed Coursework contributes 14% to the final assessment. Two equally weighted end of year examinations contribute 66% to the final assessment of Units 3 & 4. Examination 1: Multiple choice questions drawn from the core and the two selected modules. Duration 1.5 hrs Examination 2: Written response questions covering the core and the two selected modules. Duration 1.5 hrs
**MATHEMATICS**

**MATHEMATICAL METHODS**

**UNIT 3**

This unit of mathematics covers four areas of study, which are subsequently expanded upon in Unit 4. The use of technology to support and develop the learning of mathematics is incorporated throughout the unit. This includes the use of a CAS graphics calculator and appropriate computer technology.

**AREAS OF STUDY**

1. Functions and Graphs
2. Algebra
3. Calculus
4. Probability and statistics

**LEARNING OUTCOMES**

On completion of this unit the student should be able to:

**Outcome 1**
Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

**Outcome 2**
Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

**Outcome 3**
Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**ASSESSMENT**

Satisfactory completion
The student must demonstrate achievement of Learning Outcomes 1, 2 and 3.

School-assessed Coursework in Unit 3 comprises a function and calculus based application task. In Unit 3, the weighting for school-assessed coursework is 50 marks.

**Levels of achievement for Units 3 & 4**

Determined by School-assessed Coursework and two end-of-Year examinations.

Unit 3 School-assessed Coursework contributes 17% to the final assessment.

**UNIT 4**

This unit covers four areas of study which were introduced in Unit 3. There is a clear progression of skills and knowledge from Unit 3 to Unit 4, with a development in the complexity and sophistication of problem types and mathematical processes used. The use of technology to support and develop the learning of mathematics is incorporated throughout the unit. This includes the use of a CAS graphics calculator and appropriate computer technology.

**AREAS OF STUDY**

1. Functions and Graphs
2. Algebra
3. Calculus
4. Probability and statistics

**LEARNING OUTCOMES**

On completion of this unit the student should be able to:

**Outcome 1**
Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

**Outcome 2**
Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

**Outcome 3**
Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**ASSESSMENT**

Satisfactory completion
The student must demonstrate achievement of Learning Outcomes 1, 2 and 3.

School-assessed Coursework in Unit 4 comprises two modelling or problem-solving tasks. In Unit 4 the weighting for School-assessed Coursework is 50 marks, with 25 marks allocated to each of the two tasks. One of the tasks is to be related to the Probability and statistics area of study.

**Levels of achievement for Units 3 & 4**

Unit 4 School-assessed Coursework contributes 17% to the final assessment.

Two end-of-year examinations contribute 66% to the final assessment of Units 3 & 4.

Examination 1: Short answer and some extended answer questions covering all areas of the study in relation to Outcome 1. Duration 1hr - 22% of study score. No calculators or notes of any kind are permitted.

Examination 2: Multiple choice and extended answer question covering all areas of study in relation to all three outcomes, with an emphasis on Outcome 2. Duration 2hrs - 44% of study score. An approved graphical calculator and one bound reference may be used.
YEAR 12 SUBJECT DESCRIPTIONS 2016

MATHEMATICS
SPECIALIST MATHEMATICS

UNIT 3

Units 3 and 4 consist of study from the ‘Areas of Study’ below. The course highlights mathematical structure and proof. There is a balanced and progressive development of skills and knowledge from Unit 3 to Unit 4.

The appropriate use of technology to support and develop the learning of mathematics is incorporated throughout the unit. This includes the use of a CAS graphics calculator and appropriate computer technology. Sequences and series, and geometry knowledge is assumed.

AREAS OF STUDY
1. Functions and graphs
2. Algebra
3. Calculus
4. Vectors
5. Mechanics
6. Probability and statistics

LEARNING OUTCOMES
On completion of this unit the student should be able to

Outcome 1
Define and explain key terms and concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2
Apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics.

Outcome 3
Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

ASSESSMENT
Satisfactory completion
The student must demonstrate achievement of Learning Outcomes 1, 2 and 3. School-assessed Coursework in Unit 3 comprises an application task. In Unit 3 the weighting for School-assessed Coursework is 50 marks.

Levels of achievement for Units 3 & 4
Determined by School-assessed Coursework and two end of year examinations.

Unit 3 School-assessed Coursework contributes 17% to the final assessment.

UNIT 4

Units 3 and 4 consist of study from the ‘Areas of Study’ below. The course highlights mathematical structure and proof. There is a balanced and progressive development of skills and knowledge from Unit 3 to Unit 4.

The appropriate use of technology to support and develop the learning of mathematics is incorporated throughout the unit. This includes the use of a CAS graphics calculator and appropriate computer technology. Sequences and series, and geometry knowledge is assumed.

AREAS OF STUDY
1. Functions and graphs
2. Algebra
3. Calculus
4. Vectors
5. Mechanics
6. Probability and statistics

LEARNING OUTCOMES
On completion of this unit the student should be able to

Outcome 1
Define and explain key terms and concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2
Apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics.

Outcome 3
Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

ASSESSMENT
Satisfactory completion
The student must demonstrate achievement of Learning Outcomes 1, 2 and 3. School-assessed Coursework in Unit 4 comprises two modelling or problem-solving tasks. In Unit 4 the weighting for School-assessed Coursework is 50 marks, with 25 marks allocated to each of the two tasks. One of the tasks is to be related to the Mechanics or Probability and statistics area of study.

Levels of achievement for Units 3 & 4
Unit 4 School-assessed Coursework contributes 17% to the final assessment.

Two end of year examinations contribute 66% to the final assessment of Units 3 & 4.

Examination 1: Short answer and some extended answer questions covering all areas of the study in relation to Outcome 1. Duration 1hr - 22% of study score. No calculators or notes of any kind are permitted.

Examination 2: Multiple choice and extended answer questions covering all areas of the study in relation to all 3 outcomes with an emphasis on Outcome 2. Duration 2hrs - 44% of study score. An approved graphical calculator or CAS and one bound reference may be used.
## MUSIC INVESTIGATION

The VCE Music Performance course is for students who are experienced at playing an instrument or singing. Students perform, research and compose works from a chosen Focus Area of their interest. Admission to this course is through an audition and interview with the Director of Music. Students are expected to have significant practical experience on their chosen instrument.

### UNIT 3

**MUSIC INVESTIGATION**

In this unit students select a work from a prescribed list as the basis for an investigation of a Focus Area. They explore the Focus Area through three complementary areas of study: Investigation, Composition/arrangement/improvisation, and Performance. An instrument/s is selected for study in this unit. Students elect to be assessed as a soloist or member of a group.

#### AREAS OF STUDY

1. **Investigation**
   Students select and describe a Focus Area and research issues relevant to performance practice in that Focus Area.

2. **Composition/improvisation/arrangement**
   Students apply research findings from outcome 1. They create a folio of composition or arrangement exercises, sketches or recorded improvisations that demonstrate an understanding of the Focus Area.

3. **Performance**
   In this area of study students plan, rehearse and perform a program of works representative of their chosen Focus Area.

#### LEARNING OUTCOMES

On completion of this unit students should be able to

**Outcome 1**
Demonstrate understanding of performance practices, context/s and influences on music works.

**Outcome 2**
Compose, improvise and/or arrange and discuss music characteristics and performance practices.

**Outcome 3**
Present a performance of music works that communicates understanding of the Focus Area.

#### ASSESSMENT

**Satisfactory completion.**

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

**Levels of Achievement.**

The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework and one end-of-year performance examination.

**School-assessed Coursework** for Unit 3 will contribute 25 per cent to the study score, and will consist of:

- Present a report that discusses characteristics, techniques and performance practices of works representative of a Focus Area; (20 marks)
- Perform technical work and exercises relevant to the Focus Area and description of how this technical work is informing development of the performance program. (5 marks)

### UNIT 4

**MUSIC INVESTIGATION**

Students continue the exploration within the Focus Area they began in Unit 3. In Unit 4, the Investigation involves the preparation of program notes to accompany their end-of-year performance program. Students chose whether they will present their end-of-year performance examination program as a member of a group or as a soloist.

#### AREAS OF STUDY

1. **Investigation**
   Students use their learning from Unit 3 and further research to reflect on and evaluate their interpretive approaches to the music works being prepared for performance.

2. **Composition/improvisation/arrangement**
   Complete an original composition, arrangement, or recorded improvisation that demonstrates an understanding of the Focus Area.

3. **Performance**
   Present a program of works of diverse character that are relevant to the Focus Area.

#### LEARNING OUTCOMES

On completion of this unit students should be able to

**Outcome 1**
Evaluate and present their interpretive approach to a program of music works.

**Outcome 2**
Compose, improvise and/or arrange and discuss music characteristics and performance practices.

**Outcome 3**
 Demonstrate artistic intent and understanding of the Focus Area in a cohesive and engaging performance of music works.

#### ASSESSMENT

**Satisfactory completion.**

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

**Levels of Achievement.**

The students level of achievement for Unit 4 will be determined by School-assessed Coursework and one end-of-year performance examination.

**School-assessed Coursework** for Unit 4 will contribute 25 per cent to the study score, and will consist of:

- Present a composition that uses characteristics, performance techniques and other conventions relevant to the Focus Area; (20 marks)
- Demonstrate performance techniques, technical work and exercises relevant to preparing for performance of a program of works. (5 marks)
MUSIC PERFORMANCE

The VCE Music Performance course is for students who are experienced at playing an instrument or singing. It provides an opportunity for students to gain credits towards their VCE for their music performance ability. Admission to this course is through an audition and interview with the Director of Music. Students are expected to have significant practical experience on their chosen instrument.

### UNIT 3
**MUSIC PERFORMANCE**

This unit prepares students to present convincing performances of group or solo works. In this unit students select a program of group or solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis.

The focus for analysis in Area of Study 3 is works and performances by Australian musicians.

**AREAS OF STUDY**
1. **Performance**
2. **Performance Technique**
3. **Musicianship**

**LEARNING OUTCOMES**

On completion of this unit students should be able to

**Outcome 1**
Present an informed, accurate and expressive performance of a program of group or solo works.

**Outcome 2**
Demonstrate performance techniques, technical work and exercises, describe their relevance to the performance of selected group and/or solo works, and present an unprepared performance.

**Outcome 3**
Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

**ASSESSMENT**

**Satisfactory completion.**

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

**Levels of Achievement.**

The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework and two end-of-year examinations.

**School-assessed Coursework** for Unit 3 will contribute 20 per cent to the study score, and will consist of:

- Demonstrate performance techniques, technical work and exercises, and describe their relevance to the performance of selected group and/or solo works, and present an unprepared performance; (10 marks)
- Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works. (10 marks)

### UNIT 4
**MUSIC PERFORMANCE**

In this unit students refine their ability to present convincing performances of group or solo works. Students select a program of group or solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance and communicate their understanding of the musical style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

**AREAS OF STUDY**
1. **Performance**
2. **Performance technique**
3. **Musicianship**

**LEARNING OUTCOMES**

On completion of this unit students should be able to

**Outcome 1**
Prepare and present accurate and expressive performances of informed interpretations of a program/s of group and solo works.

**Outcome 2**
Demonstrate performance techniques, and technical work and exercises, and discuss their relevance to the performance of selected group and/or solo works, and present an unprepared performance.

**Outcome 3**
Identify, re-create, notate and transcribe short excerpts of music, and analyse the interpretation of expressive elements of music in pre-recorded works.

**ASSESSMENT**

**Satisfactory completion.**

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

**Levels of Achievement.**

The students level of achievement for Unit 4 will be determined by School-assessed Coursework and two end-of-year examinations

**School-assessed Coursework** will contribute 10 per cent to the study score, and will consist of:

- Demonstrate performance techniques, and technical work and exercises, and discuss their relevance to the performance of selected group and/or solo performance (10 marks).
MUSIC STYLE AND COMPOSITION

It is recommended that students have an intermediate level of theoretical musical understanding (e.g., Grade 3–4 standard) for this course. Students who wish to enrol in this subject should also consult with the Classroom Music Coordinator before submitting course preferences. Depending on numbers, this course may be undertaken through Distance Education.

UNIT 3

This unit focuses on the study of works from at least two different music styles and traditions, including a work or collection of minor works, by an Australian composer.

AREAS OF STUDY
1. Responses to music
This area of study will focus on listening and making critical responses to excerpts in a variety of music styles that use a range of instrumental and vocal combinations.

2. Organisation and context
This area of study focuses on the organisation and context of two short works, movements and/or collection/s of minor works in differing styles, one of which should be by an Australian composer/creator.

3. Creative responses
This area of study focuses on ways of making brief creative responses to aspects of music selected for study in Outcome 1 and/or 2. The creative responses students complete in this unit may be used as preparatory material for the short work to be completed in Unit 4, Outcome 3.

LEARNING OUTCOMES
For this unit students are required to demonstrate achievement of three outcomes.

On completion of this unit students should be able to:

Outcome 1
Make critical responses to music in a range of styles and instrumental and vocal combinations.

Outcome 2
Discuss the organisation and context of works in differing music styles.

Outcome 3
Make creative responses and describe the process used to create the responses.

ASSESSMENT

Assessment of levels of achievement
The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework and an end-of-year examination.

Contributions to final assessment
School-assessed Coursework for Unit 3 will contribute 25 per cent to the final assessment.

UNIT 4

This unit focuses on a study of music excerpts from a range of styles and traditions. Students listen and make critical responses to works and analyse the organisation and context of works. They also use creative processes to compose, arrange and/or improvise a short work.

AREAS OF STUDY
1. Responses to music
This area of study focuses on listening and making critical responses to excerpts in a variety of music styles that use a range of instrumental and vocal combinations.

2. Organisation and context
This area of study focuses on the organisation and context of two works in differing styles, one of which should have been composed / created since 1910.

3. Creative processes
This area of study focuses on the creative processes used in composing, arranging and/or improvising a short work.

LEARNING OUTCOMES
For this unit students are required to demonstrate achievement of three outcomes.

On completion of this unit the student should be able to:

Outcome 1
Make critical responses to music in a range of styles and instrumental and vocal combinations.

Outcome 2
Analyse the treatment of elements of music and use of compositional devices in the works selected for study, evaluate contextual issues associated with the works, and compare the use of repetition and variation in the works.

Outcome 3
Create a short work that includes at least one compositional device of contrast, repetition and/or variation, and explain the creative processes used.

ASSESSMENT

Assessment of levels of achievement
The student’s level of achievement in Unit 4 will be determined by School-assessed Coursework and an end-of-year examination.

Contributions to final assessment
School-assessed Coursework for Unit 4 will contribute 25 per cent to the final assessment.

End-of-year written examination
The end-of-year examination will contribute 50% to the final assessment.

Description
The examination will include:
- aural analysis and critical responses to excerpts;
- questions focusing on works selected for study in Units 3 & 4;
- questions focusing on use of creative process and elements of music and compositional devices, including contrast, variation and repetition in the creative responses prepared in Unit 3 Outcome 3 and the short work created in Unit 4 Outcome 3.
OUTDOOR & ENVIRONMENTAL STUDIES

UNIT 3
RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence contemporary relationships with outdoor environments. Students are involved in one or more experiences in outdoor environments. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

AREAS OF STUDY

1. Historical Relationships with Outdoor Environments
   This area of study explores how Australians have understood and interacted with the outdoor environments over time. Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various indigenous cultural experiences, through to the influence of a number of major events and issues subsequent to European settlement.

2. Contemporary Relationships with Outdoor Environments
   In this area of study students examine current relationships between humans and outdoor environments. They examine a number of ways outdoor environments are portrayed in different media, the dynamic nature of relationship between humans and their environment; and the social, cultural, economic and political factors that influence these relationships.

LEARNING OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes. These outcomes encompass both areas of study for the unit. The achievement of the outcomes involves participation in outdoor experiences.

On completion of this unit the student should be able to:

Outcome 1
   Explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.

Outcome 2
   Analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments, with reference to specific outdoor experiences.

ASSESSMENT

Assessment of levels of achievement
The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework and an end-of-year examination.

School-assessed Coursework (Outcomes 1 and 2) From:
   • A written report and a short essay
   • A practical report in poster or multimedia format
   • An analysis of data

Contributions to final assessment
School-assessed Coursework for Unit 3 will contribute 25 per cent to the final assessment. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the final assessment.

UNIT 4
THE FUTURE OF HUMAN - NATURE INTERACTION

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 populations. Students investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

AREAS OF STUDY

1. Healthy Outdoor Environments
   This area of study explores the contemporary state of environments in Australia and the importance of natural environments to individuals and society. Students examine the nature of sustainability and, using key indicators, evaluate the health of outdoor environments. They investigate current and potential impacts of damage to outdoor environments.

2. Sustainable Outdoor Environments
   This area of study focuses on the sustainability of environments in order to support the future needs of ecosystems, individuals and society. Students investigate at least two case studies of conflicts of interest between people involved in uses of outdoor environments, and develop a clear understanding of the methods and processes commonly used to resolve these conflicts.

   Students develop an understanding that management strategies and policies, together with legislation and agreements, contribute to maintaining the health and sustainability of outdoor environments in contemporary Australian society.

LEARNING OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes. These outcomes encompass both areas of study for the unit. The achievement of the outcomes involves participation in outdoor experiences.

On completion of this unit the student should be able to:

Outcome 1
   Evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.

Outcome 2
   Analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

ASSESSMENT

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

School-assessed Coursework (Outcomes 1 and 2) From:
   • A written report
   • An analysis of data
   • A short essay
   • A test

Assessment of levels of achievement
The student’s level of achievement in Unit 4 will be determined by School-assessed Coursework and end-of-year examination.

Contributions to final assessment
School assessed work for Unit 4 will contribute 25 per cent to the final assessment. The level of achievement for Units 3 and 4 is also assessed by an end of year examination, which will contribute 50 per cent of the final assessment.
UNIT 3
PHYSICAL ACTIVITY PARTICIPATION AND PHYSIOLOGICAL PERFORMANCE

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity. Students investigate the contribution of energy systems to performance in physical activity - investigating the characteristics of each system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

AREA OF STUDY 1
Monitoring and promotion of physical activity
This area of study uses subjective and objective methods for assessing the student’s own and another cohort’s physical activity and sedentary levels. Students analyse the advantages and limitations of each of these methods to determine the most appropriate measure for a given setting. Students identify components of the social-ecological model to assist in the critique of government and non-government strategies aimed at increasing physical activity within the population.

Outcome 1
On completion of this unit the student should be able to analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.

AREA OF STUDY 2
Physiological responses to physical activity
In this area of study students explore the various systems and mechanisms associated with the energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They examine the way in which energy for activity is produced via the three energy systems and the associated fuels used for activities of varying intensity and duration. Students also consider the many contributing factors to fatigue as well as recovery strategies used to return to pre-exercise conditions. Through practical activities students explore the relationship between the energy systems during physical activity.

Outcome 2
On completion of this unit the student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

ASSESSMENT
The student’s level of achievement for Unit 3 will be determined by School-assessed Coursework and an end-of-year examination.

Contributions to final assessment
School-assessed Coursework for Unit 3 will contribute 25 per cent to the final assessment.

UNIT 4
ENHANCING PERFORMANCE

Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

AREA OF STUDY 1
Planning, implementing and evaluating a training program
This area of study focuses on the components of fitness and assessment of fitness from a physiological perspective. Students consider the manner in which fitness can be improved by the application of appropriate training principles and methods. Students conduct an activity analysis of an elite athlete to determine the fitness requirements of a selected sport. They participate in fitness testing and an individual training program and evaluate this from a theoretical perspective.

Outcome 1
On completion of this unit the student should be able to plan, implement and evaluate training programs to enhance specific fitness components.

AREA OF STUDY 2
Performance enhancement and recovery practices
This area of study explores nutritional, physiological and psychological strategies used to enhance performance. Students examine legal and illegal substances and methods of performance enhancement and develop an understanding of different anti-doping codes. Students consider strategies used to promote recovery, including nutritional, physiological and psychological practices.

Outcome 2
On completion of this unit the student should be able to analyse and evaluate strategies designed to enhance performance or promote recovery.

ASSESSMENT
The student’s level of achievement for Unit 4 will be determined by School-assessed Coursework and an end-of-year examination.

Contributions to final assessment
The level of achievement for Units 3 and 4 is also assessed by an end of year examination, which will contribute 50 per cent of the final assessment.
PHYSICS

UNIT 3

This unit focuses on ideas that underpin much of the technology found in areas such as communications, commerce and industry. Motion in two dimensions is introduced and applied to moving objects on Earth and in space. Another of Newton’s theories, that the gravitational effect of the Earth reaches out into space, is introduced and applied to analyse the motion of the Moon, the planets and satellites. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonics devices introduced.

AREAS OF STUDY
- Motion in one and two dimensions
- Electronics and Photonics
- Detailed study – Structures and Materials

LEARNING OUTCOMES
For this unit students are required to demonstrate achievement of three outcomes.
On completion of this unit students should be able to:
Outcome 1
Use the Newtonian model in one and two dimensions to describe and explain transport motion and related aspects of safety, and motion in space.
Outcome 2
Compare and explain the operation of electronic and photonic devices and analyse their use in domestic and industrial systems.
Outcome 3
Be able to compare and contrast the properties of construction materials, and model the effects on structures and materials in forces and loads.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.
Assessment of levels of achievement
The student’s level of achievement for Unit 3 will be determined by school-assessed coursework.

Contribution to final assessment
School-assessed Coursework for Unit 3 will contribute 16 per cent to the final assessment.

School-assessed coursework
Teachers will provide to VCAA a score representing an assessment of the student’s level of achievement. The score must be based on the teacher’s rating of performance of each student on the tasks set out below:
- A student designed extended practical investigation;
- A data analysis
- A test (short answer and extended response)

UNIT 4

In unit 4 the development of modules to explain the complex interactions of light and matter is considered. A field model of electromagnetism is applied to the generation, distribution and use of electric power. The detailed studies provide examples of innovative technologies used for research and communication.

AREAS OF STUDY
- Interactions of light and matter
- Electric Power
- Detailed study - Recording and reproducing sound

LEARNING OUTCOMES
For this unit students are required to demonstrate achievement of the following outcomes:
Outcome 1
Use wave and photon models to explain interactions of light and matter and the quantised energy level of atoms.
Outcome 2
Explain the operation of electric motors, generators and alternators and the generation, transmission, distribution and use of electric power.
Outcome 3
Apply a wave model of sound and a field model of electromagnetism to describe and evaluate the recording and reproduction of sound.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.
Assessment of levels of achievement
The student’s level of achievement for Unit 4 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment
School-assessed coursework for Unit 3 will contribute 24 per cent to the study score.

School-assessed coursework
Teachers will provide to VCAA a score representing an assessment of the student’s level of achievement. The score must be based on the teacher’s rating of performance of each student on the tasks set out below:
- A summary report of selected practical activities from the student’s log book;
- A data analysis
- A test (short answer and extended response)

End-of-year examination – Set by the VCAA
All outcomes in Unit 3 & 4 will be examined. The level of achievement for Units 3 & 4 is also assessed by an end-of-year examination, which will contribute 60 per cent to the study score. All of the key knowledge and skills that underpin the outcomes in Unit 3 & 4 are examinable.
UNIT 3
APPLYING THE PRODUCT DESIGN PROCESS

Students examine how a design brief is structured, how it addresses particular Product design factors and how evaluation criteria are developed from the constraints and considerations in the brief. Students examine how a range of factors, including new and emerging technologies, and international and Australian standards, influence the design and development of products within industrial manufacturing settings. They consider issues associated with obsolescence and sustainability models. Students commence the application of the Product design process for a product design for a client and/or an end-user, including writing their own design brief.

AREA OF STUDY 1
The designer, client and end-user in product development
Students examine the Product design process and develop skills in writing a design brief. They focus on the role of the designer and the relationship between a designer, client and/or end-user of an intended product. They consider methods used to establish a client’s and/or an end-user’s needs and requirements for the development of a solution to a design problem or to meet a need.

AREA OF STUDY 2
Product development in industry
Students focus on the factors, processes and systems that influence the design and development of products within industrial settings. Students look at the role of market research in determining consumer needs in relation to sustainability. They also examine market research and the Five Ps of marketing in relation to the product development process.

AREA OF STUDY 3
Designing for others
Students’ focus on working as a designer and applying the Product design process of using a design brief, developing evaluation criteria, using research, developing design options, and planning for production to meet the needs and requirements of a client and/or an end-user. Students identify specific needs of the client and/or an end-user by referring to the Product design factors.

Outcome 1
On completion of this unit the student should be able to explain the roles of the designer, client and/or end-user/s, the Product design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to product design development.

Outcome 2
On completion of this unit the student should be able to explain influences on the design, development and manufacture of products within industrial settings.

Outcome 3
On completion of this unit the student should be able to present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.

ASSESSMENT

Assessment of levels of achievement
The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework, school-assessed tasks and an end-of-year examination.

Contributions to final assessment
School-assessed Coursework for Unit 3 will contribute 12 per cent. The level of achievement for Unit 3 is also assessed by a School-assessed Task, which will contribute 50 per cent, and an end-of-year examination, which will contribute 30 per cent.

UNIT 4
PRODUCT DEVELOPMENT, EVALUATION & PROMOTION

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

AREA OF STUDY 1
Product analysis and comparison
Students examine design factors that influence the success or otherwise of commercially available products. Products are analysed and evaluated in terms of the Product design factors. Students develop an understanding of what people value and how they make judgments about products using qualitative and quantitative methods, and consider the impacts and consequences of product design success and failure.

AREA OF STUDY 2
Product manufacture
This area of study focuses on the skills, production techniques and processes used to make a product to suit the needs of a client and/or an end-user. Students continue with their production plan, apply skills and processes including the safe use of materials, tools, equipment and machines, and complete the product. They monitor and record their progress and make modifications made in consultation with the client and/or end-user.

AREA OF STUDY 3
Product evaluation
Students use evaluation criteria, carry out tests, and use client/end-user feedback to determine how well their product meets the needs and requirements outlined in the design brief developed in Unit 3. The effectiveness of planning the production processes are also evaluated.

Outcome 1
On completion of this unit the student should be able to compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.

Outcome 2
On completion of this unit the student should be able to safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.

Outcome 3
On completion of this unit the student should be able to evaluate the outcomes of the design, planning and production activities, explain the product’s design features to the client and/or an end-user and outline its care requirements.

ASSESSMENT

Assessment of levels of achievement
The student’s level of achievement in Unit 4 will be determined by School-assessed Coursework, school-assessed tasks and an end-of-year examination.

Contributions to final assessment
School-assessed Coursework for Unit 4 will contribute 8 per cent. The level of achievement for Unit 4 is also assessed by a School-assessed Task, which will contribute 50 per cent, and an end-of-year examination, which will contribute 30 per cent.

School-assessed Coursework
The school-assessed task which constitutes the assessment for Outcome 3 in Unit 3 and Outcome 3 in Unit 4 will be initially assessed by the teacher using criteria provided by the Board of Studies and may be subject to external review.
PSYCHOLOGY

UNIT 3
THE CONSCIOUS SELF

This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory.

Area of study 1
Mind, brain and body
This area of study focuses on the role of the functioning brain and nervous system in relation to awareness of self, the environment and behaviour. Students explore the relationships between consciousness and thoughts, feelings and behaviour by comparing the characteristics of normal waking consciousness with altered states of consciousness. Students explore the contribution that classic and contemporary research has made to this area of study and interpret behaviours and states of mind from psychological perspectives. They consider the ethical principles associated with the techniques used to investigate brain function and to measure states of consciousness. Students apply appropriate methods of psychological research and ethical principles to their own investigations.

Outcome 1
On completion of this unit the student should be able to explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of selected studies and brain research methods to the investigation of brain function.

AREA OF STUDY 2
Memory
Memory is essential to our identity: it connects our past experiences to the present and shapes our future by enabling us to adapt to daily changes in our environment. Students investigate the retention of experiences and learning as memory and the factors that affect retention and recall of information. They study the neural basis of memory and the connectivity between brain areas to explain the complexity of memory, factors that affect memory and its decline over time, and the cause of forgetfulness. Students examine models that explain processes and types of memory, consider how to measure retention of memory and investigate techniques for improving and manipulating memory. Students apply appropriate methods of psychological research and ethical principles when undertaking their own research investigations related to memory.

Outcome 2
On completion of this unit the student should be able to compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory.

Assessment
School-assessed coursework will contribute 20 percent. The level of achievement for Unit 3 is also assessed in the end-of-year examination.

UNIT 4
BRAIN, BEHAVIOUR & EXPERIENCE

This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour.

Area of study 1
Learning
This area of study explores the characteristics of learning as a process that plays a part in determining behaviour. Students study the neural basis of learning, and examine different types of learning: classical conditioning, operant conditioning, observational learning, one-trial learning, trial and error learning, insight learning and latent learning. Students apply appropriate methods of psychological research and ethical principles when undertaking their own research investigations.

Outcome 1
On completion of this unit the student should be able to explain the neural basis of learning, and compare and contrast different theories of learning and their applications.

Area of study 2
Mental health
Students use a biopsychosocial framework to investigate how biological, psychological and sociocultural factors interact to contribute to the development of an individual’s mental functioning and mental health. They identify the mechanisms underpinning the range of usual human emotions such as anxiety, stress, anger, sadness and happiness. Students learn to distinguish between normal or universal experiences such as stress or anxiety and chronic conditions such as addiction or depression, which fall into the category of mental illness or psychological disorder. The relationship between stress and mental health is investigated together with the strategies for coping with stress. Students apply a biopsychosocial framework to the study of simple phobia and a selected mental disorder, identify protective and risk factors, coping mechanisms and the principles of how treatments work.

Outcome 2
On completion of this unit the student should be able to differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress, simple phobia and a selected mental disorder.

Assessment
The student’s level of achievement for Unit 4 will be determined by School-assessed Coursework and will contribute 20 percent and an end-of-year examination that will contribute 60%.
SOFTWARE DEVELOPMENT

UNIT 3

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

AREAS OF STUDY

Programming Practice
In this area of study students focus on the design and development stages of the problem-solving methodology and computational thinking skills. Students examine the features and purposes of different design tools so they can accurately interpret the requirements for working software modules. Students interpret given designs and create working modules using a programming language, undertaking the problem-solving activities of coding, testing and documenting (development stage).

The working modules do not have to be complete solutions and can focus on limited features of the programming language; however, students are expected to fully develop the working modules in accordance with the given designs. Each module should allow the testing of the program logic in readiness for creating a complete solution in Unit 4. Testing techniques are applied to ensure modules operate as intended and students learn to write internal documentation in the code that they develop.

Analysis & Design
In this area of study students construct the framework for the creation of a software solution that meets a need or opportunity determined by individual students. This is the first part of a project, with the second part undertaken in Unit 4, Outcome 1.

In this area of study students analyse a real-world need or opportunity identified by them. The analysis is stated in terms of solution requirements, constraints and scope (analysis stage of problem-solving methodology) and presented as a software requirements specification.

There are two steps to designing. Initially, through the application of design and systems thinking skills, students generate two or three different design ideas for creating their solution. These are briefly stated and could include annotations to indicate key functions and layouts. The next step involves developing and applying evaluation criteria to select the preferred design idea. This is then fully detailed, addressing both the functionality and user interface of the solution. The evaluation criteria will be used in Unit 4 to evaluate the quality of this solution.

Students prepare a project plan, taking into account all stages of the problem-solving methodology covered in this outcome and in Unit 4, Outcome 1. Students do not have to use dedicated project-management software. Students determine the milestones of their project.

LEARNING OUTCOMES

Outcome 1
On completion of this unit the student should be able to interpret designs and apply a range of functions and techniques using a programming language to develop working modules.

Outcome 2
On completion of this unit the student should be able to analyse and document a need or opportunity, generate alternative design ideas, represent the preferred solution design and formulate a project plan for creating the solution.

UNIT 4

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

AREAS OF STUDY

Software Solutions
In this area of study students further develop their computational thinking skills by using the programming language studied in Unit 3 to transform the design they prepared in Unit 3, Outcome 2 into a software solution that meets specific needs or opportunities.

Students prepare a usability test that addresses the core features of their solution. The test must be undertaken by at least two other ‘users’ and the results recorded. Students can make any necessary adjustments to their solution based on these results.

During the project students apply techniques to record their progress on their plan, such as showing actual versus expected durations, achievement of milestones, modifications to the plan to show adjustments and annotations to explain these modifications. Students evaluate the quality of their solution using criteria developed in Unit 3 and they assess the effectiveness of their project plan in managing their project.

Interactions & Impact
In a globalised economy and society, organisations are increasingly dependent on data supplied by other organisations. The integrity of the supplied data can affect the ability of an information system to achieve objectives.

In this area of study students focus on the interactions between information systems that share data and how the performance of one of these systems is dependent on the integrity of the data. For example, timely and accurate weather reports generated by one information system can be used by an airline’s information system to reschedule flights, reducing risks to commuters.

Students apply systems thinking skills when examining information systems that share data. They develop knowledge of factors that influence the integrity of data and consider processes used within information systems to manage the storage, communication and disposal of data. Students investigate the capabilities of information systems operating in a networked environment and how these systems can be secured to enhance the integrity of data. They examine the importance of applying technical protocols when interacting with information systems and the consequences of violating these protocols.

LEARNING OUTCOMES

Outcome 1
On completion of this unit the student should be able to apply stages of the problem-solving methodology to create a solution using a programming language that fulfils identified requirements and assess the effectiveness of the project plan in monitoring progress.

Outcome 2
On completion of this unit the student should be able to analyse and explain the dependencies between two information systems and evaluate the controls in place in one information system to protect the integrity of its source data.

Assessment - Contributions to final assessment:
School-assessed Coursework for Units 3&4 will contribute 50% to the study score.
STUDIO ARTS

UNIT 3
STUDIO PRODUCTION & PROFESSIONAL ART PRACTICES

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
1. Explanation Proposal
2. Design Process
3. Professional art practices and styles

LEARNING OUTCOMES
For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1
On completion of this unit the student should be able to prepare an exploration proposal that formulates the content and parameters of an individual design process, and that includes a plan of how the proposal will be implemented.

Outcome 2
On completion of this unit the student should be able to present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal.

Outcome 3
On completion of this unit the student should be able to discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop their styles.

ASSESSMENT
The student’s level of achievement in Unit 4 will be determined by a School-assessed Task and an end-of-year examination.

Contribution to final assessment
The School-assessed Task for Unit 3 will contribute 33 per cent. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 34 per cent.

School-Assessed Coursework
Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student’s level of achievement.

School-assessed Task 1
The School-assessed Task in Unit 3 of Studio Arts encompasses Outcomes 1 and 2.

UNIT 4
STUDIO PRODUCTION & ART INDUSTRY CONTEXTS

This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities. Students are expected to visit at least two different exhibition spaces in their current year of study.

AREAS OF STUDY
1. Folio of Artworks
2. Focus, Reflection and Evaluation
3. Art industry contexts

LEARNING OUTCOMES
For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1
On completion of this unit the student should present a cohesive folio of finished artworks, based on selected potential directions developed through the design process, that demonstrates skilful application of materials and techniques and that realises and communicates the student’s ideas.

Outcome 2
On completion of this unit the student should be able to provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrate a cohesive relationship between the works.

Outcome 3
On completion of this unit the student should be able to examine and explain the preparation and presentation of artworks in at least two different exhibition spaces, and discuss the various roles, processes and methods involved in the exhibition of artworks.

ASSESSMENT
The student’s level of achievement in Unit 4 will be determined by a School-assessed Task and an end-of-year examination.

Contribution to final assessment
The School-assessed Task for Unit 4 will contribute 33 per cent. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 34 per cent.

School-assessed Task 2
The School-assessed Task in Unit 4 of Studio Arts encompasses Outcomes 1 and 2.
## THEATRE STUDIES

### UNIT 3
**PRODUCTION DEVELOPMENT**

This unit focuses on an interpretation of a playscript through the four designated stages of production: planning, production development, production season, and production evaluation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They analyse the influence of stagecraft on the shaping of the production. Students also attend a performance selected from the prescribed Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin, and analyse and evaluate the interpretation of the playscript in the performance. The term ‘playscript’ refers to play/s and/or excerpts from play/s.

**Stagecraft**

In this unit stagecraft includes acting, costume, direction, dramaturgy, lighting, make-up, multimedia, properties, promotion (including publicity), set, sound and stage management. In this unit, students apply two areas of stagecraft across the four designated stages of production to interpret a playscript. They also analyse the influence of the areas of stagecraft they have selected on the shaping of the production across the four stages of the production process.

**Production team**

For Outcome 1 students form a production team to collaboratively interpret a playscript for performance to an audience. More than one student may specialise in each area of stagecraft, and schools may decide to only focus on some areas of stagecraft. These decisions will be influenced by the playscript selected for interpretation and/or the size of the class.

**Outcome 1**

On completion of this unit the student should be able to apply stagecraft to interpret a playscript for performance to an audience.

**Outcome 2**

On completion of this unit the student should be able to document an interpretation of excerpts from a playscript and explain how stagecraft can be applied in the interpretation.

**Outcome 3**

On completion of this unit the student should be able to analyse and evaluate ways in which a written playscript selected from the prescribed playlist is interpreted in its production to an audience.

### UNIT 4
**PERFORMANCE INTERPRETATION**

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

**Monologue selection**

For Outcomes 1 and 2 students should select a play title from the Theatre Studies Performance Examination (monologue list) published annually by the Victorian Curriculum and Assessment Authority. The list will consist of a set of prescribed play titles, a specified scene from each play and a selected monologue from that scene. Students select one scene from one play and analyse and evaluate its content. The plays on the monologue list will be selected from a range of periods of theatre history and include a variety of performance styles and theatrical traditions that reflect the period in which the works were originally developed.

**Scene**

In this unit, the term ‘scene’ refers to a designated segment/s of a playscript selected from the Theatre Studies Performance Examination (monologue list).

**Stagecraft**

In this unit stagecraft includes acting, costume, direction, dramaturgy, make-up, multimedia, properties, set, and sound. Note, in this unit, appropriate stagecraft does not include lighting, stage management or promotion (including publicity).

**Outcome 1**

On completion of this unit the student should be able to interpret a monologue from a playscript and justify their interpretive decisions.

**Outcome 2**

On completion of this unit the student should be able to develop a theatrical treatment that presents an interpretation of a monologue and its prescribed scene.

**Outcome 3**

On completion of this unit the student should be able to analyse and evaluate acting in a production from the prescribed playlist.

### Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In Theatre Studies the student’s level of achievement will be determined by school-assessed coursework, an end-of-year performance examination and an end-of-year written examination. Percentage contributions to the study score in Theatre Studies are as follows:

- Unit 3 school-assessed coursework: 30%
- Unit 4 school-assessed coursework: 15%
- End-of-year performance examination: 25%
- End-of-year written examination: 30%
## VISUAL COMMUNICATION & DESIGN

### UNIT 3
#### DESIGN THINKING AND PRACTICE

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes.

**AREAS OF STUDY**
1. Analysis and practice in context
2. Design industry practice
3. Developing a brief and generating ideas

**LEARNING OUTCOMES**
For this unit students are required to demonstrate achievement of three outcomes.

**Outcome 1**
On completion of this unit the student should be able to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.

**Outcome 2**
On completion of this unit the student should be able to describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.

**Outcome 3**
On completion of this unit the student should be able to apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

**ASSESSMENT**
The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework, a School-assessed Task and an end-of-year examination.

**Contribution to final assessment**
School-assessed Coursework for Unit 3 will contribute 20 per cent. The level of achievement for Units 3 and 4 is also assessed by a School-assessed Task, which will contribute 40 per cent, and an end-of-year examination, which will contribute 35 per cent.

**School-Assessed Coursework**
Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student’s level of achievement in accordance with the assessment handbook.

### UNIT 4
#### DESIGN DEVELOPMENT 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 stated needs. Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

**AREAS OF STUDY**
1. Development of design concepts
2. Final presentations
3. Evaluation and explanation

**LEARNING OUTCOMES**
For this unit students are required to demonstrate achievement of three outcomes.

**Outcome 1**
On completion of this unit the student should be able to develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief.

**Outcome 2**
On completion of this unit the student should be able to produce final visual communication presentations that satisfy the requirements of the brief.

**Outcome 3**
On completion of this unit the student should be able to devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.

**ASSESSMENT**
The student’s level of achievement for Unit 4 will be determined by a school-assessed task and an end-of-year examination.

**Contribution to final assessment**
School-assessed Coursework for Unit 4 will contribute 5 per cent. The level of achievement for Units 3 and 4 is also assessed by a School-assessed Task, which will contribute 40 per cent, and an end-of-year examination, which will contribute 35 per cent.

**School-Assessed Coursework**
Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student’s level of achievement in accordance with the assessment handbook.
VCE VET programs are designed to provide a more vocational VCE and to prepare young people for the workplace of the future. VCE VET programs expand opportunities for senior secondary students, assist students in meeting the needs of Australian workplaces, and link students to industry and training providers through VCAA approved programs that lead to nationally recognised qualifications.

Students undertaking a VCE VET program have the opportunity to receive both a senior secondary certificate (VCE or VCAL) and a nationally portable VET qualification. The following table provides a summary of the VCE VET programs available for enrolment in 2015 on VASS in certificate type ‘VES’. Some of these VCE VET programs offer a study score as indicated below:

<table>
<thead>
<tr>
<th>VCE VET Program</th>
<th>Certificate Code &amp; Title</th>
<th>Study Score Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Horticulture,</td>
<td>AHC20110 Certificate II in Agriculture</td>
<td>✓</td>
</tr>
<tr>
<td>Conservation &amp; Land Management</td>
<td>AHC20410 Certificate II in Horticulture</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>AHC21010 Certificate II in Conservation and Land Management</td>
<td>✓</td>
</tr>
<tr>
<td>Animal Studies</td>
<td>ACM20110 Certificate II in Animal Studies</td>
<td>×</td>
</tr>
<tr>
<td>Automotive</td>
<td>22015VIC Certificate II in Automotive Technology Studies (Pre-vocational)</td>
<td>×</td>
</tr>
<tr>
<td>Building &amp; Construction</td>
<td>21844VIC Certificate II in Building and Construction (Pre-apprenticeship) (partial completion)</td>
<td>×</td>
</tr>
<tr>
<td>Business</td>
<td>BSB20107 Certificate II in Business and selected units of competency from Certificate III in Business</td>
<td>✓</td>
</tr>
<tr>
<td>Cisco</td>
<td>CISCO1 Cisco (Discovery and Exploration)</td>
<td>×</td>
</tr>
<tr>
<td>Community Services</td>
<td>CHC20108 Certificate II in Community Services and selected units of competency from Certificate III in Community Services Work and Certificate III in Children’s Services</td>
<td>✓</td>
</tr>
<tr>
<td>Dance*</td>
<td>21764VIC Certificate II in Dance</td>
<td>✓</td>
</tr>
<tr>
<td>Engineering*</td>
<td>22019VIC Certificate II in Engineering Studies</td>
<td>✓</td>
</tr>
<tr>
<td>Equine Industry</td>
<td>21908VIC Certificate II in Equine Industry</td>
<td>✓</td>
</tr>
<tr>
<td>Furnishing</td>
<td>LMF20309 Certificate II in Furniture Making and selected units of competency from Certificate III in Furniture Making</td>
<td>✓</td>
</tr>
<tr>
<td>Health</td>
<td>HLT21207 Certificate II in Health Support Services</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>HLT32407 Certificate III in Allied Health Assistance</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>HLT32507 Certificate III in Health Services Assistance</td>
<td>✓</td>
</tr>
</tbody>
</table>
Up to eight VCAA endorsed VCE VET units may be included in a student’s VCE program. However only one VCE VET Unit 3 & 4 sequence may be included in the Primary Four in an ATAR determination. The only students undertaking Year 12 at Vermont Secondary College who may take VCE Vet units 3 & 4, are those who have taken Units 1 & 2 in the VCE VET study.

For the VET studies that have a study score associated with Units 3 & 4, the scored assessment must be taken for that study to be included in the ATAR. VET studies that do not have scored assessment at Units 3 & 4, contribute to the ATAR as an increment. The increment is taken as 10% of the average study score of the Primary Four.

VCE studies only contribute to the ATAR if both Units 3 & 4 have been satisfactorily completed.

Students entering Year 10 - 12 who wish to continue with their VET program must:

(i) Register with The Pathways Team.
(ii) Include the VET study on their Web Preferences Application.
(iii) Apply for their VET study directly, through The Pathways Team.
(iv) Pay the designated application fee prior to commencing the study.
(v) Some VET programs have additional equipment, material and uniform costs which are paid directly to the provider. Details of these costs may be obtained from The Pathways Team.

FOR MORE INFORMATION PLEASE CONTACT MS REBECCA EAMES, DIRECTOR OF PATHWAYS AND TRANSITIONS, VIA eamesr@vermontsc.vic.edu.au OR ON (03) 8872 6321.

<table>
<thead>
<tr>
<th>VCE VET Program</th>
<th>Certificate Code &amp; Title</th>
<th>Study Score Available</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hospitality</strong></td>
<td>SIT20207 Certificate II in Hospitality and selected units of competency from Certificate III in Hospitality</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>SIT20307 Certificate II in Hospitality (Kitchen Operations)</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Information Technology</strong></td>
<td>ICA20105 Certificate II in Information Technology</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>ICA30105 Certificate III in Information Technology (partial completion)</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Integrated Technologies</strong></td>
<td>22071VIC Certificate II in Integrated Technologies</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Interactive Digital Media</strong></td>
<td>CUF20107 Certificate II in Creative Industries (Media)</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>CUF30107 Certificate III in Media</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Laboratory Skills</strong></td>
<td>MSL30109 Certificate III in Laboratory Skills</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>CUS20109 Certificate II in Music</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>CUS30109 Certificate III in Music</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>CUS30209 Certificate III in Technical Production</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Small Business</strong></td>
<td>21956VIC Certificate II in Small Business (Operations/Innovation)</td>
<td>✗</td>
</tr>
<tr>
<td><strong>Sport &amp; Recreation</strong></td>
<td>SIS2010 Certificate II in Outdoor Recreation</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>SIS20310 Certificate II in Sport and Recreation</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>SIS30510 Certificate III in Sport and Recreation</td>
<td>✓</td>
</tr>
</tbody>
</table>