

SENIOR SCHOOL HANDBOOK 2019



Shepparton
Christian College

Educating for Eternity

Contents

Contents

A Message from the Principal	3
Introduction	3
Year 10 at SCC	4
• Year 10 Core Subjects.....	5
VCE	7
• What is VCE?	7
• Entry to VCE Studies	7
• Completion of VCE	8
• What is an 'ATAR' Score? What is the ATAR?	9
Victorian Certificate of Applied Learning (VCAL)	11
• Award Levels	11
• VCAL Compulsory Strands	12
• Course Requirements.....	13
• VCAL at Shepparton Christian College	14
VET in Schools	15
Assessment	15
Distance Education Centre Victoria (DECV) and Video Conference Classes.....	16
Submission of School Assessed Tasks and School Assessed Coursework	16
Reporting VCE Results.....	17
Authentication	18
Breach of Rules	19
Grievance Process.....	20
Special Provisions.....	21
Attendance	21
Record Keeping	22
Career and Course Counselling.....	23
Important Dates 2019.....	23
SENIOR SUBJECT DESCRIPTIONS	24
VCE Subjects – Unit 1 and 2	24
• Biology Unit 1 & 2.....	24
• Business Management Unit 1 & 2	25
• English Unit 1 & 2	26

• General Maths Unit 1 & 2	27
• Health & Human Development Unit 1 & 2	27
• Industry and Enterprise Unit 1 & 2	28
• Legal Studies Unit 1 & 2	29
• Mathematical Methods (CAS) Unit 1 & 2.....	30
• Physical Education Unit 1 & 2	31
• Psychology Unit 1 & 2	31
• Studio Art Unit 1 & 2	32
VCE Subjects – Unit 3 & 4	34
• Accounting Unit 3 & 4	34
• English Unit 3 & 4	34
• Further Mathematics	36
• History Revolutions Unit 3 & 4.....	36
• Legal Studies Unit 3 & 4	37
• Mathematical Methods (CAS) Unit 3 & 4.....	38
• Outdoor and Environmental Studies Unit 3 & 4	39
• Physics Unit 3 & 4.....	40
• Studio Art Unit 3 & 4	41
VET in Schools	43

A Message from the Principal

The senior years of school are an important time in the life of young people with career goals being explored and pathways to future study and employment options developed. At Shepparton Christian College we are committed to providing a whole school program that provides a safe and caring environment that allows each young person to be the best they can be in God. We seek to develop the individual gifts and talents in each of our students in an environment that is academically challenging and based around a Biblical and Christian Worldview.

We have pathways that cater for the wide variety of interests in our young people through offering programs leading to the Victorian Certificate of Education (VCE) as well as a Victorian Certificate of Applied Learning (VCAL). Our students also have access to Vocational Education and Training in Schools (VETiS) programs run through the local TAFE.

The senior years of schooling are both challenging and rewarding. All we ask of our young people is that they seek to be the best they can.

⁵ Get wisdom, get understanding; do not forget my words
or turn away from them.

⁶ Do not forsake wisdom, and she will protect you;
love her, and she will watch over you.

Proverbs 4:5-6 (NIV)



Chris Aiton, Principal



Introduction

Welcome to Senior Studies at Shepparton Christian College. We exist to provide a vibrant Christian education to the community of Greater Shepparton. As a part of this commitment we are excited to offer a program of study for Year 10, Year 11 and Year 12.

Our priority is to develop an excellent teaching program at school that meets the needs of the diverse vocational pathways and interests of our students. Along the way, we wish to strengthen each student's personal faith in Jesus Christ as our Lord and Saviour and assist them in interpreting their senior studies from a Christian world view.

This booklet will assist you in making the important decisions that will set the course of future study and career choices.



Year 10 at SCC

Year 10 completes the Victorian Essential Learning Standards Level 10. This level emphasizes Developing Pathways for a student's future educational, career and recreational aspirations.

The Victorian Curriculum recognises that at Level 10 students develop greater independence of mind and interests. They seek deeper connections between their learning and the world around them and explore how learning might be applied in that world. They need to experience learning in work and community settings as well as the classroom. They are beginning to develop preferred areas for their learning.

Year 10 at SCC consists of a balance of core and elective subjects.

Core subjects and Electives make up the Year 10 Program.

- Year 10 students may have the opportunity to join the Accelerated VCE Program and fast track up to one VCE subject or fast track VCAL.

Core Subjects

SCC has identified the following as curriculum priorities at Year 10 and has built them into the core subjects offered:

- Literacy and Numeracy
- Academic strength in – English, Mathematics, Science and Humanities
- Spiritual and Physical Health – Christian Living and P.E.

Core Subjects

- English
- Mathematics
- Science
- Humanities (Geography/History)
- P.E./Health
- Careers
- Christian Living



Year 10 Electives

In keeping with the theme of the Victorian Curriculum Level 10, Developing Pathways, SCC recognizes the need for students to make their own choices and begin to develop their individual pathways for future study and career goals. Students and parents are advised to make elective decisions carefully and keep a balance between interests, strengths and gifts, and career aspirations.

Electives offered may vary to the ones listed below due to student interest, availability of teaching staff and timetabling constraints.

Elective Subjects on offer in 2019:

Art	Information Technology
Environmental Science	Fitness & Sports Leadership
Home Economics	Visual Communication
Music	Food Technology
Drama	Textiles
Business	Outdoor education
Lote	Design & Construction

VCE Accelerated Program

Students who have demonstrated capacity may have the opportunity to study VCE Units in Year 10 as a part of the Accelerated VCE Program. This allows students to ease the pressure of VCE by spreading it over three years instead of just two in Years 11-12. It also allows students to complete 6 Unit 3 and 4 subjects instead of the standard 5. Students wishing to join the Accelerated VCE Program must meet the criteria for entry to VCE as outlined later in this Handbook.

Note: Students may only ‘accelerate’ 1 subject in advance of their current year level, with school approval.

Each VCE subject taken will:

- Consist of 9 periods per fortnight.
- Limit the number of Year 10 Electives available to the student.

Year 10 Core Subjects

English (5 periods)

As students work towards the achievement of Level 6 standards in English, they produce, study and respond critically to spoken, written, and visual texts created for a wide range of audiences and purposes. Their focus is on a close examination of the critical and sociocultural dimensions of language, and they learn to be critical and independent users of texts and language appropriate to situations in school, in their daily lives and in the workplace.

Students will continue their focus on spelling and grammar on a weekly basis using Senior English Skill Builder book. They will be encouraged to develop their creative skills through writing poetry and creative writing. In addition, they will examine several texts.

Mathematics (5 periods)

As students work towards the achievement of Level 6 standards in Mathematics, they extend their use of mathematical models to a wide range of familiar and unfamiliar contexts. They recognise the role of logical argument and proof in establishing mathematical propositions.

Students will continue to use a range of resources including Maths Quest 10 and Maths Mate to develop their knowledge and understanding of topics covered in Year 10. They will study Probability, Functions and Algebra which leads to the Mathematical Methods pathway at VCE; and Statistics, Measurement and Consumer Arithmetic, which leads to the General/Further Mathematics pathway.

Humanities (3.5 periods)

As students work towards the achievement of Level 10 standards in Economics, they develop their understanding of how the Australian economy is managed, particularly within the international economic context. They analyse how macroeconomic and microeconomic policies and programs advanced by governments and other institutions affect them and their fellow citizens.

They examine the role of exchange, trade and globalisation in influencing Australia's standard of living. They develop an understanding of enterprise attributes and skills, and describe the impact of innovation and enterprise on the economy and society.

Students will continue to gain an awareness of their place in the world through the study of History and Geography. In Geography they will learn how to help the developing world and the study environmental impact. In History they will examine Australia's involvement in war and the effects of the Great Depression.

Science (3.5 periods)

As students work towards the achievement of Level 10 standards in Science, they extend their concept of science as a way of knowing to include an understanding of how scientific theories and models drawn from traditional and emerging sciences are based on evidence that may initially be tentative and limited. Examples include atomic structure, natural selection and evolution, development of medicines, genetic inheritance, and the genesis of the Universe. They explore the ways in which scientific theories are both powerful (in guiding thinking and investigation) and tentative (in being open to change) at the same time. They understand that the features of science as a way of knowing lead to it being: empirical and non-empirical, creative and methodical, and speculative and logical. They appreciate that people of diverse cultures have contributed to and shaped the development of science.

Students will continue to study from the areas of Biological, Chemical and Physical sciences in preparation for VCE science options. They will also be introduced to Psychology in the topic of The Mind and Human Behaviour. The students will continue to develop laboratory skills and be given opportunity to design experiments and test hypotheses.

Health and Physical Education (2.5 periods)

As students work towards the achievement of Level 10 standards in Health and Physical Education, they develop proficiency in a range of high-level movement and manipulative skills such as a smash in tennis, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports. They may be introduced to new sports, games or activities which will require them to learn new skills or adapt previously learnt skills in a new context.

Students will cover the topics: Movement and Physical Activity; Building Social Relationships, and; Working in Teams. They will further develop their skills in a variety of sporting activities and be encouraged to get involved in interschool sporting events.

Christian Living (1.5 periods)

In Biblical Studies, students will continue to learn the relevance of God's Word for today. They will be encouraged to maintain a close relationship with their Heavenly Father and their Lord Jesus through reading the Bible daily in Devotions, praying and living their faith in the community. In Year 10 students continue to study in depth the texts of the New Testament.



VCE

What is VCE?

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VCE is designed to be completed by school students over a minimum of two years.

Each VCE study is designed to provide a two-year program. Units at 1 and 2 level are nationally and internationally benchmarked to a Year 11 standard. Similarly, Units at 3 and 4 level are benchmarked to a Year 12 standard. Units 1 and 2 and Units 3 and 4 are designed to be taken as a sequence.

Outcomes are the basis for satisfactory completion of a VCE unit. Each VCE unit includes a set of two to four outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements.

Students' levels of achievement for Units 1 and 2 are determined by the school. Students' levels of achievement for Units 3 and 4 sequences are assessed using school-based assessment and external examinations. There are two forms of school assessment – School-assessed Coursework and School-assessed Tasks. The score for each school-assessment is reported to the VCAA.

Entry to VCE Studies

Entry to VCE at SCC

Generally, students are advised to complete both Units 1 and 2 before attempting Unit 3, or have equivalent experience, or be willing to undertake some preparation. This advice is published in the study design for each study. *(Any variation to the normal sequence should be done with the counsel and approval of the subject teacher).*

Units 3 and 4 of studies are designed to be taken as a sequence; students must undertake Unit 3 before commencing Unit 4 of that study.

Entry to VCE/VCAL at Year 11

Promotion to Year 11 and the VCE or VCAL Program will normally follow for Year 10 students of SCC and enrolling students who satisfactorily complete all subjects in both semesters of Year 10.

For students who do not satisfactorily complete Year 10, an individual review will be conducted to determine the advisability of the student's promotion to Year 11. The review may consider the following:

- The grades scored in the subjects that the student wishes to pursue in VCE
- The student's future pathway in education
- Any special circumstances related to the student's Year 10 performance
- The concerns of the parents

The review will have one of the following outcomes:

- The student is not permitted to proceed to Year 11 and may be offered the option of repeating Year 10
- The student is permitted to proceed to Year 11
- The student is permitted to proceed to Year 11 on probation. For students on probation, special requirements will be established in regards to the conduct and performance of the student which will include a review period.

Entry to the VCE Accelerated Program

In some cases it may be advisable and appropriate for students to spread their VCE studies over more than the two years of 11 and 12. In order to cater for students that are academically able and mature in their approach to work habits, SCC will offer students that fit the following criteria the ability to accelerate their VCE Program in Year 10.

Eligible students must:

- Achieve higher than a 'C' in their Year 9 reports in that subject if offered.
- Be recommended by that subject's teacher as capable of studying at VCE level.
- If this evidence is not available, the VCE subject teacher should assess the student's ability to undertake the required level of study.

Students, before making the decision to accelerate, should:

- Consider their academic and career aspirations
- Consider their strengths, weaknesses and interests
- Consider the commitment and workload required at VCE level

The final decision to accept or refuse a student to the Accelerated Program, after considering the recommendation of teaching staff, rests with the VCE Coordinator and Principal of SCC.

Completion of VCE

Minimum requirement

The minimum requirement is satisfactory completion of 16 units which must include:

- Three units from the English group, with two units at Units 3 & 4 level.
- At least three sequences of Units 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

Note: The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admissions Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.

Awarding of the VCE

A student may complete the VCE and be awarded the certificate by satisfactorily completing sufficient units of study according to VCE program requirements. In all cases where a student achieves 'S' in sufficient units he/she will be awarded the VCE.

For VCE Units 3 and 4, all students must meet the requirements of a study as set out in the accredited study designs.

What is an 'ATAR' Score? What is the ATAR?

The ATAR is an overall percentile ranking reflecting a student's comparative in a given year. The ATAR allows tertiary institutions to compare students who have completed different combinations of VCE studies. It is calculated by VTAC solely for use by institutions.

The ATAR shows the position of a student relative to their age group in a given year. It is reported as a rank between 0.00 and 99.95 with increments of 0.05. An ATAR of 75.00 means that students with that ATAR have achieved VCE results that place them in the top 25% of the Year 12 group.

Who receives an ATAR?

VTAC calculates an ATAR for all students who have qualified for an ATAR, however only those who apply through VTAC for tertiary courses receive an ATAR statement.

An ATAR will be calculated by VTAC for applicants when they first qualify for an ATAR. If students undertake further study in a later year and are awarded at least one study score or complete a non-scored VET sequence that entitles them to an additional VET increment, a new ATAR will be calculated.

Ranking for courses will be based on the highest ATAR achieved.

Students will receive an official statement containing their ATAR from VTAC at the same time that they receive study scores from the VCAA if they have applied for tertiary entry through VTAC.

Eligibility for an ATAR

To qualify for an ATAR a student must:

- qualify for the VCE
- achieve study scores in four permissible Unit 3 and 4 VCE studies, including one from the English group.

Calculation of the ATAR

The ATAR is developed from an aggregate produced by adding a student's results for up to six studies as follows:

- the scaled study score in English, English (ESL), Literature or English Language
- the next best three scaled study scores permissible (which together with the English study make the "Primary Four")
- 10% of any fifth and/or sixth permissible scores that are available (these are called Increments).

If a student has more than six results, the six permissible results that give the highest ATAR are used.

Studies used in the calculation of the ATAR may be taken over any number of years; however the time taken to complete VCE studies may be taken into account by institutions in considering applications.

Students are then ranked in order of these aggregates — the highest rank being 99.95 and then decreasing in steps of 0.05.

The group of students with the highest aggregate will be assigned the highest rank of 99.95. The lowest automatically reported ATAR is 30.00, with ATARs below 30.00 being reported as 'less than 30'.

Notional ATARs

Notional ATARs are used to rank applicants who either have previous Victorian Year 12 results (other than VCE results) or another qualification obtained in Victoria such as the International Baccalaureate. In the case of previous Victorian

Year 12 results, a Notional ATAR is calculated using the same rules as for the ATAR. For other qualifications, different methods are used whilst still adhering to the same underlying principles. Further information may be obtained from VTAC.

ATAR and two-stage process with a middle-band of 20%

For courses using this selection method about 80% of places are determined by the ATAR alone. For the remainder of places in these courses, additional information is considered for the applicants who do not have an ATAR high enough to guarantee automatic selection, but have an ATAR above that which leads to automatic rejection.

These applicants are in the 'middle-band' and are evaluated in accord with the middle-band criteria outlined in individual course entries in the VTAC Guide.

These factors are used in addition to the prerequisites and extra requirements in course entries, to rank applicants in the middle-band and fill the balance of the course quota.

Interstate use of ENTERs or ATARs

Victorian VCE applicants applying for tertiary courses in other Australian states will be considered on the basis of their ATAR.

Scaling VCE Study Scores for the ATAR

In calculating VCE study scores, the VCAA does not determine any measure of overall performance in the VCE, but rather the performance of each student in each individual study. In order to facilitate selection, institutions require an overall measure of the performance of students undertaking the VCE.

Before the scores of different VCE studies can be added together for the ATAR, they need to be scaled to take account of the different abilities of the students taking different studies.

The VCE study score is not a score out of 50. It is a ranking or relative position which shows a student's performance compared with all other students who took that study in the same year. A student with a VCE study score of 30 is in the middle of the cohort, or has performed better than about half of all students. A student with a VCE study score of 40 has performed better than about 91% of all students who did that study.

What this means is that the middle student in any study will have a VCE study score of 30, regardless of how strong the other students were in the study and how difficult it was to achieve the middle ranking.

Therefore all study scores are scaled by VTAC before they are used to calculate the ATAR. Scaling adjusts the study scores in each study to take account of the strength of competition among students taking the study. The strength of competition in each study is measured by how well the students performed in all their other studies. The study scores are scaled so that the overall level of scores in that study matches the scores obtained by the same group of students in all of their other studies.

The scaled study scores are called ATAR subject scores and it is the ATAR subject scores that are used to calculate the ATAR.

VCE studies are always scaled in the year in which they were undertaken (this may not necessarily be in the year in which you receive your ATAR).



Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a 'hands-on' option for students in Years 11 and 12.

Like the VCE, the VCAL is a recognised senior secondary qualification. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on 'hands-on learning'. Students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12.

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

Award Levels

1. Foundation

At Foundation level, knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning. The following components of training are recommended at Foundation level:

- VCAL Foundation Units
- VET Certificate I
- FE Certificate I

2. Intermediate

At Intermediate level, knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills. The following components of training are recommended at Intermediate level:

- VCAL Intermediate units
- VCE Units 1 and/or 2
- VET Certificate I, II
- FE Certificate II

3. Senior

At Senior level, knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision-making and leadership. The following components of training are recommended at Senior level:

- VCAL Senior units
- VCE Units 3 & 4
- VET Certificate II and above
- FE Certificate III and above

Each of the three awards has a nominal duration of 100 hours. A typical VCAL learning program would be based on a full-time load of independent learning and timetabled class time of 1000 hours.

VCAL Compulsory Strands

1. Literacy and Numeracy Skills

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

Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields. Curriculum selected for numeracy in this strand should develop skills to facilitate the practical application of mathematics at home, work and in the community.

Curriculum in the Literacy and Numeracy strand can include:

- VCAL Literacy and Numeracy Skills units
- VCE English and Mathematics units
- Selected accredited modules with a literacy or numeracy focus from FE certificates, for example Certificates in General Education for Adults.

2. Work Related Skills

The purpose of the Work Related Skills strand is to develop employability skills, knowledge and attitudes valued within the community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from a range of pathways.

Work related skills include skills that align with Employability Skills. The Employability Skills are:

- Communication
- Team work
- Problem solving
- Technology
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning

Curriculum for this strand can include:

- VCAL Work Related Skills units
- Selected VCE units
- Selected accredited FE modules or certificates
- Nationally accredited VET certificates
- Units of competency/modules of VET that focus on skills to prepare students for employment
- School-based Apprenticeships and Traineeships

Skills in Occupational Health and Safety (OH&S) are also considered essential work related skills.

3. Industry Specific Skills

The purpose of the Industry Specific Skills strand is to enable the development of skills, knowledge and attitudes related to one or more vocational contexts in preparation for progression to further learning or employment. While specific VET units can be curriculum components of this strand, the learning program should focus on vocational contexts in order for learners to make informed choices as to the pathway options available to them through the VCE, VCAL, VET and FE and employment.

Curriculum selected for this strand can include:

- Nationally accredited certificates
- Units of competency that are part of a School-based Apprenticeship and Traineeship
- Units of competency/modules of VET certificates that focus on a particular industry, or that sample a range of experiences in a number of industries, such as Retail, Engineering, Hospitality, Furnishing, etc.

4. Personal Development Skills

The purpose of the Personal Development Skills strand is to develop skills, knowledge and attitudes that lead towards:

- Social responsibility
- Building community
- Civic responsibility, e.g. through volunteering and working for the benefit of others
- Improved self-confidence and self-esteem
- Valuing civic participation in a democratic society.

The development of skills, knowledge and understanding in this strand underpins the development of skills in the three other VCAL curriculum strands.

Curriculum selected for the learning programs must include at least one VCAL Personal Development Skills unit at the award level or above.

Course Requirements

To be awarded the VCAL, students must successfully complete a learning program which contains a minimum of ten credits. The VCAL program must include:

- Curriculum components to the value of at least one credit, each of which can be justified against the purpose statement for each of the four VCAL curriculum strands
- A minimum of two VCAL units
- One credit for numeracy
- Curriculum components to the value of six credits at the level of the VCAL award (or above), of which one must be for literacy and one credit must be for a VCAL Personal Development Skills unit.

At the VCAL Intermediate and Senior levels, the learning program must also include accredited VET curriculum components to the value of a minimum of one credit in the Industry Specific Skills Strand.

The VCAL program may also contain curriculum components drawn from VCE units and FE accredited curriculum. One credit is awarded on successful completion of 90 nominal hours of accredited FE curriculum.

Students who start their VCAL and then decide they would like to complete their VCE, are able to transfer between certificates. Any VCE studies successfully completed as part of the VCAL program will count towards the VCE.

Students who satisfactorily complete the VCAL may also be eligible to receive the award of a VCE, provided they meet the criteria.

VCAL at Shepparton Christian College

In conjunction with Shepparton Technical Education Centre (TEC) and local secondary colleges, Shepparton Christian College will offer VCAL to Year 10, 11 and 12 students. Students will choose which award of VCAL they wish to obtain and will have the below choices for the VCAL compulsory strands. Year 10 students who commence at VCAL Foundation level will aim to complete their VCAL certificate in Year 11 or 12:

Literacy – VCAL Literacy Skills unit or VCE English Unit 1 & 2

Numeracy – VCE Foundation Maths, General Maths or Maths Methods

Work Related Skills – VCAL Work Related Skills units, School-based apprenticeships, Outdoor and Environmental Studies (Unit 1, 2, 3 and/or 4), other technology-based subjects at local secondary colleges or Distance Education Centre Victoria,

Industry Specific Skills - VET subjects on offer at TEC and other local secondary colleges

Personal Development – VCAL Personal Development units



GOTAFE Campuses in Shepparton, Wangaratta, Seymour and Benalla offer VET in Schools (VETiS) programs. We accept enrolments from students aged 15-19, wanting to undertake Vocational Education and Training (VET) as part of their senior secondary school certificates (VCE and VCAL). Students attend classes one day per week. Courses like Animal Studies and Equine have a large component of on-line learning which can be undertaken off campus with selected days of practical activities which are held at the Wangaratta Regional Study Centre.

Some courses will provide full completion of the certificate whereas some will only provide partial completion. Some courses will also contribute towards a student's ATAR.

Assessment

Learning Outcomes

The Learning Outcomes expressed in each subject outline specify the teacher's underlying aims for each student in terms of the skills and abilities they would want to see evident after completion of the Course.

Assessment Tasks

These are tests, assignments, reports, examinations and other specified tasks completed by the students for marking by the teacher. Assessment Tasks are the means by which the student's level of performance is determined. The students are graded on a ten-point scale from A+ to E unless specifically mentioned otherwise; it may be assumed that all subjects will use a combination of topic tests, assignments and examinations for assessment of student performance. As for Course Requirements, the specific information regarding Assessment Tasks will be documented for the students and distributed at the beginning of each semester.

Satisfactory Completion of VCE Units

For satisfactory completion of a Victorian Certificate of Education (VCE) unit, a student must demonstrate achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designed for the unit. This decision is distinct from the assessment of levels of performance.



The key knowledge and skills and the advice for teachers included in the study design will assist teachers in making this judgment. The key knowledge and skills do not constitute a checklist of elements

that needs to be assessed separately. In those studies where the set of assessment tasks for School-assessed Coursework scores covers all outcomes designated for the unit, satisfactory performance on these tasks is sufficient evidence to award S for the unit.

'S' - Satisfactory VCE unit result

The student receives S for a unit when the school determines that all outcomes are achieved satisfactorily. To achieve an outcome a student must:

- Produce work that meets the required standard
- Submit work on time
- Submit work that is clearly his/her own
- Observe the Victorian Curriculum and Assessment Authority (VCAA) and School rules.

If a teacher judges that all outcomes are achieved, the student satisfactorily completes the unit.

‘N’ - Not Satisfactory VCE unit result

The student receives N for the unit when one or more of the outcomes are not achieved because:

- The work is not of the required standard
- The student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision
- The work cannot be authenticated
- There has been a substantial breach of rules including school attendance rules

The N result will be used for students who only partly complete work or whose attendance records breach school rules.

‘J’ - Result

For a student who is no longer attending but has not officially withdrawn by signing a Student Exit form, the symbol J is included on the Victorian Assessment Software System (VASS).

The J result will be used where the student:

- Is no longer attending class
- Has not submitted work for assessment.

Note: The J result is recorded on the VCAA database but is not reported on the student’s Statement of Results. Units with a J result are made available to Victorian Tertiary Admissions Centre (VTAC) and are treated by VTAC as equivalent to N.

An N or J result means that the student does not satisfactorily meet the requirements of the course and the Unit will not be counted towards the award of their VCE.

Distance Education Centre Victoria (DECV) and Video Conference Classes

If a particular subject is not offered by the College, teachers may recommend that the student complete the subject via Distance Education or through a video conference class offered through another Christian school.

Teachers, in conjunction with the VCE Coordinator, will consider whether they think this to be a suitable option based on the requirements of the subject, and the student’s ability to successfully meet those requirements.

Completing coursework through the DECV incurs an extra yearly cost of approximately \$810, 50% of which is subsidised by the College.

Submission of School Assessed Tasks and School Assessed Coursework

At the beginning of a VCE Unit, the teacher will inform students of:

- All work he/she needs to do to achieve S for the unit
- All work he/she needs to do for Graded Assessment
- Timelines and deadlines for completing work

The student should familiarise themselves with:

- The SCC Senior School Handbook
- All policies that will affect their satisfactory completion of the Unit
- Requirements for attendance, available in the Handbook



The student should submit assessment tasks and coursework:

- By the due date
- In accordance with the instructions as handed out by the teacher
- With consideration to the requirements for Satisfactory Completion
- Using the cover sheet handed out by the Unit teacher
- With the Notice of Authentication signed by the student and teacher

If an extension of time is required, the student shall:

- Approach the teacher two weeks prior to the due date
- Fill in a Request for Extension Form
- If the extension is granted, submit the work by the revised due date

Reporting VCE Results

The Victorian Curriculum Assessment Authority will provide:

- A statement of results indicating satisfactory completion (S) or unsatisfactory completion (N) for each unit attempted.
- A statement of results of School Assessed Coursework, the School Assessed Tasks, and Examination Results. Results are indicated using various methods – a graded 10 point scale A+ - E, UG (ungraded), NA (not assessed) or a numerical study score.
- A statement of results for the General Achievement Test (GAT).

The School will provide:

End of Semester Reports

- The detailed End of Semester Report formats directly follow the Course Requirements and Assessment Tasks, as given out at the beginning of each semester of work. Students will receive course documentation from teachers regularly about what is assessed and reported.
- The form of reporting for the VCE is both detailed and informative. Students will receive school based reports for Units 1 and 2, outlining satisfactory completion of outcomes, detailing levels of performance in the school assessment tasks, including the Overall Grade.
- At Unit 3 and 4 levels the school will issue a report at the completion of first semester outlining satisfactory completion of outcomes and providing comments regarding the student's overall progress. The SAC results given by the College are not finalised until SAC scores are processed by VCAA. This information will be reported by VCAA to parents at the end of the year. This should help to organise students' study habits and set priorities in regard to homework and study.

The School will:

Hold Parent/Teacher Interviews

- In Terms 1 and 3, to discuss student progress.

Be Available

- At any stage to discuss the progress of a student.

Reporting School Assessed Coursework (SAC) – Units 3&4:

- The VCAA encourages schools to report the school assessed coursework tasks to students as soon as possible after the completion of individual tasks to allow students to obtain an indication of their progress.

Note: Students are advised that all reported school assessed coursework is a raw score. The VCAA will perform statistical tests on results across the State of Victoria on all school assessed coursework, before awarding final results, and it is possible for results to change.



Authentication

To satisfactorily complete VCE it is necessary for the student to demonstrate an understanding of the work covered through school-based assessment tasks. For this reason, it is vitally important for the student to produce for assessment authentic work and follow the correct procedure in acknowledging work that is not their own. Students should follow the Guidelines set out below:

Student's Guideline for Authentication

Victorian Curriculum and Assessment Authority Rules:

These apply to School-Assessed Coursework (SACs) and School-Assessed Tasks (SATs)

- Students must ensure that all unacknowledged work submitted for Coursework Assessment is genuinely their own.
- Students must acknowledge all resources used, including:
 - Text, websites and source material
 - The name(s) and status of any person(s) who provided assistance and the type of assistance provided.
- Students must not receive undue assistance from any other person in the preparation and submission of work. Acceptable levels of assistance include:
 - The incorporation of ideas or material from other sources (e.g. by reading, viewing or note taking) but which has been transformed by the student and used in a new context
 - Prompting and general advice from another person or source, which leads to refinements and / or self-correction.Unacceptable forms of assistance include:
 - Use of, or copying of, another person's work or other resources without acknowledgment
 - Actual corrections or improvements made or dictated by another person.
- Students must not submit the same piece of work for assessment in more than one study.
- Students who knowingly assist other students in a Breach of Rules may be penalised.
- Students must sign an authentication record for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.



Plagiarism:

"Plagiarism is literary burglary" (W. Lyon)

When you are researching for essays, projects and assignments, the sources of information are plentiful – encyclopaedia, reference books, journals, magazines, newspaper and of course, the internet. It is important that you understand the correct way to use and to acknowledge the sources of information.

Basically, the rules, accepted by schools and universities world-wide, are these:

If you include in your piece of work words and phrases directly taken from the work of someone else, you must put such phrases in quotation marks and clearly acknowledge their source. You should also include with your piece a bibliography, giving full publication details (title, author, publisher and date) of any work you have used. If you paraphrase someone else's work (rewrite it in your own words) you should still acknowledge the source of the ideas, and include the work in your bibliography.

Not to do this is plagiarism, or passing off as your own words or ideas of someone else, which is a form of cheating.

Breach of Rules

Teachers who believe that a school-based assessment breach of rules has occurred should report the incident in accordance with the school's procedures and an investigation into the breach should take place. Detailed records should be kept by the school of the process of investigation.

Identification of breach of rules

- Teachers must identify the assessment breach and inform the student as soon as possible after the breach has been identified.
- If the nature of the breach relates to the authenticity of work that:
 - Is not typical of other work produced by the student
 - Is inconsistent with the teacher's knowledge of the student's ability
 - Contains unacknowledged material
 - Has not been sighted and monitored by the teacher during its development, then
 - The work should not be accepted for assessment until sufficient evidence is available to show that the work is the student's own.
- If a breach is believed to have occurred the original of the final version of the work is to be retained by the school. The student is to retain a copy.

Onus of proof

- Students must provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements.
- In order to obtain the necessary evidence, students may be required to:
 - Provide evidence of the development of the work
 - Discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
 - Provide samples of other work
 - Complete, under supervision, a supplementary assessment task related to the original task
 - Complete a test to demonstrate understanding of the work
 - Attend an interview.
- If the breach remains unresolved, the student is to attend an interview with the Investigation Committee
- The Investigation Committee consists of the Principal, the VCE Coordinator and Unit teacher.
- At any formal meeting of the Investigation Committee, the student may have another student or parent / guardian present for support.
- Students prior to attending an Investigation Committee meeting would be given an agenda and the opportunity to discuss aspects of the meeting, 24 hours prior to the appointed time.
- The interview should be conducted according to the guidelines expressed in the VCAA Handbook 5.12

Possible Penalties Imposed by the School

Upon the recommendation of the Investigations Committee, the principal has the power to:

- Reprimand a student, or,
- If there is sufficient time before the due dates designated by the VCAA, give the student the opportunity to resubmit work for satisfactory completion, or,
- Refuse to accept that part of the work which infringes the rules and, decide whether to award the outcome an N or an S based upon the remainder of the work submit a score for the School-assessed Coursework based on an assessment of the remainder of the work, or,
- Refuse to accept any part of the work if the infringement is judged by the principal to merit such a decision, thus: an N will be awarded for the outcome an NA will be submitted for the School-assessed Coursework and/or the School-assessed Task.

- Where work was initially accepted for assessment and a breach of assessment rules has been discovered after the initial assessment has been made then the principal shall determine which of the above penalties shall be imposed. This may result in a change of the original outcome result from an S to an N in accordance with the above procedure.
- If an N is awarded for an outcome then as a consequence an N will be awarded for the unit concerned. Similarly, the detected breach of assessment rules may result in a score change. This score change should be communicated to the VCAA through the completion of the Score Amendment Sheet (SAS) extracted from VASS.

Notification of penalty to the student

If a decision is made to impose a penalty as described in this section the principal must notify the student in writing within 14 days of the decision being made. This notification must include:

- The nature of the breach of rules by the student
- The reasons for making the decision and the supporting evidence
- The penalty to be imposed
- Advice about the student's right to appeal to the VCAA
- Advice that the appeal must be lodged within 14 days of receipt of this notification from the principal.
- The student appeal process is outlined in the SCC Senior School Student Grievance Policy

Grievance Process

Our school has both a desire and a responsibility to ensure that high standards of conduct are maintained by staff and students at all times, and that complaints are managed and resolved fairly, efficiently, promptly and in accordance with relative legislation.

It is important to resolve issues relating to Senior School study quickly in order to preserve the ability of the student to continue with their studies and with due respect to them as emerging adults.

Students who have a grievance may do so using the following process:

Student Grievance Process

- VCE students, who believe that they have a grievance in respect to any aspect of the delivery of a VCE subject, have the right of appeal to the VCE Appeals Committee.
- To implement the hearing of a grievance, a student must first complete a written submission outlining their grievance, and present it to the VCE Coordinator, who will then convene a meeting of the committee to allow the student to present the issue.

Appeals Committee

- The Appeals Committee consists of the Principal, the VCE Coordinator and, where appropriate, a staff member from the applicable study design module.
- At any formal meeting of the Appeals Committee, the student may have another student or parent / guardian present for support.
- Students prior to attending an Appeals Committee meeting would be given an agenda and the opportunity to discuss aspects of the meeting, 24 hours prior to the appointed time.
- Grievance issues could be associated with any of the follow examples:
 - Assessment
 - Discipline
 - Attendance
 - Subjects/module
 - Course requirements /outcomes
 - Victimisation
- Written evidence of the interview should be kept on file

Student Appeals to the VCAA

- A student may appeal to the VCAA against a decision by the school, and any penalty imposed by the school, in respect of a contravention of the assessment rules of the VCAA relating to school-based assessments.
- An appeal against a school decision must be made in writing to the Chief Executive Officer of the VCAA not later than 14 days after the student receives written notice of the decision from the school.
- On receipt of a notice of appeal from a student, the Chief Executive Officer of the VCAA will nominate an officer of the VCAA to interview the parties to the appeal and attempt to resolve the matter.

Special Provisions

SCC wishes to provide all students with the reasonable opportunity to participate in and complete their senior secondary studies. Individual students may need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement. For this to happen, it is assumed that students who are enrolled in VCE studies do so with a reasonable expectation of being able to achieve the outcomes of the study design, and to demonstrate their achievement fairly in both the school assessment program and the external examinations.

Identification of Special Provisions Students

The following students are eligible for Special Provision if they are adversely affected in a significant way by:

- Illness (physical or psychological),
- Any factors relating to personal environment,
- Other serious cause,
- An impairment or disability, including learning disabilities.

For the last two programs the VCAA is responsible for determining eligibility and for granting approval.

Implementation of Special Provisions

There are four forms of Special Provision for the VCE:

- Student Programs
- School –based Assessment
- Special Examination Arrangements
- Derived Examination Score

For the first two programs the College is responsible for determining eligibility and the nature of the provisions granted. Decisions are based on satisfying the guiding principles laid down by the VCAA, which are:

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

Attendance

Students need to attend sufficient class time to undertake the coursework and complete class work and associated assessment tasks. Work done in class time is necessary to allow work to be authenticated. The following rules apply at SCC:

- Students are expected to attend:
 - a minimum of 85% of all timetabled classes
 - devotions, excursions and assemblies; and be punctual at all times.
- A class roll will be marked by unit teachers each lesson
- Students who are absent for a legitimate reason **MUST** bring a note signed by their parents, explaining their absence. This note is to be signed by either the class teacher or the VCE Coordinator.

- Any absence that is not accompanied by a note of explanation will be considered as an **unexplained absence**.
- The reasons for absences must be legitimate and clearly explained otherwise they will not be approved and consequently will be considered as an **unexplained absence**.
- An accurate record of attendance is required to be kept so that, if a case arises where a student is in danger of failing a unit because of a breach of attendance rules, the appropriate documentation is readily available.
- It is the responsibility of the student who is absent to find out what work was covered in any missed classes and what work may have been set in that time.

Absences:

- Generally all absences due to a medical condition should be accompanied by a medical certificate or letter of explanation from a medical practitioner.
- Absences for all personal reasons require a letter of explanation from a parent or guardian.
- Failure to meet this requirement causes the absences to become unexplained absences and they are treated in that manner.

Record Keeping

The SCHOOL shall keep student records in relation to:

- Unit completion and graded assessments (and initial school assessments where appropriate)
- Student appeals and resultant decisions
- Applications and decisions relating to Second Language eligibility
- Agreements to work in partnership with other providers in determining initial school assessments
- Applications for extensions of time, with supporting documentation
- Applications for and approvals of Special Provision, with supporting documentation
- Student absences, and whether or not these are approved
- Any interviews with the student and resulting decisions
- Any work assessed as N or work subject to dispute in original or photocopied form.

The STUDENT should:

- Retain work completed for assessment until the end of the year in which the work was undertaken.
- SCC offers the option to students to supervise the storage of student work on their behalf.

Access to Student VCE Records at SCC:

In regards to students and/or parents wishing to access VCE Records held by the School, SCC shall:

- Allow students to access their VCE personal details held by the School and entered on the VASS system during the course of study and, at the discretion of the principal, after completion of the course.
- Provide information to parents about VCE personal details held by the School and entered on the VASS system with the student's written authority.
- Be governed by the Privacy Amendment (Private Sector) Act 2000 as it relates to the Privacy Act 1988 in the collection and handling of personal information about students.

Career and Course Counselling

The School recognises the importance of choosing the right pathway to ensure each student maximizes their options for further study, career aspirations and the development of areas of interest and gifting. For this reason, SCC is committed to providing:

- **Ongoing career and course counselling** throughout a student's secondary schooling
- **Pre-VCE career and course counselling** in Term 3 prior to the commencement of VCE study, or when deemed necessary by the student or school
- **VCE Course counselling** in Term 3 of the Year 9 and 10 in order to identify the best course for the coming year, or as seemed necessary by the student or school.

Modifying a VCE Program

SCC recognises that a student may wish to change VCE Units part way into the study due to changes in course plans or the pressures of specific courses. In these situations, the School understands the need to be flexible in meeting the needs of individual students.

In the event of a student wishing to modify their Program they must:

- **When withdrawing from a VCE Unit** – consult the VCE Coordinator to discuss possibilities, and provide a letter of consent from parents. If the proposed change is agreed to by the Coordinator in conjunction with relevant teachers then the student will have their VCE Program updated.
- **When transferring from one VCE Unit to another** – consult with the VCE Coordinator to discuss possibilities and provide a letter of consent from parents. If the proposed change is agreed to by the Coordinator in conjunction with relevant teachers, and is accepted in terms of timetabling, then the student will have their VCE Program updated. The student will be required to complete all class work and coursework of the Unit being transferred into.
 - These processes can only happen if the Enrolment Date has not been passed. This date will be issued to students and parents at the commencement of the school year as they are made available by the VCAA.
- **When Applying for Compassionate Late Withdrawal** - a student may, under exceptional circumstances, be given approval for Compassionate Late Withdrawal from VCE Units 3 and 4. Students should see the VCE Coordinator for further information.
- **When withdrawing from VCE** - students withdrawing from their entire VCE Program should:
 - Seek counsel about their intent to the VCE Coordinator or Careers Counsellor.
 - Complete an official Student Exit Form.
 - Students who do not sign an official Withdrawal Form will be given a "J" result (did not complete) for all the units in which they are enrolled.



Important Dates 2019

- (These dates will be published when available from the VCAA)

SENIOR SUBJECT DESCRIPTIONS

VCE Subjects – Unit 1 and 2

Biology Unit 1 & 2

UNIT 1 UNITY AND DIVERSITY

Area of Study 1: Cells in action

This area of study focuses on the activities of cells. Students investigate the relationship between specialised structures of cells and the processes that maintain life. All organisms, whether unicellular or multicellular, require a relatively stable internal environment for optimal functioning. Students examine how membranes contribute to survival of cells by controlling the movement of substances within cells, and between cells and their external environment. Students undertake practical investigations into cell structure and functioning in autotrophs and heterotrophs. They consider the development of ideas and technological advances that have contributed to our knowledge and understanding of cell biology. Students investigate the implications of current and emerging techniques and technologies that make use of, and further our knowledge of, cells as functional units.

Area of Study 2: Functioning organisms

This area of study focuses on the relationship between features of organisms and how organisms meet their requirements for life. Students examine a range of organisms and investigate the ways that structures and systems function in terms of obtaining and releasing energy; obtaining nutrients, water and gases; processing and distributing materials to cells and transporting wastes from cells to points of disposal. They consider the needs for systems to be integrated for the organism to function as a whole. Students examine how patterns of observable similarities and differences in the structure and function of organisms are used in constructing taxonomic systems that are subject to change as new information is obtained. Students undertake practical investigations into the relationship between structures of autotrophs and heterotrophs and their requirements. They consider the development of ideas and technological advances that have contributed to our knowledge and understanding of living things and relationships between them. Students investigate the implications of techniques and technologies that make use of and further our knowledge of organisms and the way they function.

UNIT 2 ORGANISMS AND THEIR ENVIRONMENT

Area of Study 1: Adaptations of organisms

This area of study focuses on the kinds of environmental factors that are common to all habitats. Students investigate the adaptations of organisms that enable them to exploit the resources of their particular ecological niche. Adaptations are interrelated and can be grouped into structural, physiological, and behavioural categories. Students make connections between the conditions that operate in habitats, the tolerance range of organisms and the distribution of organisms. They examine individual and collective behaviours that organisms exhibit and relate them to an organism's survival. Students undertake practical investigations into selected factors operating in habitats and adaptations of organisms to those habitats. They investigate techniques and technologies that monitor and record environmental factors and track the distribution of species.

Area of Study 2: Dynamic ecosystems

With an emphasis on Australian ecosystems, this area of study focuses on the complex and finely balanced relationships that exist between living things and the resources in their particular habitat. This network of relationships can be understood as a system with inputs, processing and outputs: there is a flow of energy and cycling of matter between the living and non-living components of the ecosystem. Ecosystems do not exist in isolation from each other; they form a network of ecosystems that constitute the global system of the biosphere. Students examine how ecosystems are subject to changes that differ in scope, intensity and regularity. They investigate how human activities such as habitat destruction, resource use and disposal of wastes, affect not only the ecological niche that individual species occupy, but the functioning of ecosystems at local and global levels. Students undertake practical investigations into interactions between members of the same and different species and between organisms and their non-living environment. They examine the effect on ecosystems of historical practices, and investigate emerging techniques and technologies that help to monitor and maintain them. Students consider the issues and implications associated with human

activities that affect the sustainability of ecosystems.

Business Management Unit 1 & 2

UNIT 1: SMALL BUSINESS MANAGEMENT

Area of Study 1: Introducing Business

In this area of study, students examine the characteristics of a range of businesses and their internal and external environments, and develop an understanding of the nature of business in Australia. Business ethics and socially responsible management are also important considerations for businesses and will have an impact on the various stakeholders of all businesses. In investigating these business characteristics, students gain an understanding of the interrelationships that affect, and are affected by, business activity.

Area of Study 2: Small Business Decision-Making, Planning and Evaluation

There are many decisions to be made and considerable planning to be undertaken prior to the commencement or purchase of a small business. Students also examine the ongoing decisions and planning that must occur throughout the life of the business.

Evaluation of the performance of a business is vital; students examine the performance of a business using a range of measures including key performance indicators. The management practices of small businesses are also considered with respect to their ethical and socially responsible approach to decision-making, planning and evaluation.

Area of Study 3: Day-to-day Operations

In this area of study, students examine the essential, ongoing activities which sustain an ethical and a socially responsible small business and promote its successful growth. To manage a small business, knowledge and skills should be developed in areas including introductory accounting, management of staff, effective use of information and communications technology and introduction to legal requirements. Students examine **one or more** of these topics.

UNIT 2: COMMUNICATION AND MANAGEMENT

Area of Study 1: Communication in Business

This area of study introduces students to the concept of communication in business, with an emphasis on its importance and methods.

Communication and its relationship to business objectives and business strategy are considered. Management should understand that the type and purpose of the information that is to be communicated will depend upon the intended audience, such as employees, suppliers or customers.

Appropriate methods of communication for different management contexts and situations will be considered. Students learn to evaluate the appropriateness of methods of communication used in different business-related situations.

Area of Study 2: Managing the Marketing Function

This area of study involves an examination of the planning used by management to position its products and services in the marketplace. Students consider the fundamental aspects of communication covered in area of study 1 in the context of the marketing function. Students learn the essential characteristics of effective marketing and apply selected market research methods to the business environment. Also, issues in marketing will be analysed, including the role of technology, in the global business context and in the context of ethical and socially responsible management and legal requirements.

Area of Study 3: Managing the Public Relations Function

This area of study involves an examination of the role management plays in creating and maintaining the image of the business. The public relations function can be considered as an application of fundamental communication methods.

Public relations objectives and strategies are used in a range of planned and unplanned business situations. Students use relevant performance indicators to analyse the performance of the management of public relations within a business. Also, issues in public relations will be analysed, including the role of technology, in the global business context and in the context of ethical and socially responsible management and legal requirements.



English Unit 1 & 2

UNIT 1: LANGUAGE AND COMMUNICATION

Area of Study 1: Reading and Responding

This area of study includes an analysis of the ways in which structures and features are used by the authors of narrative texts to construct meaning. The text set as the focus of this area of study should have literary merit, be worthy of close study and be an excellent example of form and genre. It could be a fiction or non-fiction print, or film text. Students identify and discuss, for example, linear and non-linear narrative structures, and features such as point of view, the use of camera angles, symbolism, images and design features. Students also examine the ways in which readers construct meaning from texts through, for example, an awareness of context and purpose, and their knowledge of other texts. They will develop the ability to prepare and construct a response to a text, using appropriate metalanguage to facilitate their discussion.

Area of Study 2: Creating and Presenting

In this area of study students' writing is informed by their reading of a range of texts relevant to one of the Contexts listed below. They are encouraged to read widely and to study at least one set text or a collection of shorter set texts in order to examine the effects of form, purpose, audience and context on the authors' choice of structure and language. They draw on the knowledge gained from this study to create their own written and/or multimodal texts in a process which includes planning, reviewing and editing.

Teachers and students choose from the following Contexts:

- **Exploring and presenting themes or ideas**
- **Exploring technology and communication**
- **Exploring workplace communication**

Area of Study 3: Using Language to Persuade

The focus of this area of study is on the use of language in the presentation of a point of view. Students read texts the main purpose of which is to persuade readers and viewers to share a particular point of view. Texts could be print, non-print and multimodal, for example, editorials, letters to the editor, opinion columns, essays, reviews, speeches, segments from radio programs, CD-ROMs, television, newspaper or magazine advertisements, cartoons, documentaries, e-zines and websites. Students identify and discuss how language, verbal

and non-verbal (including visual), is used in the chosen texts to position readers and viewers in particular ways. For example, students identify the use in these texts of persuasive techniques such as use of repetition, sound effects (including music), association, colour, symbols, gestures, emotive appeals, logical appeals, active and passive voice, and omission and vocabulary choice, and discuss their intended effect on the reader or viewer.

UNIT 2: LANGUAGE CHANGE

Area of Study 1: Reading and Responding

In this area of study the range of texts expands to include a variety of text types and genres, including print, non-print and multimodal texts. The text set as the focus of this area of study should have literary merit, be worthy of close study and be an excellent example of form and genre. It could be a novel of a particular genre, an autobiography or a biography, or some other kind of imaginative print text. Other text types could include, for example, narrative or documentary films.

Students discuss and analyse the structures and features used by the authors of these texts to construct meaning. They also examine the ways in which texts are open to different interpretations by different readers. They prepare and construct a response to a text, using appropriate metalanguage to facilitate their discussion, and evidence from the texts to support their response. They explore and use strategies for identifying the point of view and values of the author.

Area of Study 2: Creating and Presenting

The Context selected for Unit 1 can be continued in Unit 2. Alternatively, a different Context selected from those described below, could be undertaken in Unit 2.

Area of Study 3: Using Language to Persuade

Students further explore the use of persuasive language in the construction of a reasoned point of view on an issue of social or personal relevance and interest. This point of view may be presented in an oral, a written or a multimodal form.

General Maths Unit 1 & 2

UNIT 1 & UNIT 2

General Mathematics provides courses of study for a broad range of students and may be implemented in a number of ways. Some students will not study Mathematics beyond Units 1 and 2, while others will intend to study Further Mathematics Units 3 and 4. Others will also be studying Mathematics Methods (CAS) Units 1 and 2 and intend to study Mathematical Methods (CAS) Units 3 and 4 and, in some cases, Specialist Mathematics Units 3 and 4 as well.

The areas of study for Unit 1 and Unit 2 of General Mathematics are 'Arithmetic', 'Data analysis and simulation', 'Algebra', 'Graphs of linear and non-linear relations', 'Decision and business mathematics' and 'Geometry and trigonometry'.

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the course. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, dynamic geometry systems, statistical analysis systems, and computer algebra systems.

AREAS OF STUDY

1. Arithmetic

- Matrices
- Sequences and Series

2. Data analysis and simulation

- Univariate Data
- Bivariate Data

3. Algebra

- Linear Relations and Equations

4. Graphs of linear and non-linear relations

- Linear Graphs and Modelling

5. Decision and business mathematics

- Networks
- Linear Programming
- Financial Arithmetic

6. Geometry and trigonometry

- Shape and Measurement
- Geometry in Two and Three Dimensions
- Trigonometric Ratios and their Applications



Health & Human Development Unit 1 & 2

UNIT 1: THE HEALTH & DEVELOPMENT OF AUSTRALIA'S YOUTH

Area of Study 1: Understanding youth health and human development

In this area of study students develop understanding of the concepts of youth health and individual human development, and explore the interrelationships that exist within and between them. Students become aware of the differing methods for measuring health status and develop a greater understanding of the health status of youth.

Area of Study 2: Youth issues

In this area of study students develop understanding of a range of determinants and their ability to influence youth health and individual human development. Students explore the importance of nutrition and the developmental functions it performs in the body, including the consequences of nutritional imbalance on the health and individual human development of youth.

UNIT 2: INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES

Area of Study 1: Prenatal health and individual development

In this area of study students develop understanding of the health and individual human

development of Australia's unborn children. Students study the physical changes that occur from conception to birth. Students investigate how determinants, including physical environment, biological, behavioural and social, influence prenatal health and individual human development.

Area of Study 2: Child health and individual development

The focus of this area of study is the development of students' understanding of the health and individual human development of Australia's children. Students study the period from birth to approximately twelve years. They explore the physical, social, emotional and intellectual changes that occur from birth to late childhood.

Students investigate how determinants, including physical environment, biological, behavioural and social, influence child health and development.

Area of Study 3: Adult health and individual development

The focus of this area of study is the development of students' understanding of the health and individual human development of Australia's adults, including older adults. Students explore the physical, social, emotional and intellectual changes that occur during adulthood. They describe the health status of Australia's adults, including the various determinants that have an impact on health and individual human development.

Industry and Enterprise Unit 1 & 2

UNIT 1: WORKPLACE PARTICIPATION

Area of Study 1: Building a career pathway

In this area of study students are introduced to important career pathways concepts, especially career development and lifelong learning. Students begin to lay the foundations for the development of work-related skills by actively exploring their own individual career goals and pathways, and develop techniques that assist them to source suitable work opportunities. Students also investigate the nature of work by analysing industry and employment trends as well as current and future work options.

As part of this area of study students must complete the appropriate OH&S induction program in preparation for structured workplace learning which is undertaken in Area of Study 2.

Area of Study 2: Developing work-related skills

This area of study introduces students to a range of work settings in Australian society. Work in the context of this study includes all paid and unpaid work, including voluntary work and self-employment.

Students discuss the way that work is viewed as a productive activity by researching and reporting on a range of work settings. They investigate job tasks and processes in work settings, as well as entry level requirements associated with work in selected industries. Students explore the importance of work-related skills and apply their developing skills by completing at least 35 hours of structured workplace learning. Appropriate structured workplace learning settings are detailed on page 15 of this study design. As part of their structured workplace learning, students maintain a workplace learning journal and/or an enterprise project and activity evaluation.

Area of Study 3: Workplace effectiveness

An important aspect of workplace success is the ability for participants in the workplace to develop strategies that enable them to deal effectively with workplace issues. Students research work-related issues concerned with the basic rights and responsibilities of employers and employees, including OH&S requirements for specific workplaces, the role of unions in the workplace and equal employment opportunity. They consider strategies related to the development of work-related skills and investigate how these strategies can be used to effectively deal with a work related issue.

UNIT 2: BEING ENTERPRISING

Area of Study 1: Enterprising individuals and leadership

In this area of study students closely examine the relationship between enterprising behaviour and leadership shown by individuals in different settings. Students investigate the characteristics and qualities of enterprising individuals and analyse strategies for developing enterprising behaviour in personal, social and community settings. They consider the characteristics of leadership, including mentoring and coaching, and examine the relationship between enterprising behaviour, leadership and the development of an individual's work-related skills in personal, social and community settings.

Area of Study 2: Enterprise and innovation in industry

This area of study investigates the wider industry environment in which workplaces operate. Students consider the characteristics of a selected industry, including its classification, key stakeholders and major trends, using statistics where appropriate. Students evaluate the extent to which enterprising behaviours are applied in selected work settings within an industry and identify the characteristics of innovation. They explore the relationship between enterprise and innovation in work settings within an industry and examine the role of work-related skills in supporting innovation in the industry.

Students are required to complete at least 35 hours of structured workplace learning. Appropriate structured workplace learning settings are detailed on page 15 of this study design. Students must maintain a suitable workplace learning journal and/or an enterprise project and activity evaluation.

Area of Study 3: Industry issues

Students undertake an investigation of a significant issue facing an Australian industry. Teachers should select for investigation one or more of the following significant issues that are having an impact on Australian industry: globalisation, technological change, environmental issues or any other current issue.

Students consider the impact of the selected issue on an industry and the changing role of industry stakeholders in relation to this issue. They explore how the industry has responded in an enterprising way to the selected issue and the importance of work-related skills in formulating this response.

Legal Studies Unit 1 & 2

UNIT 1: CRIMINAL LAW IN ACTION

Area of Study 1: Law in society

All societies have rules and laws that govern the behaviour of individuals and groups so that order is maintained and individual rights are protected. Students develop an understanding of the role of the law and the need for effective laws, as well as the concept that the law confers rights and responsibilities on members of society in their dealings with each other. Students investigate the difference between legal and non-legal rules through a consideration of who makes, interprets and enforces rules and to whom they apply. Students gain an understanding of the role of

parliament and subordinate authorities in law-making, and the types of laws each creates.

Area of Study 2: Criminal law

Criminal law regulates conduct in society in order to protect the community, as well as sanction those who commit crimes. Students develop an appreciation of the importance of criminal law by investigating its principles, types of crimes and their enforcement, and possible outcomes. Students consider a range of illustrative criminal cases to assist them in their understanding of different categories of crime and the related defences. Students investigate the individual's rights and responsibilities in dealing with the police. Students discuss the purposes of sanctions, the types of sanctions that may be imposed and sentencing trends and approaches. They compare one aspect of sentencing in Victoria with that of an international jurisdiction. Throughout this area of study students apply principles of criminal law to relevant cases and issues.



Area of Study 3: The criminal courtroom

Criminal cases are heard across a number of courts in the Victorian court hierarchy and these are subject to specific processes and procedures. Students investigate procedures that are used prior to bringing a criminal case to trial, as well as the role and jurisdiction of the courts in hearing criminal cases. The adversarial nature of criminal courts is examined, as well as a consideration of the role and operation of juries in criminal cases. Students focus on the concept of a fair trial or hearing and the rights in criminal proceedings protected by the Victorian Charter of Rights and Responsibilities. Students discuss the extent to which features of the criminal justice system contribute to the achievement of justice.

UNIT 2: ISSUES IN CIVIL LAW

Area of Study 1: Civil law

Civil law protects the rights of individuals, groups and organisations in society. Such rights establish responsibilities regarding conduct. Students gain an insight into the importance of civil law in their lives and learn to distinguish between civil and criminal law. They also examine how a situation can result in both criminal and civil action. Students develop an understanding of the process of lawmaking by judges and courts through the operation of the doctrine of precedent and through statutory interpretation. They explore torts and their related defences. Throughout this area of study students apply civil law principles to relevant cases and issues.

Area of Study 2: The civil law in action

When an individual, a group or an organisation feels that their civil rights have been infringed, they may seek a resolution to the problem. Students investigate the role and operation of dispute resolution bodies and the methods employed in resolving civil disputes. For those disputes that proceed to court, students examine the purpose and operation of civil pre-trial procedures and the adversarial nature of a civil trial, and evaluate the methods of dispute resolution. Students investigate available remedies and examine their effectiveness. They consider the difficulties faced by parties when attempting to resolve disputes.

Area of Study 3: The law in focus

Civil law protects a wide range of rights that exists between parties. The extent and principles of civil rights and responsibilities need to develop along with changes in society, and this creates issues for the law.

Students undertake a detailed investigation of a specific area of the law. To develop knowledge and understanding about contemporary issues in the law and their resolution, students consider one or more of the following areas of law:

- Contract law
- Family law
- Consumer protection laws
- Workplace laws
- Wills and inheritance
- Sports and the law
- Tenancy law
- Environmental law
- Any other relevant area of civil law.

Area of Study 4: A question of rights

Individuals can make an impact on the legal system in a number of ways, one of which is the pursuit of cases through the courts. In this area of study students examine an instance where an individual or group has suffered an abuse of their rights and sought redress through the court system. Students investigate an Australian case and develop an understanding of ways in which individuals can shape the law, and examine instances of people being empowered by the legal system. Students discuss the impact of this case on the legal system and the rights of individuals.

Mathematical Methods (CAS) Unit 1 & 2

UNIT 1 & UNIT 2

Mathematical Methods (CAS) Units 1 and 2 are designed as preparation for Mathematical Methods (CAS) Units 3 and 4. The areas of study are 'Functions and graphs', 'Algebra', 'Rates of change and calculus' and 'Probability'. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases.

The appropriate use of computer algebra system (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the unit.

AREAS OF STUDY

1. Functions and Graphs

- Function notation
- Graphs of power functions
- Graphs of polynomial functions to degree 4
- Graphs of inverse relations
- Graphs of trigonometric functions
- Graphs of exponential and logarithmic functions
- Applications of functions

2. Algebra

- Simplification, expansion and factorisation of expressions
- Substitution and transposition of formulae
- Solving equations

- Exponential and logarithmic laws
- Exact values of trigonometric functions

3. Rates of Change and Calculus

- Average and instantaneous rates of change using tangents, chords and numerical methods
- Applications of rates of change
- Derivative of a function and the gradient function
- Derivatives of simple power and polynomial functions
- Application of differentiation
- Antiderivatives and their applications

4. Probability

- Probability of simple and compound events
- Lists, grids, Venn Diagrams, Karnaugh Maps, Tree Diagrams
- Addition rule for probabilities
- Conditional Probability
- Independent Events
- Combinations and applications
- 2X2 Transition matrices for calculation of two state Markov Chains

Physical Education Unit 1 & 2

UNIT 1: LEARNING AND IMPROVING SKILL

Area of Study 1: Movement Analysis

An individual's improvement in performing motor skills will be dependent on his or her ability to acquire, apply and evaluate knowledge and understanding about biomechanical and skill acquisition principles. This information is used to enhance physical performance. Students analyse basic movement patterns demonstrated by the learner and compare these to known movement patterns. They can then understand how the coach or athlete can modify actions to bring about improvement. Understanding the principles underlying skill learning also leads to enhanced performance. The coach must always consider the skill level of his or her athletes and at all times allow for individual differences in skill and maturity levels.

Area of Study 2: Coaching for Enhanced Performance

The coach plays a crucial role in developing and enhancing skills and skilled performance in athletes. This area of study focuses on the role of the coach, coaching principles and techniques, including the

use of sports psychology, to improve training and performance. In coaching, the different needs and attributes of each individual is taken into consideration.



UNIT 2: THE ACTIVE BODY

Area of Study 1: Body Systems and Performance

This area of study examines specific body systems. It explores the major components and functions of the body systems and their contributions and interactions during physical activity. Energy for physical activity comes from both aerobic and anaerobic sources and students will be introduced to both of these energy systems.

Area of Study 2: The Impact of Physical Activity on the Individual

This area of study focuses on the range of physical activities available in the community and the classification of these activities in terms of types and experiences. The health consequences of physical inactivity and the health benefits of regular physical activity are explored when considering contemporary attitudes towards physical activity. Students understand the concept of the Stages of Change model as a framework for understanding the factors that influence participation in physical activity.

Psychology Unit 1 & 2

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

Area of Study 1: How does the brain function?

Advances in brain research methods have led to new ways of understanding the relationship between the mind, brain and behaviour. In this area of study students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with

the external world around us. They analyse the roles of specific areas of the brain and the interactions between different areas of the brain that enable complex cognitive tasks to be performed. Students explore how brain plasticity and brain damage can affect a person's functioning.

Area of Study 2: What influences psychological development?

The psychological development of an individual involves complex interactions between biological, psychological and social factors. In this area of study students explore how these factors influence different aspects of a person's psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person's emotional, cognitive and social development and the development of psychological disorders.

Area of Study 3: Student-directed research investigation

In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development. Students analyse the scientific evidence that underpins the research in response to a question of interest. They then communicate the findings of their research investigation and explain the psychological concepts, outline contemporary research and present conclusions based on the evidence. Students may choose a question selected from the list under each topic or they may develop their own research question related to Areas of Study 1 and/or 2 in conjunction with their teacher. For the selected question, students should refer to at least two contemporary psychological studies and/or research techniques.

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

Area of Study 1: What influences a person's perception of the world?

Human perception of internal and external stimuli is influenced by a variety of biological, psychological and social factors. In this area of study students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person's perception of visual and taste

stimuli, and explore circumstances where perceptual distortions of vision and taste may occur.

Area of Study 2: How are people influenced to behave in particular ways?

A person's social cognition and behaviour influence the way they view themselves and the way they relate to others. In this area of study students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying. Students examine the findings of classical and contemporary research as a way of theorising and explaining individual and group behaviour.

Area of Study 3: Student-directed practical investigation

In this area of study students design and conduct a practical investigation related to external influences on behaviour. The investigation requires the student to develop a question, plan a course of action to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question. The investigation relates to knowledge and skills developed in Areas of Study 1 and/or 2 and is undertaken by the student using either quantitative or qualitative methods, including experiments, surveys, questionnaires, observational studies and/or rating scales.

Studio Art Unit 1 & 2

UNIT 1: ARTISTIC INSPIRATION AND TECHNIQUES

Area of Study 1: Developing Art Ideas

This area of study focuses on the development of individual ideas and the identification of sources of inspiration to be used as starting points for making art. Students explore artmaking practices that use a variety of methods to communicate and develop ideas.

Students explore different sources as starting points for the making of artworks. These may include reflections on personal experiences, ideas and issues as well as the observations of people, societies, natural and constructed objects and environments. Various methods of recording sources of inspiration are identified and developed into a visual language through a variety of ways; for example, from observation students produce

realistic renderings through hand-drawn or photographic methods and contrast them with expressive or abstracted interpretations. Students consolidate their experience through a process of progressive reflection on the development of their individual ideas and the artwork they produce.

Area of Study 2: Materials and Techniques

This area of study focuses on the use of materials and techniques in the production of artworks. Students explore a range of materials and techniques. They develop skills and learn to safely manipulate particular characteristics and properties of materials. They investigate the way various visual effects and aesthetic qualities can be achieved. Students convey individual ideas through the use of different materials and techniques. To consolidate the knowledge gained, students undertake a process of reflection and evaluation in written and visual forms of the work produced.

Area of Study 3: Interpretation of Art Ideas and Use of Materials and Techniques

This area of study focuses on the way artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

The work of artists from different times and cultures is studied in order to gain a broader understanding of how artworks are conceived and produced. Students begin to compare and contrast the way artists have used similar and different materials and techniques and interpreted ideas and sources of inspiration in producing artworks. Students research a range of resources to support the identification and discussion of materials and techniques appropriate to artists' work, becoming familiar with art language and with some of the terminology used in art analysis.

UNIT 2: DESIGN EXPLORATION AND CONCEPTS

Area of Study 1: Design Exploration

This area of study focuses on developing artworks through an individual design process based on visual research and inquiry.

In developing an individual design process, students learn to explore ideas and sources of inspiration. Students respond to stimulus to generate ideas related to context and items; for example, the environment, personal experiences and human emotion. They experiment with materials and techniques, practise skills and use art elements

including line, tone, shape, colour, texture and other elements such as sound and light, to produce particular aesthetic qualities. Students learn to generate a range of directions, and analyse and evaluate these before the production of artworks.

Area of Study 2: Ideas and Styles in Artworks

This area of study focuses on an analysis of artworks. Artworks by artists and/or groups of artists from different times and cultures are analysed in order to understand how art elements and principles are used to communicate artists' ideas, and create aesthetic qualities and identifiable styles. These art elements include line, tone, shape, colour, texture and may include other elements such as sound and light. Visual principles may include repetition, scale and space. The use of signs, symbols and images for their implied meaning are also identified and discussed. In analysing artworks, students further develop appropriate art terminology and skills in researching and using a variety of references.

Area of Study 3: Applying the design process

This area of study focuses on the application of specific stages of the design process to organise thinking about approaches to solving design problems and presenting ideas. Students respond to a given brief addressing communication, environmental or industrial fields of design that outlines the messages or information to be conveyed to a target audience. The brief also provides a basis for reflection, as students develop an understanding of the iterative nature of this process by revisiting stages to meet the brief's requirements.

In response to a given brief, students engage in research and analysis to support their interpretation of the brief and as stimulus for imagining and generating ideas. Drawing on their creativity, students use a range of manual and/or digital methods, media and materials to generate ideas for further development. Students reflect on these options and further develop their preferred one. In response to their own evaluation, using the brief as a point of reference, students refine and present their visual communication. Throughout the design process students accumulate and annotate their drawings as part of their ongoing evaluation to assist with creating visual communications.

VCE Subjects – Unit 3 & 4

Accounting Unit 3 & 4

UNIT 3: RECORDING & REPORTING FOR A TRADING BUSINESS

Area of Study 1: Recording financial data

This area of study focuses on identifying and recording financial data for a single activity sole trader. Students record data using double entry accounting to provide the owner with accounting information, enabling the owner to make informed decisions about the operation of the business.



Area of Study 2: Balance day adjustments and reporting and interpreting accounting information

The preparation of financial reports at the end of the reporting period provides information for planning and decision making by the owner of a small business. Students complete the accounting processes required at balance day and apply the accrual method of accounting in the preparation of accounting reports. They identify the differences between cash and profit and explain the implications of these differences when using reports to make decisions.

UNIT 4: CONTROL & ANALYSIS OF BUSINESS PERFORMANCE

Area of Study 1: Extension of recording and reporting

This area of study enables students to build on their knowledge of the accounting system developed in Unit 3. The collecting, measuring, processing and communication of financial data and accounting information is an important process for a sole trader. Students undertake this process using

double entry accounting and an accrual-based reporting system. Students explore alternative depreciation methods in the recording and reporting process.

Area of Study 2: Financial planning and decision making

The owner of a small business must be able to plan and control the activities of the business. The preparation of budgeted accounting reports provides information for the owner in this decision-making process. Students focus on preparing budgeted accounting reports and analysing financial and nonfinancial information for a single activity sole trader. Students evaluate this information and suggest strategies to the owner on how to improve the performance of the business.

English Unit 3 & 4

UNIT 3: LANGUAGE VARIATION AND SOCIAL PURPOSE

Area of Study 1: Reading and responding

This area of study focuses on the reading of a range of literary texts to develop critical and supported responses.

Students examine the structures, features and conventions used by authors of a range of selected texts to construct meaning. They identify, discuss and analyse these in order to explain how meaning is constructed through textual elements such as language and images. They also examine the ways in which the same text is open to different interpretations by different readers; for example, the ways in which a text can be read differently in a different time, place or culture. They describe and analyse the way in which social, historical and/or cultural values are embodied in texts, and develop oral and written responses to a selected text, using appropriate metalanguage. The term 'selected text' refers to a text chosen from the list of prescribed texts in Text List 1 published annually in the VCAA *Bulletin*.

Area of Study 2: Creating and presenting

The focus in this area of study is on reading and writing and their interconnection.

A list of prescribed Contexts will be published annually in the *VCAA Bulletin*. The same Context should be the focus of study in both Units 3 and 4. Two texts, one in Unit 3 and one in Unit 4, will support this area of study. These texts must be selected from the list of prescribed texts in Text List 2 which will be published annually in the *VCAA Bulletin*. In addition to these selected texts, teachers are encouraged to consider student interests and to support the achievement of the outcome by providing students with opportunities to read other texts – print, non-print and multimodal – that explore ideas and/or arguments associated with the selected Context.

Students will read these texts in order to identify, discuss and analyse ideas and/or arguments associated with the selected Context. They will reflect on the ideas and/or arguments suggested by these texts, explore the relationship between purpose, form, audience and language, and examine the choices made by authors in order to construct meaning.

Students will then draw on the ideas and/or arguments they have gained from the texts studied to construct their own texts. They write for a specified audience and purpose and draw on their experience of exploring texts to explain their own decisions about form, purpose, language, audience and context.

Area of Study 3: Using language to persuade

The focus of this area of study is on the analysis and comparison of the use of language in texts that debate a topical issue which has appeared in the Australian media since 1 September of the previous year. Students read, view and listen to texts such as feature articles and opinion columns, cartoons, editorials, letters to the editor, interviews on current affairs programs, websites and CD-ROMs, speeches, excerpts from online focus and discussion groups, and advertisements in magazines and newspapers, and on websites and television. They analyse and compare the ways in which verbal and non-verbal (including visual) language of these texts is used to persuade readers and viewers to share the point/s of view being presented.

Drawing on their study of the use of language to persuade, students construct a piece of sustained and reasoned writing in which they put forward their own point of view on the selected issue in written or oral form.

UNIT 4: LANGUAGE VARIATION AND IDENTITY

Area of Study 1: Reading and responding

This area of study builds on Area of Study 1 in Unit 3. Students identify, discuss and analyse the structures, features and conventions of a range of texts to explore how these elements have been chosen by authors in order to construct meaning and how they affect interpretation. In identifying and analysing explicit and implied values embodied in texts, students examine the ways in which readers or viewers are invited to respond to the texts. They develop and justify a detailed written interpretation of a selected text. The term 'selected text' refers to a text chosen from the list of prescribed texts in Text List 1 published annually in the *VCAA Bulletin*.



Area of Study 2: Creating and presenting

The focus in this area of study is on reading and writing and their interconnection.

A list of Contexts will be published annually in the *VCAA Bulletin*. The same Context should be the focus of study in both Units 3 and 4. Two texts, one in Unit 3 and one in Unit 4, will support this area of study. These texts must be selected from the list of prescribed texts in Text List 2 which will be published annually in the *VCAA Bulletin*. In addition to these selected texts, teachers are encouraged to support the achievement of the outcome by providing students with opportunities to read other texts – print, non-print and multimodal – that explore ideas and arguments associated with the selected Context. Students will read these texts in order to identify, discuss and analyse ideas and/or arguments associated with the selected Context. They will reflect on the ideas and/or arguments suggested by these texts, explore the relationship between purpose, form, audience and language, and examine the choices made by authors in order to construct meaning. Students will then draw on the ideas and/or arguments they have gained from the texts studied to construct their own texts. They write for a specified audience and purpose and draw

on their experience of exploring texts to explain their own decisions about form, purpose, language, audience and context.

Further Mathematics

UNIT 1 & UNIT 2

Further Mathematics consists of a compulsory core area of study 'Data analysis' and then a selection of three from six modules in the 'Applications' area of study. Unit 3 comprises the 'Data analysis' area of study which incorporates a statistical application task, and one of the selected modules from the 'Applications' area of study. Unit 4 comprises the two other selected modules from the 'Applications' area of study.

Assumed knowledge and skills for the 'Data analysis' area of study are contained in the topics: Univariate data, Bivariate data, Linear graphs and modelling, and Linear relations and equations from General Mathematics Units 1 and 2.

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the units. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spread sheets, graphing packages, statistical analysis systems, dynamic geometry systems, and computer algebra systems. In particular, students are encouraged to use graphics or CAS calculators, computer algebra systems, spread sheets or statistical software in 'Data analysis', dynamic geometry systems in 'Geometry and trigonometry' and graphics calculators, graphing packages or computer algebra systems in the remaining areas of study, both in the learning of new material and the application of this material in a variety of different contexts.

AREAS OF STUDY

1. Data analysis – core material
 - Displaying, summarising and describing univariate data
 - Displaying, summarising and describing relationships in bivariate data
 - Introduction to regression
 - Displaying, summarising and describing time series data, Displaying, summarising and describing time series data

2. Applications – module material:

Module 1: Number patterns

- Arithmetic and geometric sequences
- Difference equations

Module 2: Geometry and trigonometry

- Geometry
- Trigonometry
- Applications

Module 3: Graphs and relations

- Construction and interpretation of graphs
- Linear programming

Module 4: Business-related mathematics

- Financial transactions and asset value
- Loans and investments

Module 5: Networks and decision mathematics

- Undirected graphs and networks
- Directed graphs and networks

Module 6: Matrices

- Matrix representation and its application
- Transition matrices

History Revolutions Unit 3 & 4

UNIT 3: FRENCH REVOLUTION / UNIT 4 RUSSIAN REVOLUTION

Area of Study 1: Revolutionary ideas, leaders, movements and events

The periods for this area of study are:

- Unit 3 - French Revolution 1781 to 4 August 1789 (Necker's *Compte Rendu* to the 4 August 1789)
- Unit 4 - Russian Revolution 1905 to October 1917 (Bloody Sunday to the Bolshevik Revolution)

Historians have put forward different theories about the causes of revolution; for example, inadequate response to structural change, political divisions, the failure of rising expectations, the loss of authority, the erosion of public confidence in the old order. Questions have been raised such as: Why did social tensions and ideological conflicts increase in the pre-revolutionary period? Why could social tensions and ideological conflicts not be contained or constrained within the traditional order? What events or circumstances eroded confidence in the government or weakened the capacity of the ruling class to meet challenges to its authority?

Historians place differing emphasis on the role of ideas, leaders and movements in the development of the revolution. Debate occurs about the role of

the work of the Philosophes in the French Revolution and the role of Marxism in the Russian Revolution. Similar debate occurs around the role of various individuals such as Samuel Adams, Vladimir Lenin and Mao Zedong in bringing about the success or failure of the revolution. Other historians focus more on circumstances and longer-term developments as the main contributors to revolution and determinants of the course it would take.

Area of Study 2: Creating a new society

The periods for this area of study are:

- Unit 3 - French Revolution 5 August 1789 to Year 111 (1795) (Declaration of the Rights of Man and Citizen to the dissolution of the Convention Year 111);
- Unit 4 - Russian Revolution November 1917 to 1924 (Initial decrees to the death of Lenin); A new political order and a new society was not created easily. Revolutions took many years to achieve their initial promise of social and political change. Endangered and radicalised by political dissent, civil war, economic breakdown and wars of foreign intervention, resistance to revolution assumed different forms impeding the transformation which the revolutionaries had envisioned. In times of crisis, revolutionary governments often became more authoritarian, instituting more severe policies of social control.

Historians debate the success of the revolutionary ideas, leaders, groups and governments in achieving their ideals by evaluating the nature of the new society as the revolution consolidated. Questions are raised, such as: Has a completely new order been established with a significantly changed ruling group and ideology, with new methods of governing and new social institutions? Have the subjects of the new state acquired greater freedom and an improved standard of living? Has the revolution been successful in establishing a different set of values that fulfilled the ideals of the revolutionaries?

Legal Studies Unit 3 & 4

UNIT 3: LAW MAKING

Area of Study 1: Parliament and the citizen

Parliaments are the supreme law-making bodies in the Australian legal system; their role is to make laws that reflect the views and values of Australian society. This area of study focuses on the principles that underpin the Australian parliamentary system

as well as an investigation of parliament as a lawmaking body. Students explore the factors that may influence parliament in bringing about changes in the law by examining the role that individuals and groups may play. Through an investigation of the structure and role of parliament, and the processes it follows in passing legislation, students evaluate the overall effectiveness of parliament as a law-making body.

Area of Study 2: The Constitution and the protection of rights

In this area of study students investigate the role of the Commonwealth Constitution in establishing and restricting the law-making powers of State and Commonwealth Parliaments. Students examine how these law-making powers can be changed and analyse the impact of these methods. They investigate the role of the High Court with respect to law-making powers and the protection of rights contained in the Constitution. Students explore the means by which the Commonwealth Constitution protects rights in Australia and develop an awareness of the rights and responsibilities of Australian citizens. They engage in a comparison of the constitutional approach used to protect their rights in Australia with that of another country, raising their awareness of an alternative model for the protection of rights.

Area of Study 3: Role of the courts in law-making

In this area of study students develop an understanding of the role that courts play in developing the law. Students investigate the doctrine of precedent and statutory interpretation and consider their operation and effect. They evaluate the effectiveness of courts as a law-making body. Using relevant cases, students explore the relationships between courts and parliament in law-making.

UNIT 4: RESOLUTION AND JUSTICE

Area of Study 1: Dispute resolution methods

There is a range of methods by which legal disputes can be resolved. Criminal cases are determined through the courts, whereas civil disputes can be resolved through a range of methods in courts and tribunals. Students investigate the jurisdictions of selected courts in the Victorian court hierarchy, and develop an understanding of the need for a hierarchy of courts. They examine the methods of dispute resolution used by courts and the Victorian

Civil and Administrative Tribunal (VCAT) as a means of resolving civil disputes, and the way the institutions operate to resolve the disputes. Throughout their investigation, students compare and evaluate the operation of these dispute resolution methods.

Area of Study 2: Court processes and procedures, and engaging in justice

Dispute resolution through courts operating under the adversary system of trial is characterised by formal processes and procedures that must be adhered to by all parties involved with the case. Students investigate the major features of the adversary system of trial, and aided by a comparison with the inquisitorial system of trial, evaluate the adversarial approach to dispute resolution. They also examine criminal and civil pre-trial and post-trial procedures. Students investigate the role of criminal and civil juries, consider their strengths and weaknesses, and suggest reforms and alternatives applicable to the current jury system.

Throughout their investigation of court processes and procedures, students assess the extent to which these processes contribute to an effective legal system.

Mathematical Methods (CAS) Unit 3 & 4

Mathematical Methods (CAS) Units 3 and 4 consists of the following areas of study: 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

Assumed knowledge and skills for Mathematical Methods (CAS) Units 3 and 4 are contained in Mathematical Methods Units (CAS) Units 1 and 2, and will be drawn on, as applicable in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods (CAS) Units 3 and 4.

In Unit 3, a study of Mathematical Methods (CAS) would typically include a selection of content from the areas of study 'Functions and graphs', 'Algebra' and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. In Unit 4, this selection would typically

consist of remaining content from the areas of study: 'Functions and graphs', 'Calculus', 'Algebra' and the study of random variables and discrete and continuous probability distributions and their applications. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study. There should be a clear progression of skills and knowledge from Unit 3 to Unit 4 in each area of study.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases.

The appropriate use of computer algebra system technology (CAS) to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the course. This will include the use of computer algebra technology to assist in the development of mathematical ideas and concepts, the application of specific techniques and processes to produce required results and its use as a tool for systematic analysis in investigative, problem-solving and modelling work. Other technologies such as spreadsheets, dynamic geometry systems or statistical analysis systems may also be used as appropriate for various topics from within the areas of study.

AREAS OF STUDY

1. Functions and Graphs

- Graphs and identification of key features of graphs including:
 - Power functions
 - Exponential functions
 - Logarithmic functions
 - Circular functions

- Modulus functions
- Polynomial functions
- Inverse functions
- Transformations of functions
- Sum, difference, product and composition functions
- Applications of functions

2. Algebra

- Solutions of polynomial, power, exponential, logarithmic and circular functions
- Simultaneous equations
- Substitution and composite functions
- Exponential and logarithmic laws
- Graphical and numerical approaches to solving equations

3. Rates of Change and Calculus

- Graphs of derivatives and antiderivatives
- Derivatives of polynomial, power, exponential, logarithmic and circular functions
- Derivatives of composite functions
- Application of calculus to curve-sketching:
 - Maxima and minima
 - Tangents and normals to curves
 - Intervals over which curves are increasing, decreasing and stationary
- Average and instantaneous rates of change
- Antiderivatives of polynomial, power, exponential and circular (sin & cos) functions
- Numerical approximations of definite integrals
- Definite integrals
- Applications of integration

4. Probability

- Random variables
 - Calculations and interpretations of expected value, variance and standard deviation
 - Calculation and interpretation of central values
 - Bernoulli trials and two-state markov chains
- Discrete random variables
 - Specification of probability distributions using tables, graphs and probability functions
 - Interpretation of mean, median, mode, variance and standard deviation of a discrete random variable
 - The binomial distribution

- The effects of variation of the parameters of a graph of a probability distribution function
- probabilities for specific values of a random variable and intervals defined in terms of a random variable

• Continuous random variables

- construction of probability density functions
- specification of probability distributions for continuous random variables using probability density functions
- standard normal distribution and transformed normal distributions
- Calculation of mean, median, mode, variance and standard deviation of a continuous random variable
- The effects of variation of the parameters of a graph of a probability distribution function
- probabilities for intervals defined in terms of a random variable, including conditional probability

Outdoor and Environmental Studies Unit 3 & 4

UNIT 3: RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

Area of Study 1: Historical relationships with outdoor environments

This area of study explores how Australians have understood and interacted with 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.

Case studies are used to analyse the role of environmental movements in changing human relationships with outdoor environments. Students must study the role of at least one environmental movement in changing relationships with outdoor environments.

Students engage in practical outdoor experiences that enable them to investigate human relationships with specific outdoor environments.

Area of Study 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 relationships between humans and their environment; and the social, cultural, economic and political factors that influence these relationships.

Students engage in practical outdoor experiences that enable them to collect information about, and reflect on and analyse, contemporary relationships with outdoor environments. For the purposes of this study, 'contemporary' refers to events and interactions within the last ten to fifteen years.

UNIT 4: SUSTAINABLE OUTDOOR RELATIONSHIPS

Area of Study 1: Healthy outdoor environments

This area of study explores the contemporary state of environments in Australia and the importance of natural environments for 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.

Practical outdoor experiences enable students to further develop and apply their practical knowledge and skills for safe and sustainable interaction with outdoor environments

Area of Study 2: Sustainable outdoor environments

In this area of study students focus on the sustainability of environments in order to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen. 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. Students use their outdoor experiences to reflect on the actions taken by individuals and groups in

contemporary Australia to maintain the health of outdoor environments.



Physics Unit 3 & 4

UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

Area of Study 1: How do things move without contact?

In this area of study students examine the similarities and differences between three fields: gravitational, electric and magnetic. Field models are used to explain the motion of objects when there is no apparent contact. Students explore how positions in fields determine the potential energy of an object and the force on an object. They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles.

Area of Study 2 How are fields used to move electrical energy?

The production, distribution and use of electricity has had a major impact on human lifestyles. In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic

effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.

Area of Study 3 How fast can things go?

In this area of study students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. Newton's laws of motion give important insights into a range of motion both on Earth and beyond. At very high speeds, however, these laws are insufficient to model motion and Einstein's theory of special relativity provides a better model. Students compare Newton's and Einstein's explanations of motion and evaluate the circumstances in which they can be applied. They explore the relationships between force, energy and mass.

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

Area of Study 1: How can waves explain the behaviour of light?

In this area of study students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation. Do waves need a medium in order to propagate and, if so, what is the medium? Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave. They apply quantitative models to explore how light changes direction, including reflection, refraction, colour dispersion and polarisation.

Area of Study 2: How are light and matter similar?

In this area of study students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter. When light and matter are probed they appear to have remarkable similarities. Light, which was previously described as an electromagnetic wave, appears to exhibit both wave-like and particle-like properties. Findings that electrons behave in a wave-like manner challenged thinking about the relationship between light and matter, where matter had been modelled previously as being made up of particles.

Area of Study 3: Practical investigation

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work. The investigation requires the student to develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical guidelines. Students then undertake an experiment that involves the collection of primary quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question

Studio Art Unit 3 & 4

UNIT 3: STUDIO PRODUCTION AND PROFESSIONAL ART PRACTICES

Area of Study 1: Exploration proposal

This area of study focuses on the development of an exploration proposal that creates a framework for the individual design process. The exploration proposal is prepared prior to the design process, and may be expanded upon during the initial stages of the design process. The exploration proposal is developed on an individual basis and sets out the student's own creative responses to formulating the content and parameters of the design process. The exploration proposal addresses the focus and subject matter to be developed, ideas to be explored, and the art form/s through which the design process will be developed. It also includes the sources of inspiration, conceptual possibilities and aesthetic qualities to be investigated. Students identify the materials and techniques to be explored and developed in the planning of the design process.

The exploration proposal supports the future development of artmaking, and remains a reference point for the reflection and analysis of the development of artwork throughout the design process.

Area of Study 2: Design process

This area of study focuses on an individual design process that has been documented in the exploration proposal in Area of Study 1. The design process is developed in sufficient breadth and depth to support the student to produce a range of

creative potential directions. A selection of these potential directions form the basis for the production of a folio of finished artworks completed in Unit 4.

Throughout the individual design process, the student investigates the focus, subject matter, sources of inspiration and art form/s through the exploration and development of ideas, materials, techniques and aesthetic qualities.

Students explore, clarify and consolidate ideas. As they progress through the design process students identify the development and evolution of potential directions, which will form the parameters of future artworks. Students further develop skills of reflection, analysis and evaluation of experimental and developmental work, and provide clarification of ideas and working processes in annotation. Through annotation students progressively record their thinking and working practices to support the design process. Students progressively refine their ideas, techniques, materials and processes, and aesthetic considerations discussed in the exploration proposal. Students employ a visual diary that demonstrates in both written and visual form the development of the potential directions throughout the design process.

Area of Study 3: Professional art practices and styles

This area of study focuses on professional art practices in relation to particular art form/s and the development of styles in artworks. Students investigate the ways in which artists have interpreted subject matter, influences, cultural contexts, and communicated ideas and meaning in making artworks.

The use of materials, techniques, processes and working methods of artists to make artworks, and the ways in which artists have developed aesthetic qualities and styles in artworks are also considered. Students identify and review the issues, legal obligations and ethical considerations that may arise from the use of other artists' work in the making of new artwork, including a familiarity with appropriation and originality, copy right law, licensing agreements and the moral rights of artists. In this area of study, students develop an understanding of the selected art form/s in more than one historical and/or cultural context/s; for example, students may study artists and artworks in an art form made in different historical periods, or students may study artists and artworks in an art form in different cultural contexts, which may have

been made during the same time period. Research is undertaken of and appropriate art language and terminology applied to professional art practice and art making. Students are expected to study at least two artists.

UNIT 4: STUDIO PRODUCTION AND ART INDUSTRY CONTEXTS

Area of Study 1: Folio of artworks

This area of study focuses on the production of a cohesive folio of finished artworks developed from the selected potential directions that have been identified in the individual design process in Unit 3. The production of artworks is supported by the focus, reflection and evaluation process described in Area of Study 2. In this area of study a cohesive folio demonstrates identified relationships between the artworks that are interpreted through aesthetics, themes, concepts and/or materials and techniques.

The final artworks are created in selected art form/s, presented in a manner appropriate to those art form/s, and reflect an understanding of the art form/s and related materials and techniques. Materials and techniques are skilfully applied, and ideas, techniques and aesthetic qualities are resolved. The student's aims are realised and ideas communicated in the final artworks.

The folio will consist of no fewer than two finished artworks. However, the number of artworks will be determined by the nature, the scale and complexity of the work undertaken. The completed folio will demonstrate a cohesive relationship between the final artworks.

Area of Study 2: Focus, reflection and evaluation

This area of study requires students to reflect on their folio and produce an evaluation of the finished artworks. Students provide visual and written documentation of the selected potential directions that were used as the basis for the final artworks in Unit 4 Area of Study 1. The documentation must identify the refined focus of the production of the folio, including the reasons why specific potential directions, developed in the design process in Unit 3, have been selected to produce the folio in Unit 4. At the completion of the folio, students examine and reflect on the communication of ideas, the use of materials and techniques, the resolution of aesthetics and the relationships that have been formed in the cohesive folio. They document how the artworks will be presented to support the

communication refined throughout the individual design process. They may explain any refocusing and provide visual support materials that demonstrate the refinement of skills and techniques employed in the folio.

Area of Study 3: Art industry contexts

This area of study focuses on the analysis of requirements and conditions of environments where artworks are presented. For exhibition, the artist enters the realm of the art industry where galleries, curators and designers play various roles to support the presentation and promotion of artworks. Students examine a variety of exhibition spaces and review the methods and considerations involved in the preparation, presentation and conservation of artworks. As part of this

requirement, students visit at least two different exhibition spaces in their current year of study.

The conservation of artwork is a concern of artists, the personnel associated with art spaces where the artworks are placed, and the public. Students develop an awareness and understanding of processes and considerations involved in the display of artworks to a wider audience. Students develop their awareness and understanding of the exhibition of artworks, focusing on the production, presentation, promotion and marketing of art. Students may select from exhibitions in commercial and public galleries, museums, community environments, public spaces, online in virtual spaces, and other alternative art spaces.

VET in Schools

GOTAFE Campuses in Shepparton, Wangaratta, Seymour and Benalla offer VET in Schools (VETiS) programs. We accept enrolments from students aged 15-19, wanting to undertake Vocational Education and Training (VET) as part of their senior secondary school certificates (VCE and VCAL). Students attend classes one day per week. Courses like Animal Studies and Equine have a large component of on-line learning which can be undertaken off campus with selected days of practical activities which are held at the Wangaratta Regional Study Centre. Some courses will provide full completion of the certificate whereas some will only provide partial completion. Some courses will also contribute towards a student's ATAR.