



Monivae
College Hamilton

2021 VCE/VCAL HANDBOOK





Vision

Monivae College is a Catholic secondary co-educational day and boarding school welcoming to everyone. Inspired by the vision of Jules Chevalier and spirituality of the Missionaries of the Sacred Heart students are at the heart of all we do. We nurture success through developing personal and physical growth, resilience, empathy, academic achievement and faith.

Mission

Monivae College is a heart-centred learning community that embodies the core MSC values of love, positive relationships and compassion.

Ours is a proactive and future focused educational environment which embraces and engages with the world.

“Mind, Spirit, Heart”

The Monivae Graduate

The graduate of Monivae is a life long learner who is a competent, confident and compassionate citizen with spiritual awareness and the ability to lead.

Monivae College is a Catholic independent co-educational day and boarding school conducted by the Missionaries of the Sacred Heart.

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The development of the Monivae Graduate

Monivae aims to nurture.... (characteristics)	Who... (qualities)	Grows through... (encounters)
A Learner	Is... A problem solver A responsible risk taker A productive team member Who is... Expressive Articulate Reflective Seeking knowledge	Learning from mistakes Assessment <i>for</i> learning Student directed learning A dynamic curriculum Collaboration opportunities Public speaking Effective use of ICT Reflective practice Reading/writing
Confidence	Is... Self assured Articulate Reflective Creative Connected	Leadership opportunities Public speaking and debating Drama participation Experiencing success Constructive feedback
Compassion	Is... Aware Caring Honest Tolerant Generous Spiritual Respectful	Religious Education Community service Mission awareness Mission experience Social justice activities Interaction with other faiths and cultures MSC presence in school Restorative Justice practice
Competence	Is a competent... Learner Person Leader Worker Team member	Demanding academic culture Work experience/part time jobs Sport and team activities Principal's Awards Pastoral Care leaders' feedback Practising/coaching Experiencing success
Citizenship	Is... Aware Responsible Proactive Critical Involved Adaptable Respectful	Cadets Community service Environmental programs Understanding government Interaction with other faiths and cultures Boarding experience
Spiritual awareness	Knows God loves them Is... Reflective Prayerful Seeking to do better Sensitive to others	Liturgy Retreat experiences A focus on core Christian values Mass Classroom prayer
Leadership	Is... Confident Prepared to step-up A servant Transforming Brave	Knowledge of good leadership characteristics Taking opportunities to lead Leadership development Cadets House events School assemblies

Introduction

Dear Students and families,

At Monivae College, we are committed to providing academic and vocational pathways that will inspire students and engage their interests, empowering each student to prepare for life beyond school as a Monivae College Graduate.

The subject selection program at Years 11 & 12 is designed to support students by providing structured opportunities to plan the final stages of their secondary education. The VCE/VCAL Handbook provides an overview of the subject selection process, subjects offered and the forms required when submitting selections.

The VCE/VCAL handbook has been written in support of the Monivae Strategic Intent and our goal of enhancing the Monivae College Graduate. By providing excellence in education and challenging each individual to reach for future aspirations in an empowering learning community, we prepare our students for life beyond school.

The subject selection process is rigorous and will require students to collect and analyse a lot of information particularly for the Year 10 students planning their new senior pathway. We hope these resources will assist in answering your questions and encourage you to communicate with our teachers, your family and others to inform your decisions during this time.



Mrs Yvette Colquhoun
Director of Studies



Follow these steps when planning your course

- Choose subjects you find interesting
- Choose subjects in which you show ability
- Consider your possible future careers or areas of interest, and ensure that you choose subjects which are prerequisites or a good preparation for relevant courses
- Keep your options open. Don't specialise too much and too early, if you can avoid it
- Refer to the Victorian Tertiary Entrance Requirements Guides
- Speak to students who are currently studying units
- Speak to relevant teachers of the subject
- Seek advice from Year 10 Careers teachers, Careers Co-ordinator, subject teachers, Faculty Leaders, relevant Year Level Co-ordinators and Director of Studies.

IMPORTANT DATES

2021 VCE/VCAL Presentation (Year 10 students only)

***Thursday 23rd July
Period 2 during Careers Classes
East Stadium***

Subject Selections Process (For Year 11 & 12 Students 2021)

**Subject Selections open online 9am Thursday 30th July, 2020
and close 9am Monday 7th September, 2020
(printed and signed forms due to the Front Office by 9am Monday 7th
September).**

**ALL students are strongly encouraged to complete their selections
prior to the due date to ensure time for discussions with
subject teachers and Careers Coordinator.**

**Only selections submitted on time will be considered in timetabling and
resourcing of subjects.**

**Students considering a VET and/or VCAL pathway need to ensure
they complete additional application forms.**

**All students applying for VET and/or VCAL will be
expected to attend an interview.**

Students will receive confirmation of their subject selections during Term 4.

Key Staff for Senior School Curriculum 2020

VCE Coordinator	Mrs. Sofia Vearing	svearing@monivae.vic.edu.au
VET/VCAL Coordinator	Ms. Kimberly McLeod	kmcleod@monivae.vic.edu.au
Director of Studies	Mrs. Yvette Colquhoun	ycolquhoun@monivae.vic.edu.au
Careers Coordinator	Mr. Michael Harms	mharms@monivae.vic.edu.au
Learning Support Coordinator	Ms. Caroline Coggins	ccoggins@monivae.vic.edu

Faculty Leaders

Arts	Mrs. Alisa Houlihan	ahoulihan@monivae.vic.edu.au
English	Mr. Benjamin White	bwhite@monivae.vic.edu.au
Health & Physical Education	Mr. Scott Kruger	skruger@monivae.vic.edu.au
Humanities	Ms. Finuala Neeson	fneeson@monivae.vic.edu.au
Mathematics	Ms. Jacinta Ryan	jryan@monivae.vic.edu.au
Religious Education	Mrs. Nima Carswell	ncarswell@monivae.vic.edu.au
Science	Mrs. Julie Dohle	jdohle@monivae.vic.edu.au
Technology	Mr. Ian Marshall	imarshall@monivae.vic.edu.au
Cadets	Mr. Philip O'Keefe	pokeefe@monivae.vic.edu.au

Enquiries

In respect of general subject selection queries it is anticipated that the first point of call should be the student's current subject teacher.

Further detailed information regarding courses may be obtained from the specialist staff listed above.

The College telephone number is (03) 5551 1200.

Email correspondence is also welcomed. The general style for email addresses at Monivae college is <firstinitialsurname>@monivae.vic.edu.au (eg. ycolquhoun@monivae.vic.edu.au)

Subject Selection Steps

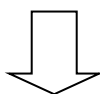
Steps for 2021 Subject Selection

1. Year 10 and 11 students will spend time with the Director of Studies to outline the subject selection process.

Year 10 students will be supported in the process via Careers classes and the VCE/VCAL Information Session during period 2 on Wednesday 29th July.

Year 11 students will receive a copy of the guide during Homeroom time in Week 2, Term 3. Access to electronic resources and the **2021 VCE/VCAL Handbook** are available on SIMON Knowledge Banks which includes the Parent Access Module (PAM) on SIMON.

It is strongly advised for both of these resources are viewed prior to the VCE/VCAL Information Evening on Wednesday 29rd July, 2020.

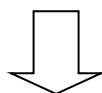


2. Wednesday 29rd July, 2020

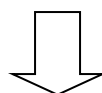
Year 10 parents and students and their families are invited to attend the online 2021 VCE/VCAL Information Night at 7pm. This session will provide an overview of the pathways offered, careers information and the subject selection process. In the second part of the evening session, Faculty Leaders from each of the curriculum areas will be available to provide more specific information and answer questions.

Year 10 and Year 11 students will have support offered via Careers teachers (Year 10), Homerooms (Year 11) and class visits from key personnel including the Careers Coordinator, VET/VCAL Coordinator and Director of Studies.

Due to Covid restrictions, Year 9 students considering VET options will be able to access a VET overview from subject selection resources made available on SIMON Knowledge Banks.



3. Current Year 10 and 11 students will submit their final preferences on-line via Web Preferences. This web application will be open to Year 11 and 12 students from **9am Thursday 30th July and close 9am Monday 7th September, 2020**. Students must ensure they print a copy of their Web Preferences receipt.



4. Parents/guardians will be required to sign the **Year 11 and 12 Web Preferences receipt** and return it with the **2021 VCE/VCAL Subject Selections Form** along with any relevant additional application forms (VCAL, VET) to the Front Office by **Monday 7th September** before selections will be processed.

Students who miss the date for subject selections will have limited flexibility in the options available.

INDEX OF STUDIES AVAILABLE	Accreditation Period	Page Number
Accounting	2019-2023	45
Biology	Units 1-2: 2016-2020, Units 3-4: 2017-2021	47
Business Management	Unit 1-2: 2017-2021	49
Chemistry	Units 1-2: 2016-2020, Units 3-4: 2017-2021	51
Drama	2019-2023	53
English	Units 1-2: 2016-2022, Units 3-4: 2017-2022	55
Literature	2020-2021	56
Food Studies	2017-2021	58
Geography	2016-2021	60
Health & Human Development	2018-2022	62
History	2016-2021	64
Indonesian	Units 1-2: 2019-2023, Units 3-4: 2020-2023	66
Legal Studies	2018-2022	68
Further Mathematics	2016-2022	70
General Mathematics	2016-2022	70
Mathematical Methods	Units 1-2: 2016-2022	71
Specialist Mathematics	2016-2022	71
Media	2018-2022	74
Music Performance	2017-2021	76
Outdoor and Environmental Studies	2018-2022	78
Physical Education	Units 1-2:2017-2023, Units 3-4: 2018-2023	80
Physics	2016-2021	82
Product Design & Technology	2018-2022	84
Psychology	2016-2021	86
Religion and Society	2017-2021	88
Studio Arts	2017-2021	89
Visual Communication Design	2018-2022	91
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VET

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Vet in the VCE Building and Construction (Carpentry Stream)	96
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Certificate II in Salon Assistant	102
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Subject Selections Policy

Rationale:

Student selection of subjects is an important process and students should only select those subjects that they are adequately equipped to deal with.

Aims:

1. To define the preferred prerequisites necessary for a student to select various subjects.
2. To outline a process for appeal if students are unable to gain teacher recommendation for a particular subject. At the appeal students can demonstrate their ability to adequately deal with a subject, despite not meeting the prerequisites.
3. To establish a process that supports students in selecting their future pathway and acknowledges the demands of academic and vocational coursework.
4. To ensure that subject selection is earned and supports students to strive for academic excellence.

Guidelines:

1. The student's ability to undertake subjects will be based on their performance in various subjects in the year of their selection.
2. Student subject selections will be scrutinized by the relevant Year Level Coordinator to ensure that the subject selection policy is being adhered to.
3. EAL students can apply to the Year Level Coordinator for special consideration if they do not meet the minimum prerequisite grades for their subject selections.
4. Students should note that prerequisites may change from year to year and they should ensure that they are working to the current version of the relevant handbook.

Appeal Process

If a student and/or their family wish to appeal they will notify the relevant Year Level Coordinator and outline their reasons to support the application by completing an **Inappropriate Course Selection Form**. An interview will be held to discuss the Appeal. At this meeting, the student and/or parent/guardian will need to demonstrate their ability to adequately deal with a subject, despite not meeting the recommended prerequisite or level of achievement.

The appeal will be heard by a committee which may comprise of the relevant Faculty Leader, the teacher of the prerequisite subject(s) Year Level Coordinator and/or the Director of Studies.

The decision to uphold the appeal or not will be made by the Director of Studies.

February 2020

Date for review: February 2021

Appendix 1:

Recommended prerequisites for selection of VCE subjects:

Units 1 & 2

SUBJECT	Preferred prerequisite (Year 10 Subject)
Accounting	Geography and Economics
Biology	Science
Chemistry	Science
Drama	Drama
Economics	Geography and Economics
English	English
Food & Technology	Food Technology
Geography	Geography and Economics
Health & Human Development	Health and Physical Education
History	History Civics and Citizenship
Languages (Indonesian)	Indonesian
Legal Studies	Geography and Economics
Specialist Mathematics	Mainstream Mathematics <i>or</i>
	Advanced Mathematics
General Mathematics	Mainstream mathematics <i>or</i>
	Consolidating Mathematics
Mathematical Methods	Mainstream Mathematics <i>or</i>
	Advanced Mathematics
Media	Media
Music Performance – solo	Music
Outdoor and Environmental Studies	Health and Physical Education
Physical Education	Health and Physical Education
Physics	Science
Psychology	Science
Product Design & Technology	Materials Technology Wood
Religion & Society	Religious Education
Studio Art	Art or 3D Art
Visual Communication Design	Art or 3D Art

Recommended prerequisites for selection of VCE subjects:

Units 3 & 4

Preferred prerequisite (Year 11 subject)

For each student to enrol in a Unit 3/4 subject, ideally the student should have undertaken the preparatory Unit 1/2 course to ensure they develop the key foundational knowledge and skills in the study.

Alternatively, students may apply for change of subjects in their current year of study and undertake Unit 2 in preparation for the Unit 3/4 sequence. Students who alter their course mid-year may require other subject or class changes in order to enrol in the nominated subject due to timetabling constraints which are established for students after the initial round of subject selections in the year prior to studies being undertaken.

If circumstances require a student enrolling in a Unit 3/4 without Units 1/2, the student will need to ensure background studies are undertaken independently together with the HeadStart material given to students in December/January prior to Year 12 classes commencing. Individual subject teachers will be able to indicate the knowledge and skills required. This final option is not generally recommended to students. Students will need to demonstrate a large degree of self-motivation, commitment towards study and strong academic achievement in order to be approved.

Appendix 2:

Recommended prerequisites for selection of VCAL subjects:

Year 11

Intermediate VCAL

SUBJECT	Preferred prerequisite (Year 10 Subject)
VCAL Intermediate Literacy	English
VCAL Intermediate Numeracy	Mainstream Mathematics <i>or</i> Consolidating Mathematics
VCE Subjects (<i>optional</i>)	Refer to Appendix 1: Recommended prerequisites for selection of VCE subjects: Units 3/4

Recommended prerequisites for selection of VCAL subjects:

Year 12

Senior VCAL

SUBJECT	Prerequisite Year 11 Subject
VCAL Senior Literacy	VCE English <i>or</i> VCAL Intermediate Literacy
VCAL Senior Numeracy	VCE General Mathematics <i>or</i> VCAL Intermediate Numeracy
VCE Subjects (<i>optional</i>)	Refer to Appendix 1: Recommended prerequisites for selection of VCE subjects: Units 3/4

Student Promotions Policy

Rationale

Our curriculum is attentive to the needs of the individual, encouraging all to work to the best of their ability, by aiming to provide authentic, relevant and dynamic learning opportunities. It is within this context that the Student Promotions Policy is viewed.

On occasions, students may not achieve the standard required for their promotion to the next year level. There may be many reasons for this and each case must be viewed as an individual case.

This policy does not refer to students who have learning needs, as their progress within the curriculum is monitored and refined by individual learning plans established and overseen by the Learning Support Coordinator.

A policy on the promotion of students provides explicit and consistent guidance for staff, students and parents on student progress between year levels.

Mission

Monivae College is a heart-centred learning community that embodies the core MSC values of love, positive relationships and compassion. Ours is a proactive and future focused educational environment which embraces and engages with the world.

Policy

Monivae College reserves the right to promote only those students who have attained the standard required for promotion to the next achievement level or year level. Promotion is not automatic. In withholding promotion, the concern of the College is the individual student's capacity for academic success and the way in which their commitment to studies has impacted on achievement. Other issues relevant to the individual student are always considered when contemplating promotion or non-promotion.

Guidelines

Successful Completion

1. A student will regularly be promoted if the following requirements are met:
 - a. Satisfactory progress is made in their studies (refer to Appendix 1 Satisfactory Progress). This will be indicated by semester and interim reports and other records of student achievement and progress.
 - b. Set class work, homework and assessment tasks or a negotiated redemptive task are completed.
 - c. Learning Habits are satisfactory. This will be indicated by semester and interim reports.
 - d. Attendance at classes is sufficient to complete work to a satisfactory standard. This would normally equate to 90% of scheduled classes.

2. When the Year Level Coordinator becomes aware during the course of an academic year that a student is at risk of not fulfilling the requirements of the above guidelines the following processes should occur:
 - a. Parents will be notified and a meeting arranged between the Year Level Coordinator, student and parents to discuss concerns.
 - b. The continued progress of the student will be monitored for an agreed period of time. Feedback will be provided to parents and, if required, a further meeting held to determine promotion or retention. The Director of Students and Director of Studies will be involved in subsequent meetings.

The arrangement of promotion may take one of two forms;

a) Supported Promotion

In certain cases where a student's behaviour and/or level of commitment to study, academic capacity and academic history have caused serious concern, the Director of Studies may institute a process of supported promotion. The purpose of this mechanism is to enable the student to see areas in which they need to improve and to provide them with assistance in meeting the demands of the following year.

b) Conditional Promotion

In certain cases, a student's promotion to the next year level may be based on compliance with conditions concerning behaviour and/or level of commitment to study. The objective of the process is the same as for Supported Promotion. Students on Conditional Promotion will be closely monitored and failure to meet the agreed conditions in the set time frame may result in the student returning to their former year level.

3. A written undertaking, signed by the student, parents and Year Level Coordinator stating work progress and practice to be met in the following academic year will be completed. Copy to be made available to subsequent Year Level Coordinator.
4. In the next academic year the student's progress will be regularly monitored by the Year Level Coordinator and reported to Directors of Students and Studies.
5. The final decision not to promote a student will be made by the Principal on the recommendation of the Year Level Coordinator, Director of Students and Director of Studies.

Date ratified: February 2020

Date for review: February 2021

Appendix 1 Satisfactory Progress

Years 11-12

Promotion through a senior program at Monivae College is dependent on a satisfactory completion of a required number of units, satisfactory attendance and the guidelines as stipulated by VCAA, VET providers and Monivae College VCE/VCAL Policies and Procedures Handbook.

Satisfactory Completion of a Senior Program

Victorian Certificate of Education (VCE)

A student completing the VCE must satisfactorily complete 16 of the 24 units studied, with at least three from the English group of units included in this total. Of the 16 units satisfactorily completed at the Unit 3 & 4 level, a 3 & 4 sequence from the English group as well as three other 3 & 4 sequences must be satisfactorily completed. Any VCE units undertaken in Year 10 contribute to the total of 16 units.

Victorian Certificate of Applied Learning (VCAL)

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

- 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 Skills
- curriculum components to the value of six credits at the level of the VCAL award (or above), of which one must be for a Literacy Skills unit and one for a Personal Development Skills unit. However, credits classified at Foundation level (VCAL Foundation units, and VET and Further Education (FE) units from within the Australian Qualifications Framework (AQF) at Level 1) cannot contribute to Senior level.
- A 90% attendance record
- Submission and completion of all Work Requirements.
- For their SBA and/or VET program (which included in the student's VCAL program), all hours of attendance, class work and training requirements of the SBA/VET subject must be met to gain credits towards the VCAL Certificate.

Students may carry credit forward from the previous award level into the level in which they are currently enrolled. VCAL providers can include additional curriculum, such as the VCAL Literacy Skills Oral Communication units and other VCE units in a VCAL learning program, to meet the requirement for a minimum of 10 credits. At the VCAL Intermediate and Senior levels, the learning program must also include accredited VET curriculum components to the value of a minimum of one credit in the Industry Specific Skills strand. One credit is awarded on successful completion of 90 nominal hours of accredited VET curriculum. The VCAL program may also contain curriculum components drawn from VCE studies and FE accredited curriculum. One credit is awarded on successful completion of 90 nominal hours of accredited FE/VET curriculum.

Vocational Education Training (VET)

For a satisfactory completion of a VET program, students must:

- Meet all requirements as specified by their training provider.
- Be aware of the VET units that have Scored Assessment requirements. To obtain a scored assessment which contributes to the students ATAR score the student must sit the examination set by the VCAA.
- Be aware of the VET units that have a compulsory Structured Work Placement requirement
- Submit and complete all work requirements
- Phone by 9.00am on the day of the absence from an assessment task. The VET trainer and the college.
- Behave appropriately at all times, including meeting Occupational Health and Safety requirements in and out of the classroom.

End of Semester 1, Year 11

At the end of the first semester of Year 11, students who have not satisfactorily completed a unit, will be interviewed by the VCE coordinator and Director of Studies. The aim of this meeting is to investigate

causes of such poor performance and set in goals, supports or interventions to allow for improved student performance in Semester 2.

Promotion to Year 12

At the end of Year 11, students who do not satisfactorily complete at least eight (8) units (VCE) or 10 units (VCAL) may not move directly into Year 12. These students with their parents/guardians will be required to attend an interview with the Director of Studies, VCE Coordinator and Careers Coordinator to decide on options for the following year. These may include repeating Year 11, selecting an alternative program to complete their VCE over three years, consider an alternative pathway or move to Year 12 on conditions that would be reviewed into the year.

Victorian Curriculum and Assessment Authority (VCAA)

General Policies and Procedures

Monivae follows the VCAA Policies and Procedures as outlined in the *VCE/VCAL Administrative Handbook*.

This handbook covers such details as:

- Assessment Dates
- Enrolments
- Program Selection & Satisfactory completion
- Use of computers
- Assessment of Learning Outcomes
- Coursework and School assessed tasks
- Authentication & Breach of Rules
- Student responsibilities
- Special provision
- Appeals
- Records & Access to information

The full document is available at www.vcaa.vic.edu.au under the search, 'VCE and VCAL Administrative Handbook'.

All Monivae VCE/VCAL students receive an updated copy of the Monivae College Policy and Procedures Handbook at the commencement of the academic year which summarises the key VCAA guidelines for Students and their families. Queries regarding this handbook can be directed to the VCE Coordinator, Mrs. Sofia Vearing.

Overview

Year 11 at Monivae

Year 11 provides students with the foundation of both VCAL and VCE qualifications, and offers a wide range of courses for students continuing their education. Students are encouraged to consider their career paths and their lives beyond school, and are helped to fulfill personal and educational goals that will support them in the future.

Year 11 students build on skills learned in Year 10 and begin to apply their knowledge in their chosen subjects. A key element of Year 11 is focus: students are required to study and work hard, and are provided with the necessary tools to learn in a more challenging environment. Students will aim to achieve goals leading to university, technical or further education, or employment. The VCE program at Monivae offers an opportunity to study in a variety of areas. As well as English and Units 3/4 Religious Education, Year 11 VCE students will study five additional subjects, chosen for their interest or their suitability for a future career.

A student undertaking the VCAL course at Monivae can expect to work both externally, in a workplace that supports their chosen trade, and at school. VCAL students will study a range of specific work related subjects, and literacy and numeracy. Every student at Monivae is encouraged to grow into a confident, life-long learner who is prepared for life beyond school.

As well as the VCE and VCAL curricula, Year 11 at Monivae offers:

- **The Presentation Ball** - An opportunity for all year 11 students to enjoy the results of their hard work and practice, and to take part in the formal dance at the end of Term One.
- **Leadership Opportunities** - Students are encouraged to think about their leadership opportunities in Homerooms, and to take part in roles which may also lead to leadership opportunities in Year 12.
- **Study Skills and Wellbeing** - All students at Monivae participate in a Positive Education program during Homeroom, MSC in Action and Resilience, Rights and Respectful Relationships (RRRR) time. In Year 11, students begin to develop further study skills, including examination techniques.
- **Athletic and Academic Events** - Students are offered a wide range of extra-curricular activities.
- **Mission Experiences** - Year 11 Students are eligible to take part in Monivae Mission Experiences, including the Kiribati and Papua New Guinea trips.
- **MSC in Action** - A fortnightly program for non-Cadets where students participate in activities designed to encourage students to take a heart centered approach within their community. Students immerse themselves in community projects and service-based commitments to create a personal journey reflecting the MSC charism.

Mrs Sofia Vearing
VCE Coordinator
svearing@monivae.vic.edu.au



Year 12 at Monivae

Year 12 provides students with finalisation of both VCAL and VCE qualifications, and the program to guide students towards their paths beyond secondary school. In Year 12 this includes being made aware of tertiary study entry requirements and the range of employment possibilities for post-Year 12.

In approaching their studies, students need to be independent learners that continually analyse their own performances, particularly in relation to the highest standards or quality of work possible. Students need to adhere to all deadlines set, and ensure a close working relationship with teaching staff is formed.

Year 12 VCE students are expected to fulfil studies of English (Units 3 & 4), plus four additional Unit 3-4 sequences, whilst VCAL pupils have the opportunity to complete either a VCE subject, VET study or School Based Apprenticeship to complement the compulsory VCAL strands.

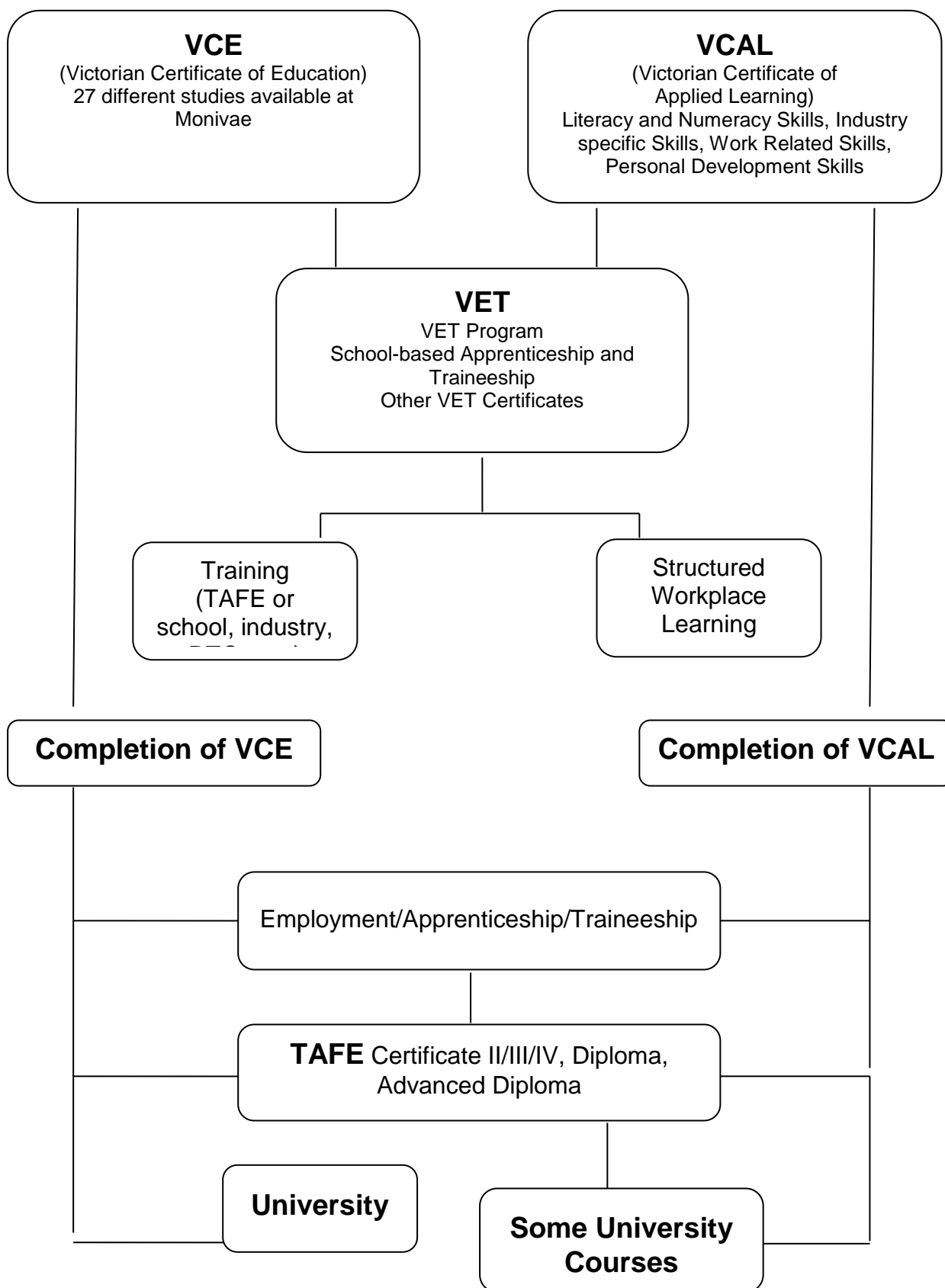
As well as the VCE and VCAL curricula, Year 12 at Monivae offers:

- **Headstart Program** - Two weeks of Unit 3 classes are conducted at the conclusion of Yr 11 studies, which lays a strong foundation for studies the following year.
- **Year 12 Retreat** - All students participate in the Retreat program prior to the commencement of the official year, providing a unique, reflective and spiritual experience.
- **Leadership Opportunities** - Whilst 14-15 Student Leaders are appointed each year, an emphasis on all Yr 12 students providing responsible, respectful and pro-active leadership throughout the school is clearly evident.
- **Wellbeing** - Each student will have on-going reviews of academic progress conducted by respective Homeroom staff, which includes goal setting for each term and an analysis of term/semester reports
- **Co-Curricular Activities** - Students are offered a wide range of extra-curricular activities including Cadets, sport etc.
- **Mission Experiences** - Year 12 Students are eligible to take part in Monivae Mission Experiences.
- **Yr 12 Graduation Mass & Dinner** - A wonderful culmination to each student's secondary education at Monivae College.
- **Careers Advice** – Continuous access to a careers advisor for information about a wide range of Tertiary pathways, GAP year opportunities, Apprenticeships and full-time jobs

Mrs Sofia Vearing
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Learning Pathways



Timetable Structure

As a learning community we seek to support students to develop a regular approach towards their studies through providing a timetable which enables frequency of contact with their subject teacher.

Monivae College runs a timetable based on a six period day. Each period is 50 minutes in length and there are 60 periods in a cycle. Each cycle runs over two weeks.

Year 12 VCE

Students undertake studies in nine key learning areas:

English Study (English/EAL OR Literature)	10 x 50 minute periods per fortnight (<i>options</i>)
Subject 1	10 x 50 minute periods per fortnight (<i>options</i>)
Subject 2	10 x 50 minute periods per fortnight (<i>options</i>)
Subject 3	10 x 50 minute periods per fortnight (<i>options</i>)
Subject 4	10 x 50 minute periods per fortnight (<i>options</i>)
Study Periods	6 x 50 minute periods per fortnight

The cycle also includes an integrated program of:
Wellbeing sessions, Meetings, Assemblies, Liturgies & MSC in Action

4 x 50 minute periods per fortnight

Year 11 VCE

Students must undertake studies in six specialist learning areas.

English Study (English/EAL OR Literature)	9 x 50 minute periods per fortnight (<i>options</i>)
Religious Education (VCE Religion & Society Units 3/4)	9 x 50 minute periods per fortnight
Subject 1	9 x 50 minute periods per fortnight (<i>options</i>)
Subject 2	9 x 50 minute periods per fortnight (<i>options</i>)
Subject 3	9 x 50 minute periods per fortnight (<i>options</i>)
Subject 4	9 x 50 minute periods per fortnight (<i>options</i>)

The cycle also includes an integrated program of:
Wellbeing sessions, Meetings, Assemblies, Liturgies, Cadets, MSC in Action and Study

6 x 50 minute periods per fortnight

Year 11 & 12 VCAL

Students undertake studies in the following areas:

English - Literacy Intermediate(11) OR Senior(12)	8 x 50 minute periods per fortnight
Mathematics - Numeracy Intermediate(11) OR Senior(12)	8 x 50 minute periods per fortnight
Religious Education (Year 11 only)	4 x 50 minute periods per fortnight
VCAL Business Management (VET Certificate II in Small Business)	7 x 50 minute periods per fortnight
Structured Workplace Learning (one day per week in chosen workplace)	12 x 50 minute periods per fortnight (full day Thursdays)
VET subject or School-based apprenticeship (SBA) related to career pathway	8 x 50 minute periods per fortnight (block training)
Personal Development Skills (PDS) & Work Related Skills (WRS)	8 x 50 minute periods per fortnight
MSC in Action (Community Service/Study)	2 x 50 minute periods per fortnight

**Time allocations are reflective of the 2020 program and are reviewed annually to adapt to the needs of the VCAL program and students' pathways planning (including VET, SBA and SWL commitments).*

Individual students may have variations scheduling based on their personal program to accommodate specific VET or VCE participation.

VCE (Victorian Certificate of Education)

1. How to satisfactorily complete your VCE

The VCE is the single Victorian qualification which marks the completion of secondary education. The certificate is issued by the Victorian Curriculum and Assessment Authority (VCAA) each December.

With the exception of VCAL English and VCAL Maths (see VCAL), each study consists of 4 units, the duration of each unit being one semester.

To gain this award, you must satisfactorily complete 16 units including at least:

- 3 units from the English group (2 must be units 3 and 4)
- 3 sequences of Units 3 & 4 in studies other than English
- An unlimited number of units of Vocational Education and Training (VET)

2. Satisfactory completion

Units 1 and 2 will be able to be completed as single units and Units 3 and 4 will need to be taken as a sequence (together).

Learning outcomes have been set by the VCAA as the basis for satisfactory completion of VCE units.

Each VCE unit includes a set of up to four outcomes. The award of satisfactory completion of a unit is based on a decision that the student has demonstrated achievement of the outcomes. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

Satisfactory completion of units is determined by the school, in accordance with the VCAA's requirements. Written examinations are held in October-November, whilst Performance/oral examinations will be held in October.

3. Assessment of Units 3 and 4

For each study, student level of achievement for Units 3 and 4 sequences will be assessed using school-based assessment and external examinations.

Each study will have three assessment components: either one school assessment and two examinations or two school assessments and one examination

Students at Monivae must gain a satisfactory result in a total of 10 units during Year 11 to gain automatic promotion into Year 12.

4. GAT

All students doing any VCE Units 3 and 4 in a current year are required to sit the GAT (General Achievement Test), unless they are exempted by their school principal.

What is the General Achievement Test?

The General Achievement Test (GAT) is a test of general knowledge and skills in the following areas:

- Written Communication
- Mathematics, Science and Technology
- Humanities, the Arts and Social Sciences

The GAT is compulsory for all VCE students undertaking at least one Unit 3/4 sequence. The GAT is an essential part of the VCE assessment procedures. Although the GAT result does not count directly towards VCE, it does play an important role in checking that school assessed course work, school-assessed tasks, and exams have been accurately assessed. It also assists VCAA to derive an assessment grade if a student cannot undertake an assessment due to Special Circumstances as defined by the VCE/VCAL Policies and Procedures Handbook.

The GAT is administered as a 3 hour examination held in June. GAT results will be reported on student's statement of results at the end of the year.

Students whose only enrolment at Unit 3 and 4 level are unscored VCE or VET Studies are not required to sit the GAT. Students whose enrolment consists of VCAL units are not required to sit the GAT. However the student can choose to sit the GAT if it is appropriate for his/her pathway into further education, training or employment.

5. VCE structure at Monivae

All students are expected to study:

- Units 1 & 2 of English/EAL or Literature (in Year 11) and Units 3 & 4: English/EAL or Literature (in Year 12).
- Religious Education (Year 11 only)

Most students will take 12 VCE units in Year 11 and 10 VCE units in Year 12, giving a total of 22 units.

Usually Units 1 & 2 are taken in Year 11, and may be taken as single units. Units 3 & 4 must be taken as a sequence and will mostly be studied in Year 12.

6. Results

Statements of Results for Units 1 – 4 are supplied by the VCAA at the end of the year. An ATAR (Australian Tertiary Admission Rank) is also given to students who have satisfactorily completed their VCE.

7. Study Scores

Students' overall achievements for each study will be calculated and reported as a Study Score (Relative Position) on a scale of 0 to 50.

In order to qualify for a Study Score, a student must have satisfied the requirements for Units 3 and 4 in that study.

In VET courses, which have scored 9 assessment components (i.e. Students sit an exam) students can use it in calculation of their ATAR. Where no scored use the result

Go to <http://www.vcaa.vic.edu.au/Pages/faqs.aspx> (and scroll down page) for further information on the VCE.

8. Vocational Education & Training (VET) recognition in the VCE/VCAL

VET programs will count as independent four-unit studies across VCE Units 1 – 4 and will have full VCE study status. Further information can be obtained from the VET/VCAL Coordinator and VET section of this handbook.

9. School Assessment

There are two forms of school assessment for the VCE, school-assessed coursework (SACs) and school-assessed tasks (SATs). The form or forms of school assessment and their weighting are specified for each study.

School-assessed coursework (SACs) is based on assessment of each student's overall level of achievement on the assessment tasks designated in the Study Design published for each subject. For each school-assessed coursework component, each Study Design specifies a range of assessment tasks for assessing achievement of the unit outcomes.

Assessment tasks designated for school-assessed coursework must be part of the regular teaching and learning program and must be completed mainly in class time. They are to be completed in a limited time frame and the scope of the task will be defined to ensure tasks are not onerous.

Designated assessment tasks will be of comparable scope and demand. Options are provided that enable teachers to select tasks and task types that best suit their teaching styles and programs.

Schools will provide to the VCAA a score representing the teacher’s assessment of each student’s level of achievement on the set tasks. Each Study Design will specify how marks are to be allocated to the tasks.

Figure 1 below shows the Unit 3 school-assessed coursework for Legal Studies

Figure 1. Example of assessment requirements for school-assessed coursework

Legal Studies

Unit 3: Making and changing the law

Outcomes	Assessment tasks	Marks allocated
Outcome 1 Explain the rights of accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice	The student’s performance on each outcome will be assessed using one or more of the following: <ul style="list-style-type: none"> • A case study • Structured questions • An essay • A report in written format • A report written in multimedia format • A folio of exercises 	50
Outcome 2 Analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice	The student’s performance on each outcome will be assessed using one or more of the following: <ul style="list-style-type: none"> • A case study • Structured questions • An essay • A report in written format • A report written in multimedia format A folio of exercises	50
	Total marks	100

School-assessed tasks (SATs) are set by the VCAA and designed to assess specific sets of skills. Assessment of students’ levels of achievement on school-assessed tasks will be on the basis of teacher ratings on criteria also specified by the VCAA.

To ensure state wide comparability, schools’ assessments will be monitored using the GAT and where necessary reviewed by the VCAA.

9. Entrance to tertiary institutions

To be eligible for selection, students must have satisfactorily completed their VCE. Any of the English group of Units 3 & 4 sequence will be counted in the ATAR, but no more than two will be permitted in the Primary Four. The current policy of not allowing more than one of *English* and *English (EAL)* will continue. Many courses have other requirements, including e.g. some particular VCE studies or a minimum grade level in some subjects, or a folio of work. These are described fully in “VICTER 2020”. <http://www.vtac.edu.au/publications/>. Selection is based on the student’s performance in Year 12 subjects, and fulfilment of any special requirements of the course. Any of the sequence of Units 3 & 4 may be a VET subject, or a University first year subject (Enhancement Study).

VCAL (Victorian Certificate of Applied Learning)

VCAL is a recognised senior secondary qualification that has been designed to increase the pathways for young people in Years 11 and 12. It is a vocational alternative to the VCE that prepares students for further studies at TAFE or training through apprenticeships and traineeships, and for employment.

VCAL provides hands on learning, where students learn theory and gain knowledge and understanding through the practical application of skills. VCAL gives practical work related experience as well as literacy and numeracy and the opportunity to build personal skills that are important for life and work. This project based applied learning is meaningful, relevant, has a purpose and develops thinking and conceptual skills.

VCAL has four compulsory strands:

1. **Literacy & Numeracy:** units such as VCE English and Maths or VCAL Literacy and Numeracy units,
2. **Industry Specific Strand:** a VET course or a School Based Apprenticeship,
3. **Work Related Skills:** units which develop employability through work preparation modules,
4. **Personal Development Skills:** structured activities that help develop self-confidence, team work and others skills important for life and work.

This format enables students to develop their learning program and negotiate their curriculum. VCAL is also designed to allow a relatively easy transfer to or from VCE, if students change their mind about future aspirations.

Intermediate VCAL (generally undertaken at Year 11) develops knowledge and employability skills that lead to independent learning, confidence and a high level of transferable skills.

Students undertake the following studies:

- VCAL Literacy Skills Intermediate Reading and Writing, VCAL Literacy Skills Intermediate Oral Communication
- VCAL VCE Foundation Mathematics **or** Unit 1 and 2 VCE General Maths.
- Unit 1-2 VET subject **or** School Based Apprenticeship (SBA)
- Unit 1-2 VET or VCE subject
- Religious Education (taken over whole year)
- VCAL Work Related Skills and Personal Development Skills Intermediate incorporating a structured work placement (SWL) one day a week (Thursday) that most likely relates to their VET study

Senior VCAL (generally undertaken at Year 12)

At this 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.

Students select from the following

- VCAL Literacy Skills Senior Reading & Writing & VCAL Literacy Skills Senior Oral Communication
- VCAL Numeracy Skills Senior Unit 1 and 2 **or** Further Maths Units 3 & 4
- VET course **or** SBA
- VCAL Work Related Skills and Personal Development Skills incorporating a structured work placement (SWL) one day a week (Thursday) that most likely relates to their VET study
- VCAL Personal Development Skills Units Senior 1 & 2 compulsory

All VCAL pathways are planned individually with the VCAL Coordinator and in consultation with the relevant Year Level Coordinator.

How is the VCAL assessed?

Students must successfully achieve each prescribed learning outcome in each unit or module of their VCAL program. VCE, other VET and accredited courses/certificates are assessed in accordance with existing requirements. VCAL teachers will explain the requirements to meet the learning outcomes for VCAL units. Students do not need to achieve a specific grade to successfully complete any units or modules that count toward their VCAL as it is competency based learning (i.e. students are deemed “*competent*” or “*not yet competent*” for each outcome).

VCAL course requirements

Students are awarded a certificate on successful completion of a minimum of ten credits. A credit is one VCAL unit, one VCE unit or approximately 100 nominal hours of VET units of competence. Six units must be at the award level or above that the student is enrolled in, including one literacy credit and one VCAL Personal Development Skills unit credit. The other four credits can be drawn from the same award level that they are enrolled in or selected from a higher or lower award level.

CRITERIA FOR VCAL STUDENTS

- A vocational area of interest, in which to do training and work placement
- Attendance at all course related activities/projects (some may be out of school hours)
- Mature and responsible behaviour in all situations
- Ability to work independently and as part of a team
- Ability to keep accurate, up-to-date and complete records
- Successful interview with VET/VCAL Coordinator

VET/VCAL interviews

- All prospective VCAL students will be interviewed to determine their suitability for the course by the VET/VCAL Coordinator and another member of staff (e.g. Careers Coordinator, Year Level Coordinator or Director of Studies)
- It is highly recommended that a parent or guardian attend the interview.
- Generally interviews will be scheduled during school time.
- The interview will address the following points:
 - How is VCAL different to VCE
 - Why you want to do VCAL?
 - Plans after VCAL, career pathways, evidence of interest
 - What is your VET area of study?
 - Where will you do Thursday placement?
 - What have you done to organise this placement?
 - Your VCAL course will be discussed and checked
 - VCAL expectations will be discussed
- Students and parents will have already signed the VCAL expectations which was included as part of the VCAL Application Form.

Study Area: VCAL Literacy

Reading and Writing Intermediate and Senior

This course enables the development of skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material within a variety of contexts.

While the outcomes are the same at both Senior and Intermediate level, the Senior Reading requires more complex text and the Writing component a more complex and sustained product.

Study Area: VCAL Numeracy

VCE Foundation Mathematics

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, Shape and Design', 'Patterns and Number', 'Data' and 'Measurement'.

All four areas of study are to be completed over the two units. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

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

Study Area: Work Related Skills (WRS)

The purpose of Work Related Skills unit is to develop students' knowledge and understanding of OH&S in the workplace. It introduces the students to a range of knowledge, skills and attributes required for different workplace settings. Work Related Skills provide students with the opportunities to explore career and employment options and to develop job application skills.

Study Area: Personal Development Skills (PDS)

The purpose of the Personal Development Skills course is to develop knowledge, skills and attributes that lead towards self-awareness, social responsibility, community awareness and civic responsibility. This is achieved through a variety of programs such as a bike riding camp and charity fund raising at the senior level. At the intermediate level areas such as driver education and a leadership program with Monivae Year 7 students, have been examples of some study programs.

Go to <http://www.vcaa.vic.edu.au/vcal/students/index.html> for further information on VCAL.

VET (Vocational Education & Training)

VET programs allow students to include VET within the VCE and VCAL pathways. This is designed to broaden the range of study options available to the growing and increasingly diverse senior secondary population. VET enables students to undertake accredited vocational studies within their senior secondary certificate and obtain a TAFE certificate as well. This development of generic and specific work skills enhances job prospects and future vocational training opportunities.

A student can include up to 13 VET units in their VCE this includes VCE VET, SBA and block credits.

VET

In this structure learning takes place in the classroom or a simulated work environment. One week of Work Placement is highly recommended to enable students to develop their skills and to gain an understanding of the workplace. Some VET programs are delivered at Monivae (Engineering, Sport and Recreation) others are delivered locally at SWTAFE and Hamilton District Skills Centre (HDSC) Hamilton. VET in the VCE can count towards an ATAR score. Some of the courses have a scored assessment which enables the VET course to be included in the primary four, otherwise they provide a 10% increment to the study score.

Monivae may offer the following programs (pending student interest):

Automotive	Building and Construction	Community Services*
Hospitality or Kitchen Operations *	Engineering *	Equine Industry*
Screen & Media	Retail Cosmetics	Salon Assistant
Sport and Recreation *		

* Scored assessment (i.e. can contribute towards an ATAR). The other courses can provide a 10% increment towards an ATAR.

It is possible that through discussion with the VET Coordinator, other VET courses may be available. This is especially the case for VCAL students.

Students may also be required to, depending upon the course spend some out of school time (e.g. during holidays or evenings) to complete a module. Students are required to make their own transport and accommodation arrangements for these sessions.

An agreement form regarding VET expectations has to be completed and signed prior to commencement of these courses.

School Based Apprenticeships (SBA's)

School based apprenticeships are a partnership arrangement between schools, TAFE, private education providers and industry, to build closer relationships and deliver work-based training and experiences for students.

Students learn skills relevant to the workplace and complete practical work placements in real industry settings. Apprenticeship students carry out specific tasks as part of a structured work placement and accredited training program in work conditions and under supervision. Work placements are also assessed on the job, where students demonstrate their competency and must complete the learning outcomes for that unit.

The Apprenticeship Program is integrated into the learning program and involves work placement in a suitable organisation or industry on a one day a week basis, this is catered for in the VCAL program but will have implications for a participant's normal VCE program. Agriculture, however, is an exception to this and can be fitted into a VCE program as an additional subject.

Upon completing the Apprenticeship Program, students can move into further training, employment or use their assessment as part of an ATAR Score.

Apprenticeships:

1. School-based Apprenticeships approved by the VCAA may be offered in the following industries pending student interest and resources:
 - Agriculture
 - Community Services
 - Hospitality Operations
 - Business Administration
 - Horticulture
 - Sport & Recreation
 - Automotive
 - Engineering
 - Information Technology
 - Retail Operations
 - Food Processing
2. Part-Time Apprenticeships unlike SBA's are not integrated into the timetable and are done out of school hours. This type of arrangement provides credit for VCE or VCAL. However, the school does not endorse the student's training plan, so it is the student's responsibility to provide the VET Co-ordinator with the training plan for VASS.

Block Credit

Other nationally recognised VET qualifications not included in the above table can gain credit towards VCE. If they are at the Australian Quality Framework (AQF) level II credit is at Unit 1 & 2 level, and at AQF level III or above credit is at units 3 & 4 level.

Features of SBA and Part-time apprenticeships are:

1. Apprenticeships will provide up to four units in the VCE and credits to the VCAL.
2. A structured training program (commonly referred to as "on the job training" and distinct from general supervised practice), delivered in partnership between a Registered Training Organisation (RTO) e.g. South West TAFE, Westvic Group Training and the workplace, and based on the competency standards package applicable to the Apprenticeship.
3. Part-time paid work.

The aims of the VET and SBAs:

- To increase the options available to students by broadening the range of ways in which students may participate in vocational education and training during their secondary schooling.
- To enhance both employment and education for young people by developing partnerships between schools and employers.
- To respond to the needs of industry by providing young people with greater and more relevant skills.
- To provide students with the option of undertaking a broad range of subjects that meet their individual needs.
- To develop and document models for best practice.

Comparison of SBA and Part-time with VET

School-based Apprenticeships/ Part Time	VET
Nationally recognised qualifications	Nationally recognised qualifications
Mostly on-the-job training, maybe some off the job training at TAFE or with RTO	In school or RTO delivery and workplace learning
Can be used in ATAR score (10% increment)	Can be used in ATAR score (scored assessment in Community Services, Equine, Media, Hospitality, Engineering, Allied Health, Sport & Recreation) 10% increment in others
<p>Integrated one day a week during school term with some additional time to achieve required hours (200 days over 2 years) best suited to VCAL rather than VCE students. Agriculture has one period of theory of week and practical is out of school hours.</p> <p>Non Integrated out of school hours on weekdays & over weekends & holidays. Best suited to the VCE program</p>	5-10 days a year work placement (work experience week or term holidays)
Student has to find employer	Available to all students (like any class)
Formal contract/training agreement (payment approx \$85 a day)	Work placement \$5 a day Work Placement forms
Costs – enrolment fee, module training books Approx \$100	Contact hours Purchased books Check all costs and requirements on summary chart page 91

Go to <http://www.vcaa.vic.edu.au/Pages/vet/index.aspx?Redirect=1> for further information on VET

Distance Education (DECV)

Monivae College offers a wide range of VCE studies as it endeavours to meet the diverse needs of students.

In the instance where there are insufficient student numbers or appropriately qualified teachers for the school to run the class, students can be offered the choice of:

- i. choosing an alternative subject that is running (preferred option)
- ii. taking the subject by Distance Education Centre Victoria (DECV) or Victorian School of Languages (VSL), if it is a subject that we have offered in the handbook.

Occasionally, a student may choose a study that we do not offer but is offered by DECV or VSL, subject to approval by the Director of Studies.

Skills Required by DECV or VSL Students:

- i. independent, autonomous learning skills
- ii. good organisational skills, able to meet deadlines
- iii. self-motivation skills

Restrictions

- i. Year 11 students are advised not to take a Unit 3/4 sequence by DECV as experience shows that the demands are usually too great at that stage.
- ii. Students are advised to take only one subject by DECV or VSL unless there are exceptional circumstances. Such cases will be referred to the Director of Studies.

Costs

- i. If the student chooses a subject that has insufficient numbers to run a class or is a subject not offered by the school, then the student will be subject to DECV/VSL enrolment and course fees (in 2019 the fees were \$405 per semester).
- ii. The cost of telephone calls, postage, email, etc will be met by the school.
- iii. Travel to and from Melbourne will be organised and paid for by the student/s (it is recommended that students attend a minimum of one Melbourne lecture day to support their learning and meet their course supervisor).

Administration

- i. All DECV materials are forwarded to the students by the relevant Year Level Coordinator.
- ii. All VSL materials are forwarded to the students by the relevant Year Level Coordinator.
- iii. Student work to be sent away for correction and assessment is done so through the Front Office.
- iv. Regular liaising is done via the relevant Year Level Coordinator's phone, with prior notice and permission being granted.
- v. Scheduling and supervision of SAC's to be organised and administered by the relevant Year Level Coordinator.

Tutorial Assistance Guidelines

For subjects that the school does not offer in the current handbook, classes would not be formally timetabled, a block of Distance Education study periods students will be timetabled for the Study Hall. A teacher will not be allocated to assist the student however, help may be available if there was a qualified teacher on staff who was willing to give assistance on an ad hoc basis, without payment by the school.

For subjects offered in the current handbook but which have to be taken by DECV/VSL the negotiated conditions would have to be decided at the end of Term 3 after the initial student selection numbers were known. These classes would be timetabled and a teacher allocated and paid to take 1 period per cycle to assist those students pending teacher and resource availability.

Monivae College School Fees and Distance Education

Students who elect to undertake Distance Education studies are under the same Monivae College Fee structure for all Year 11 and 12 students. Distance Education students may have less structured class time, however their school fees enable the following support structures;

- Individual administration by the relevant Year Level Coordinator
- Teacher advisory support
- Negotiated support where possible with respect to Tutorial Assistance guidelines in the previous section.

Planning Guides

Sample Course Plans VCE

- It may be possible to change subjects at the end of Semester 1 of Year 11. The process for change of subjects will be published and administered by the relevant Year Level coordinator. Changes must be made before **Friday 21st May, 2012**.
- Units 3 & 4 must be taken as a sequence. (i.e. you cannot enter Unit 4 without Unit 3) Choose your subjects carefully.
- You should note that most some subjects recommend both Units 1 and 2 should be completed before attempting Unit 3. If you wish to pick up a Unit 3 subject without having done the recommended previous unit, then, it would be wise to seek advice from the relevant Year Level Coordinator and the subject teacher. It may be necessary for you to undertake some extra work over the holidays in preparation.
- Careful planning for both Year 11 and Year 12 as a complete program will ensure that appropriate decisions are made both for present interests and future aspirations (i.e. tertiary/job pre-requisites).
- To ensure that the correct choices are made, it is essential that advice/information be sought from sources such as the Careers Co-ordinator, Tertiary Handbooks, Open Days, and Victorian Tertiary Entrance Requirements (VICTER).

Example programs for a VCE student.

Example Program 1

YEAR 11	Sem 1	English 1	VET 1	Health & Human Development 1	General Maths 1	Studio Art 1	Religious Education 3
	Sem 2	English 2	VET 1	Health & Human Development 2	General Maths 2	Studio Art 2	Religious Education 4
YEAR 12	Sem 1	English 3	History 3	Health & Human Development 3	Further Maths 3	Studio Art 3	Study
	Sem 2	English 4	History 4	Health & Human Development 4	Further Maths 4	Studio Art 4	Study

Example Program 2

YEAR 11	Sem 1	English 1	Accounting 1	Legal Studies 1	General Maths 1	Physical Education 1	Religious Education 3
	Sem 2	English 2	Accounting 2	Psychology 2	General Maths 2	Physical Education 2	Religious Education 4
YEAR 12	Sem 1	English 3	Accounting 3	Psychology 3	Further Maths 3	Health & Human Development 3	Study
	Sem 2	English 4	Accounting 4	Psychology 4	Further Maths 4	Health & Human Development 4	Study

Example Program 3

YEAR 11	Sem 1	English 1	Accounting 1	Physics 1	Specialist Maths 1	Maths Methods 1	Religious Education 3
	Sem 2	English 2	Accounting 2	Physics 2	Specialist Maths 2	Maths Methods 2	Religious Education 4
YEAR 12	Sem 1	English 3	Accounting 3	Physics 3	Further Maths 3	Math Methods 3	Study
	Sem 2	English 4	Accounting 4	Physics 4	Further Maths 4	Math Methods 4	Study

These programs provide only 3 examples of the many possible choices that may be made.

Planning Guides

Sample Course Plan VCAL

INTERMEDIATE (first year)	VCAL Literacy, Intermediate
	VCE Foundation Maths Units ½
	Religious Education
	VCAL Business Management (Cert II Business)
	Structured Workplace Learning (SWL)
	VET Subject OR SBA
	Personal Development Skills (PDS) & Work Related Skills (WRS) Intermediate
	MSC in Action

SENIOR (second year)	VCAL Literacy, Senior
	VCAL Numeracy
	VCAL Business Management (Cert III Business partial completion)
	Structured Workplace learning (SWL)
	VET Subject OR SBA
	Personal Development Skills (PDS) & Work Related Skills (WRS) Senior
	(Additional Option to undertake an extra VCE Unit at Unit 1/2 or 3/4 level OR another VET subject.)
	MSC in Action

Learning Areas Overview

Arts

Mission

The study of Arts at Monivae College is broken down in to two areas; Visual Arts and Performing Arts.

Visual Arts comprises of Studio Arts, Visual Communication Design and Media whilst the Performing Arts subjects offers are Music Performance and Drama. Undertaking a study in an Arts subject enables students to develop and refine their creative and expressive capacities by learning about different practices, disciplines and traditions that have shaped the expression of culture at all levels.

Students will develop a better understanding of the role of Arts in shaping our history and gain an understanding of its role in developing critical and creating thinking strategies of the future.

School Based information

Students wishing to undertake a Visual Arts subject at VCE are strongly encouraged to have completed a Year 10 or equivalent Visual Arts subject.

Students wishing to undertake Music Performance must be prepared to undertake regular lessons from a qualified instrumental teacher (at own cost) and VCAA recommends that 'at least four or five years' experience in learning an instrument/s is recommended before commencing VCE Music Performance'. Additional costs such as the purchase of sheet music and accompanists are the responsibility of the student and their family.

The Monivae Arts Graduate

When effective learning in this area is taking place students will demonstrate a greater awareness of the environment around them and adopt a more mature approach in the expression of their art and toward the people they meet. Effective learning will result in intelligent use of ideas and concepts and the presentation of final work that is mature and of high quality.

Arts subjects offered at Monivae:

- Drama
- Media
- Music Performance
- Studio Arts
- Visual Communication Design

English

Mission

The Monivae College English Faculty mission is to encourage students of all abilities to read and use language critically and effectively in both its written and spoken forms. Through this they become effective communicators and users of English now and into their future lives.

Our students are taught a wide variety of text types and, through the study of the various genres, are guided to an understanding of how language works and the many uses to which effective language can be put. Our students therefore come to realise the value of effective language in action. Our students will study not only literature but the theories which underpin the reading of texts and the theorists who comment upon the texts. The use of technology to assist in the learning process is also encouraged.

English requires students to listen, speak, view, read and write. These skills, which develop through a study of a range of text types, evolve from these organisational areas:

- text studies of literature, the media and popular culture;
- an understanding of theories which reveal how we read and construct meaning;
- language study of spoken/signed, written and visual texts.

The various components are unified in a meaningful way by the use of integrating devices and materials.

The course work studied reflects the background, maturity, interests and aspirations of our students. It draws on a range of cultural perspectives both traditional and contemporary, from within and beyond Australia. Gender, ethnic and equity issues are treated in a balanced manner.

The Monivae English Graduate

Through these practices, the Monivae Graduate will be able to demonstrate a greater working understanding of the world in which he or she operates. The Graduate will also have an enhanced ability to express his or her views and beliefs across a range of purposes and in a variety of ways within that world to create meaning in both personal and external ways.

The Monivae College English Programme at Middle School is part of an entire programme with a specifically designed scope and sequence that commences in Year Seven. It prepares students to make the active choice at the close of Year Ten to undertake VCE English, or the more vocationally based pathway to VCAL studies. Each of these culminating destinations of study is as important as the other, they simply serve different pathways.

English subjects offered at Monivae:

- English
- English EAL (English as Additional Language) *

*EAL was ESD (English Second Dialect). Students who may be in this category must speak directly with the English Faculty Leader, Mr. Benjamin White

Health & Physical Education

Mission

To provide excellence in teaching Physical, Health and Outdoor Education which encourages all students to realise their unique potential. The Health and Physical Education faculty strive to educate and improve student knowledge in the areas of health, fitness, outdoor experiences and wellbeing, including physical, social and emotional aspects.

The key learning area of Health and Physical Education draws from the dynamic and multi-dimensional nature of health, and the significance of physical activity in the lives of individuals and groups in our society. It promotes an understanding of the importance of personal and community actions in promoting health and lifelong participation in physical activity, and of the crucial role that supportive physical and social environments play in the development of the health of individuals and communities.

With Australian society having an ever increasing rate of health related illnesses such as diabetes and obesity, the importance of the Health and Physical Education program at Monivae is imperative. Students must be educated on what causes these life threatening conditions and how to look after themselves once they leave the college to enter the working force and society. Students need to know the importance of regular physical activity and appropriate diet.

The Monivae Health and Physical Education Graduate

The Physical and Health Education Monivae graduate shall be able to make informed choices in relation to the health and wellbeing of themselves and members of the community. They will know how to access different organisations to seek help if needed and be able to assist others in making positive lifestyle choices.

Health & Physical Education subjects offered at Monivae:

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

Humanities

Mission

The Monivae College Humanities Faculty invites students to study human societies, environments, people and cultures from the past and the present. The mission of the Humanities Faculty is to provide a framework in which students gain exposure to the key ideas and concepts pertaining to the way people and societies have organised their world under particular conditions and made meaning of it. The Humanities subjects take as their subject matter human behaviour. They provide unique ways to understand how and why groups of people have settled and organised their societies. How people have developed means of generating and distributing wealth, codes, laws and belief systems, related to other groups of people and interacted with their physical environment.

The Humanities subjects support the development of students as active and engaged citizens by promoting debate and fostering informed decision making on a range of current local, state, national and international issues. The graduate will discover ways in which they can positively influence their world as active local, national and global citizens who challenge, question, investigate, evaluate and participate. This knowledge empowers students and develops a sense of wonder, curiosity, interest and identity. The Humanities contribute to a knowledge, understanding and appreciation of the past and present assisting in developing a futures orientation that enables students to participate in the challenges and opportunities that confront young Australians. Challenges such as: globalisation, patterns of migration, the global economy, environment and sustainability, the pervasive influence of mass culture and Australia's position in the world. We aim to assist students to develop intercultural understanding as they learn to understand themselves in relation to others, recognising differences, creating connections and cultivating respect between people.

The Monivae Humanities Graduate

The Graduate will develop a personal framework within which they can build an understanding of the issues of their own time and place. They will develop a critical perspective on contemporary, local, international and global issues and will have the confidence and knowledge to engage in an active way in their society, whether politically, economically or socially.

Humanities subjects offered at Monivae:

- Accounting
- Business Management
- Geography
- History
- Legal Studies

Languages

Mission

Monivae College offers Indonesian as its Languages subject. Students study Indonesian as a compulsory subject at Years 7 & 8, then as an elective subject to VCE level. Indonesian provides students with the opportunity to develop language skills and cultural understandings that will allow them to interact in the 21st Century 'global village'.

Learning a language provides learners with essential communication skills, an intercultural capability, and an understanding of the role of language and culture in human communication. Languages provide the opportunity for students to engage with the linguistic and cultural diversity of humanity; to reflect on their understanding of human experience in all aspects of social life, and their own participation and ways of being in the world.

At Monivae, the Languages curriculum is designed to instil knowledge, to deepen understanding, to stimulate reflection and to foster skills in the context of the contemporary world and to allow students to forge links with first language speakers utilising 'emerging technologies' wherever possible. Learning a language uniquely broadens students' horizons to include the personal, social and employment opportunities presented by an increasingly interconnected and interdependent world. To this end, Monivae is a member of the BRIDGE Program with Kusuma Bangsa in Palembang, South Sumatra, Indonesia. Student and Teacher exchange trips are an ongoing aspect of these relationships.

The Monivae Languages Graduate

It is expected that through the experience of learning to communicate in the target language, Monivae graduates will develop an understanding of the relationship between language and culture in intercultural exchange. In this way they will understand different ways of perceiving experience. They will develop respect for multiple perspectives on the social, cultural and linguistic construction of human action. They will come to understand the diverse, rich and dynamic world around them and their own ethical engagement with this diversity.

Languages subjects offered at Monivae:

- Indonesian

Mathematics

Mission

The Monivae College Mathematics Faculty aims to provide Mathematics which will build upon students' previous experiences, providing the maximum possible challenge and opportunity for intellectual growth consistent with student ability.

The Mathematics Faculty aims to provide opportunities to:

- investigate and apply some of the methods, techniques and language of mathematics
- foster interest in, and acquire favourable attitudes towards mathematics
- increase ability to apply mathematical methods
- allow each student to recognise and realise his/her own potential
- develop logical thought
- develop effective communication through oral, written and symbolic expression
- investigate aspects of mathematics related to life in society
- investigate aspects of mathematics related to other disciplines
- appreciate aspects of the history of mathematics
- increase computational skills
- acquire knowledge and understanding of specific concepts, simple relationships, terminology and conventions
- identify and apply knowledge to problems, new situations, and associations with other disciplines
- form and interpret a mathematical model
- think creatively and devise solutions
- develop practical skills such as: observation, following instructions, collecting data, processing results and handling equipment
- develop skills such as: using resources, logical presentation of arguments
- work independently, persevere and feel confident in the subject and appreciate the beauty and pleasure associated with creative mathematical endeavour

Mathematics pervades all aspects of our lives – as citizens, in our homes and in the workplace. It has applications in all human activities, crossing cultural and linguistic boundaries to provide a universal way of solving problems in such diverse areas as science and engineering, business and finance, technology, arts and crafts, sports and recreation and many everyday activities.

Mathematics provides students with essential mathematical skills and knowledge. It develops the numeracy capabilities that all students need in their personal, work and civic life and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The Monivae Mathematics Graduate

The Mathematics Monivae Graduate would be able to demonstrate increased computational skills and logical thinking skills that assist them to be problem solvers. They will have developed their ability to form and interpret mathematical models. They will be aware of links between Mathematics and other subject areas and applications to life in society.

Mathematics subjects offered at Monivae:

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

Religion

Mission

All students enrolled at Monivae College will encounter Jesus Christ in their Religious Education classes. They will do so within the context of the teachings of the Catholic Church and the Charism of Jules Chevalier and the Missionaries of the Sacred Heart.

The Monivae Religious Education Graduate will have learned about the life and message of Jesus Christ through the study of Scripture and discern what it means for them to respond to his message in their own lives. This response includes quality Christian relationships with those they meet and with whom they live, acting in a morally compatible manner with Christ's message and the growing development of a life of faith, leading to the hope of God's Kingdom on earth and after death.

Monivae College enrolls students from all places on the continuum of Christian belief and degree of participation in the life of a Christian community. For some it is their first and only encounter with the word of God. For others it is an opportunity to deepen their faith and enhance their life in the Church. Religious Education provides the opportunity for all to participate meaningfully in the activities and processes of the course without judgment or discrimination. Students are expected to remain open to the word of God and to participate meaningfully in all activities.

Why study the subject?

We study Religious Education because it is for this that the school exists. Monivae College was created for the purpose of educating youth of the Western District and beyond in the love of Jesus Christ and his message. Religious Education is a major means by which this purpose is accomplished.

Knowledge and Skills

The knowledge gained is about God, the person of Jesus, his Church and the practices and decisions which lead to him. Students gain skills in the capacity to hear the message of Jesus and to apply this to their lives. Increasing maturity of the spiritual sense and understanding is also fostered for students.

Religion subjects offered at Monivae:

- Religion and Society

Science

Mission

The Science faculty supports the Monivae College Mission Statement by aiming to provide a Science education, in a Catholic school, which encourages all students to realise their unique potential in a caring environment.

To be human is to be curious about the world we live in, to wonder why it is that way, and to ask about our place in it. A fundamental goal for science education is to stimulate, respond to and nourish such curiosity, wonder and questioning. Science provides us with one view of the world – a view that changes as our knowledge and understanding of science evolves.

Science is a human process influencing and influenced by social values. Science has a long and fascinating history of human attempts to appreciate, understand, control and manage our world. Scientists use techniques of scientific investigation to create an understanding of the world. The resulting cumulative knowledge is part of our human heritage.

A major goal of science education is to develop citizens who are capable of engaging in informed debate about science and its applications. Science education provides opportunities for students to develop the skills and understanding appropriate to service and good citizenship. It also encourages students to articulate science values and accept the ethical principles embedded in science research. While only some students directly pursue a career in science and scientific research, all students need to appreciate the significance of science for the long-term future of our society.

The Monivae Science Graduate

Among other things, the Monivae graduate will have:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions and
- An understanding of historical and cultural contributions to science as well as contemporary science issues and activities.

Science subjects offered at Monivae:

- Biology
- Chemistry
- Physics
- Psychology

Technology

Mission

To provide excellence in teaching in all aspects of Technology. It encourages and supports students to realise their unique potential, and it also provides the opportunities for students to achieve success and to develop self-confidence and time management skills. The teachers in Technology aim to educate all students to the highest possible level in the relevant practical production skills, problem solving and the elements of design.

Technology is very important to all students at Monivae College. As an area of study it provides information and practical experience in a range of technological disciplines to students so they can make informed life decisions regarding future careers, work opportunities and everyday living.

Participating fully in the 21st century involves people making effective judgements, often involving technology. Technology education involves the process of designing and then making what has been designed. If students experience these technological processes they develop a greater appreciation of the significant decision-making involved and they can develop critical thinking skills. These are important skills for all students, regardless of the vocational choices they make.

Technology offers all students the opportunity to experience success. They are able to use and develop their creativity, and to apply it in a structured range of technological disciplines. As applied learning some of the skills and knowledge learned and developed in Technology are transferable to other aspects of student learning.

There is a national shortage of qualified tradespeople and Technology offers the students at Monivae the opportunity to explore future career choices in a range of disciplines. The Southern Grampians region is a strong agriculture area and the practical skills learned in Technology cater to the rural makeup of the area.

The Monivae Technology Graduate

The Technology Studies student will be able to engage effectively in innovative and creative thought through the planning and development of design projects related to real-life needs and situations. They will be able to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and develop design projects. Through the development of their design and production skills they will be able to create items in a range of specialist production disciplines.

Technology subjects offered at Monivae:

- Food Studies
- Product Design and Technology

Rationale

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/ investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

Unit 1: The role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

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

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework, financial indicators and ethical considerations for business owners when making business decisions, including financial, social and environmental.

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

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework and financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

Entry

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

Assessment**Satisfactory Completion**

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

Levels of Achievement**Units 1 and 2**

'S' and 'N' achievement with graded results

Units 3 and 4

School-assessed coursework and examination:

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

Further Information

http://www.vcaa.vic.edu.au/Documents/vce/account/AccountingSD_2019.pdf

Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

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

VCE Biology provides for continuing study pathways within the discipline and leads to a broad range of careers, including: biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Unit 1: How do living things stay alive?

Students are introduced to some of the challenges to an organism in sustaining life. They examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population. An extended practical investigation related to the survival of an organism or species forms a major part of the third Area of Study.

Unit 2: How is continuity of life maintained?

The focus in this unit is on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. An exploration of the mechanisms of asexual and sexual reproductive strategies is undertaken. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They also consider the role of genetic knowledge in decision-making about the inheritance of genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Unit 3: How do cells maintain life?

Students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane and the control of the movement of molecules and ions in and out of the cell. They consider the structure and function of nucleic acids and relate this to the specificity of enzymes and cell signaling molecules. They then explore how cells communicate with each other and why they do so. The internal workings of the cell, including the interrelationship between energy transformations and the functioning of biochemical pathways are investigated. The Students examine the role of the immune system and the interactions between its components to provide immunity to a specific antigen.

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

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

An extended practical investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. This investigation forms part of the assessment for Unit 4.

Levels of Achievement/Assessment**Units 1 and 2**

'S' and 'N' achievement with graded results

Units 3 and 4

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

Further Information

<http://www.vcaa.vic.edu.au/Documents/vce/biology/BiologySD-2016.pdf>

Rationale

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

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

Unit 1: Planning a Business

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

Unit 3: Managing a Business

In this unit students explore how to manage a business efficiently and effectively to achieve the business objectives. Students examine the different types of business and their respective objectives. They consider corporate culture, management styles, management skills and strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through use of case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 2: Establishing a business

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

Unit 4: Transforming a Business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a business case study from the past four years, students evaluate business practice against theory.

Entry

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

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

'S' and 'N' achievement with graded results

Units 3 and 4

School assessed coursework and examinations

Unit 3 school assessed coursework: 25 per cent

Unit 4 school assessed coursework: 25 per cent

End of year Examination: 50 per cent

Further Information

<http://www.vcaa.vic.edu.au/Documents/vce/busmngmnt/BusinessManagementSD-2017.pdf>

Rationale

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

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

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

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

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

A research investigation is undertaken in Area of Study 3 related to one of ten options that draw upon and extend the content from Area of Study 1 and/or Area of Study 2.

Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

A practical investigation into an aspect of water quality is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

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

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

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

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

An extended practical investigation related to energy and/or food is undertaken in either Unit 3 or in Unit 4, or across both Units 3 and 4. This investigation forms part of the assessment for Unit 4.

Other Comments:

Although there are no prerequisites for entry to Units 1, 2 and 3, it is strongly recommended that students have achieved a minimum "C" in their assessment at Year 10. Students who enter the study at Unit 2 will need to undertake preparatory work based on Unit 1. Unit 2 should be undertaken prior to Unit 3. Units 3 & 4 must be studied as a sequence.

Levels of Achievement/Assessment

Units 1 and 2

'S' and 'N' achievement with graded results

Units 3 and 4

- Unit 3 school-assessed coursework: 16 per cent
- Unit 4 school-assessed coursework: 24 per cent
- End-of-year examination: 60 per cent

Further Information

<http://www.vcaa.vic.edu.au/Documents/vce/chemistry/ChemistrySD-2016.pdf>

Rationale

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

VCE Drama connects students to multiple traditions of drama practice across a range of social, historical and cultural contexts. Through the processes of devising and performing drama, students investigate self and others by exploring and responding to the contexts, the narratives and the stories that shape their worlds.

The study of drama introduces students to theories and processes for the creative development of new work and allows them to develop skills as creative and critical thinkers. Students develop an appreciation of drama as an art form through their work as solo and ensemble performers, and engagement with professional contemporary drama practice. They develop skills of communication, criticism, aesthetic understanding and aesthetic control.

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts. The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, theatre-making, script writing, communication and drama criticism.

Unit 1: Introducing performance styles

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond recreation and/or representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers. Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in a range of performance styles. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles. In this unit the terms character, performance, story and style may be understood as one or more characters, performances, stories or styles.

Unit 2: Australian identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors. An Australian work might:

- be written, adapted or devised by Australian writers or theatre-makers
- reflect aspects of Australian identity, for example the voice of Australia's first peoples, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, urban and rural perspectives.

Across this unit, students study performance styles from a range of historical and/or social and/or cultural contexts.

In this unit the terms character, performance, story and style may be understood as one or more characters, performances, stories or styles.

Unit 3: Devised Ensemble Performance

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website. In this unit the terms character, performance, story and style can be understood as one or more characters, performances, stories or styles

Unit 4: Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance. Students are encouraged to attend performances that incorporate a range of performance styles to support their work in this unit.

Entry:

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

Assessment:

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

Levels of achievement:

Unit 1 and 2

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

Units 3 and 4

School-assessed coursework and end of year examinations:

Unit 3 and 4 School-assessed Coursework: 40%

End of year performance examination: 35%

End of year written examination: 25%

Further information:

https://www.vcaa.vic.edu.au/Documents/vce/drama/DramaSD_2019.pdf

Rationale

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community. This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Unit 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts. The term 'set text' refers to texts chosen by the school for Areas of Study 1 in Units 1 and 2.

Unit 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 3

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. Texts selected for study in Area of Study 1 must be chosen from the Text List published annually by the VCAA. The texts selected for study in Unit 3 Area of Study 2 must have appeared in the media since 1 September of the previous year. The term 'selected text' refers to a text chosen from the list of prescribed texts in the Text List published by the VCAA.

Unit 4

In this unit students compare the presentation of ideas, values and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media. Texts selected for Area of Study 1 must be chosen from the Text List published annually by the VCAA. The issues selected for Area of Study 2 must have appeared in the media since 1 September of the previous year, but need not be the same as the issue selected for study in Unit 3.

Assessment

To satisfactorily complete the VCE a student must have a satisfactory result (S) for a minimum of 16 units. This must include:

- at least three units from the English Group, two of which must be a Unit 3–4 sequence
- an additional three Unit 3–4 sequences of studies other than English, which may include any number of English sequences once the English requirement has been met.

Levels of Achievement**Units 1 and 2**

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

Units 3 and 4

School-assessed coursework and examination

School assessed Task: 50 per cent

End-of-year examination: 50 per cent.

Further Information

<http://www.vcaa.vic.edu.au/Documents/vce/english/EnglishEAL-SD-2016.pdf>

Rationale

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

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

Unit 1: Approaches to literature

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

Unit 3: Form and transformation

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

Unit 2: Context and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Unit 4: Interpreting texts.

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

Assessment and Reporting:

Satisfactory Completion:

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

Percentage contributions to the study score in VCE Literature are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent

Rationale

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

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

Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.

In Area of Study 1 Food Around The World, students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

In Area of Study 2 Food In Australia, students look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Unit 3: Food in daily life

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

Food Choice, Health and Wellbeing focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. Through Food Industries students focus on commercial food production industries, while Food In The Home looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Unit 4: Food Issues, Challenges & Futures

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

Navigating Food Information focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this

role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Entry

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

Assessment

Demonstrated achievement of the set of outcomes specified for the unit

Levels of Achievement

Units 1 and 2

'S' and 'N' achievement with graded results

Units 3 and 4

- School assessed coursework
- School assessed Task
- End of year examination

Further Information

http://www.vcaa.vic.edu.au/Documents/vce/technology/FoodStudiesSD_2017.pdf

Rationale

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

In VCE Geography students develop a range of skills, many of which employ spatial and digital technologies. Investigative skills develop students' ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys, fieldwork, and the collection of data and information from relevant secondary sources. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images.

Unit 1: Hazards and disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. Students undertake fieldwork in this unit and create suitable reports.

Unit 3: Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Many processes such as geomorphological events, plant succession, have altered natural land cover and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on. Students investigate three major processes that are changing land cover in many regions of the world such as deforestation, desertification and melting glaciers and ice sheets.

Unit 2: Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. The study of tourism at local, regional and global scales emphasise the interconnection within and between places that ensures environmentally sustainable and economically viable tourism. Students undertake fieldwork in this unit and report on fieldwork.

Unit 4: Human population – trends and issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

Entry

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

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

'S' and 'N' achievement with graded results

Units 3 and 4

School assessed coursework and examinations

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

Further Information

http://www.vcaa.vic.edu.au/Documents/vce/geography/GeographySD_2016.pdf

Rationale

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

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

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

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

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

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 3: Australia's health in a globalised world

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

Unit 4: Health and human development in a global context

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

Entry

There are no prerequisites for Units 1, 2 and 3.

Assessment

Satisfactory Completion

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

Levels of achievement

Units 1 and 2

'S' and 'N' achievement with graded results

Units 3 and 4

School assessed coursework and examination

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

Further Information

<http://www.vcaa.vic.edu.au/Documents/vce/hhd/HealthHumDevSD-2018.pdf>

Rationale

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced.

Unit 1: Twentieth century history 1918–1939

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

Unit 2: Twentieth century history 1945–2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and changes to the established order in many countries. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

Units 3: French Revolution of 1789 and Unit 4: Russian Revolution of October 1917

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

Entry

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

Assessment

Satisfactory Completion

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

Levels of Achievement**Units 1 and 2**

'S' and 'N' achievement with graded results

Units 3 and 4

School-assessed coursework and examinations

- Unit 3 school –assessed coursework: 25 percent

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

Further Information

<http://www.vcaa.vic.edu.au/Documents/vce/history/HistorySD-2016.pdf>

Rationale

The study of Indonesian contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking. Indonesian is the national language of Indonesia. It is a standardised language that is the official language of government, education, business and the media. The Indonesian language is closely related to Malay and is understood in Malaysia and by Malay-speaking inhabitants of Singapore and Brunei. Indonesian is written using the Roman alphabet, and there is a clear correlation and a degree of consistency between its sound and its written form. It has been, and continues to be, shaped by other languages, most significantly Javanese, Dutch, Arabic and English. In addition to speaking Indonesian, many Indonesians will also use a local or regional language. Standard Indonesian can be different from the language people use everyday in informal situations. The study of Indonesian provides students with the ability to understand and use a language that is spoken in a country that is one of Australia's closest neighbours, and is one of the most populous countries in the world. The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Indonesian-speaking communities in Australia and internationally in a variety of endeavours, including business, tourism and education.

Unit 1

In this unit students develop an understanding of the language and culture/s of Indonesian-speaking communities through the study of three or more topics from the prescribed themes listed on page 11. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Indonesian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Indonesian culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Unit 2:

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 11. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Indonesian and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

**Unit 3:
(from the new Study Design to be implemented in 2020)**

In this unit students investigate the way Indonesian speakers interpret and express ideas, and negotiate and persuade in Indonesian through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Indonesian, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Indonesian-speaking communities. They reflect on how knowledge of Indonesian and Indonesian-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

**Unit 4:
(from the new Study Design to be implemented in 2020)**

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Indonesian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Indonesian. Students identify and reflect on cultural products or practices that provide insights into Indonesian-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Entry

There are no prerequisites for entry into Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Indonesian Second Language is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

School-assessed coursework and examination:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations*:
 - oral component: 12.5 per cent
 - written component: 37.5 per cent

*a single grade is awarded

Further Information

http://www.vcaa.vic.edu.au/Documents/vce/indonesian2nd/IndonesianSL_SD_2019.pdf

Rationale

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

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social stability, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems.

Unit 1: Guilt and liability

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

Unit 3: Rights and justice

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

Unit 2: Sanctions, remedies and rights

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

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Unit 4: The people and the law

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and

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

interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Entry

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

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

'S' and 'N' achievement with graded results

Units 3 and 4

School-assessed coursework and examination:

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

Further Information

http://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD_2018.pdf

Rationale

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

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

PREREQUISITES FOR YEAR 11 MATHEMATICS:

Students choosing Year 11 Mathematical Methods or Mathematical Methods and Specialist Mathematics, need to achieve appropriate grades across **all assessment tasks** in Year 10 Mathematics (MAAM10 or MAMM10).

Students choosing Year 11 General Mathematics (Units 1 & 2) need to achieve satisfactory results across all assessment tasks in Year 10 Mathematics.

Students who do not meet these requirements, but still wish to take the subject, may:

- a) Request an interview with a small panel, comprising their Mathematics teacher, the Mathematics Coordinator, and the Relevant Year Level Coordinator, to whom they present their reasons for undertaking the course.
- b) Choose to study the VCAL Numeracy.
- c) Do no VCE Maths.

UNITS OFFERED:

Units 1 & 2:

Specialist Mathematics (MASP)
General Mathematics (MAGM)
Mathematical Methods (MAMM)

Units 3 & 4:

Further Mathematics (MAFM)
Mathematical Methods (MAMM)
Specialist Mathematics (MASP)

YEAR 11 CHOICES: One Mathematics Subject (1 or 2 Units):

Mathematical Methods 1 & 2,

or

General Mathematics 1 & 2

or

Intermediate VCAL Numeracy/VCE Foundation Mathematics

YEAR 11 CHOICES: Two Mathematics Subjects (4 units):

Mathematical Methods 1 & 2
and
Specialist Mathematics 1 & 2

YEAR 12 CHOICES: One Mathematics Subject (2 units):

Mathematical Methods 3&4
or
Further Mathematics 3 & 4

YEAR 12 CHOICES: Two Mathematics Subjects (4 units):

Mathematical Methods 3 & 4
with Specialist Mathematics 3 & 4
or
Mathematical Methods 3 & 4
with Further Mathematics 3 & 4

Students must check prerequisites for tertiary courses that they are interested in pursuing.

UNIT TITLES AND AREAS OF STUDY:

Unit	Title	Areas Of Study:
1 & 2	General Mathematics (MAGM)	1. Algebra and structure 2. Arithmetic and number 3. Discrete mathematics 4. Geometry, measurement and trigonometry 5. Graphs of linear and non linear relations 6. Statistics
1 & 2	Mathematical Methods (MAMM)	1. Functions and graphs 2. Algebra 3. Calculus 4. Probability and Statistics
1 & 2	Specialist Mathematics (MASP)	1. Algebra and structure 2. Arithmetic and number 3. Discrete mathematics 4. Geometry, measurement and trigonometry 5. Graphs of linear and non-linear relations 6. Statistics
3 & 4	Further Mathematics (MAFM)	1. Data Analysis (core material) 2. Applications – 2 of the 4 modules: a) Matrices b) Network and decision mathematics c) Geometry and measurement d) Graphs and relations
3 & 4	Mathematical Methods (MAMM)	1. Functions and graphs 2. Algebra 3. Calculus 4. Probability and statistics
3 & 4	Specialist Mathematics (MASP)	1. Functions and graphs 2. Algebra 3. Calculus 4. Vectors 5. Mechanics 6. Probability and statistics

YEAR 11	leads to	YEAR 12
Intermediate VCAL Numeracy/VCE Foundation Mathematics	→	Senior VCAL numeracy
MAGM 1 & 2	→	MAFM 3 & 4
MAMM 1 & 2	→	MAFM 3 & 4
MAMM 1 & 2 ** MASP 1 & 2 or MASP 1	→	MAMM 3 & 4
		OR
	→	MAMM 3 & 4 MASP 3 & 4 *
		OR
	→	MAFM 3 & 4
		OR
	→	MAMM 3 & 4 MAFM 3 & 4

** Year 11 MASP cannot be done alone.

- To do MAMM 3 & 4, students must have completed MAMM 1 & 2.
- Year 12 MASP cannot be done alone.
- To do MMSP, students must do MAMM 1 & 2 AND MASP 1 & 2.

CALCULATORS REQUIRED

Students are required to have their own calculator if they are studying any Mathematics in Year 11 or Year 12.

Year 11 and 12

VCAL Numeracy

Scientific calculator

General Mathematics

TI-Nspire CX CAS Calculator

Mathematical Methods

TI-Nspire CX CAS Calculator

Further Mathematics

TI-Nspire CX CAS Calculator

Specialist Mathematics

I-Nspire CX CAS Calculator

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

'S' and 'N' achievement with graded results

Units 3 and 4

School-assessed coursework and two examinations:

Further Mathematics (MAFM)

- | | |
|--------------------------------------|-----|
| • Unit 3 school-assessed coursework; | 20% |
| • Unit 4 school-assessed coursework; | 14% |
| • End-of-year Examination 1: | 33% |
| • End-of-year Examination 2: | 33% |

Mathematical Methods (MAMM)

- | | |
|--------------------------------------|-----|
| • Unit 3 school-assessed coursework; | 17% |
| • Unit 4 school-assessed coursework; | 17% |
| • End-of-year Examination 1: | 22% |
| • End-of-year Examination 2: | 44% |

Specialist Mathematics (MASP)

- | | |
|--------------------------------------|-----|
| • Unit 3 school-assessed coursework; | 17% |
| • Unit 4 school-assessed coursework; | 17% |
| • End-of-year Examination 1: | 22% |
| • End-of-year Examination 2: | 44% |

Further Information

<http://www.vcaa.vic.edu.au/Documents/vce/mathematics/mathstd.pdf>

Rationale

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

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

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

Unit 1: Media forms, representations and Australian stories

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product.

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

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

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Unit 2: Narrative across media forms

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

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

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Unit 3: Media narratives and pre-production

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

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

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

Unit 4: Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Entry

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

Assessment

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

Levels of Achievement

Units 1 and 2

'S' and 'N' achievement with graded results

Units 3 and 4

- Unit 3 School-assessed Coursework: 6 per cent
- Unit 4 School-assessed Coursework: 12 per cent
- School-assessed Task: 37 per cent
- End-of-year examination: 45 per cent

Further Information

http://www.vcaa.vic.edu.au/Documents/vce/media/MediaSD_2018.pdf

Rationale

Music Performance Units 1 to 4 aims to broaden and enrich students' musical experience, to assist students to develop personal awareness of the expressive and aesthetic qualities of music and to encourage a life-long engagement with music and music making.

Music performance involves synthesis of knowledge of the music work/s being performed including their structure, style and context and their expressive qualities. Performance also requires the use of an instrument to interpret and realise the work, and knowledge and understanding of how to use an instrument/s to produce and manipulate sound. Performers use musicianship skills along with instrumental techniques to present musically engaging performances.

Through research and analysis of performances by leading practitioners, students become aware of ways that performance conventions, musical nuance and effective communication between performers and audience can facilitate engaging, exciting and meaningful performances. Students expand their musical vocabulary and develop language to articulate their awareness and understanding of the impact that interpretative decisions have on the music they perform, listen to and analyse.

Unit 1:

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

Unit 2:

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

Unit 3

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

Unit 4

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3 Music Performance. Students must undertake Unit 3 of the relevant Unit 3–4 sequence prior to undertaking Unit 4.

All VCE studies are benchmarked against comparable national and international curriculum.

At least four to five years' experience in learning an instrument(s) is recommended before commencing VCE Music Performance.

There are no prerequisites for entry to Units 1, 2 and 3 Music Performance. Students must undertake Unit 3 of the relevant Unit 3–4 sequence prior to undertaking Unit 4.

Assessment

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

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

School-assessed coursework and examination:

- Unit 3 school-assessed coursework: 20 percent
- Unit 4 school-assessed coursework: 10 percent
- End of Year Solo Performance Examination: 50 percent
- End of Year Aural and Written Examination: 20 percent

Further Information

<http://www.vcaa.vic.edu.au/Documents/vce/music/MusicSD-2017.pdf>

Rationale

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' covers environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between outdoor environments and humans.

Outdoor experiences suited to this study are: a range of guided activities in areas such as farms, mining/logging sites, interpretation centres, coastal areas, rivers, mountains, bushland, forests, urban parks, and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects. Outdoor experiences that use weapons or motorised devices to replace human effort are not suitable for this study.

Unit 1: Exploring outdoor experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 3: Relationships with outdoor environments

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

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

Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities

Unit 2: Discovering outdoor environments

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

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

Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

Unit 4: Sustainable outdoor relationships

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

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

Students engage in one or more related experiences in outdoor environments. They learn and apply the

to develop theoretical knowledge and skills about specific natural environments.

practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop and apply theoretical knowledge about outdoor environments.

Entry

There are no prerequisites for Units 1, 2 and 3.

Assessment

Satisfactory Completion

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

Levels of achievement

Units 1 and 2

'S' and 'N' achievement with graded results

Units 3 and 4

School assessed coursework and examination

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

Further Information

http://www.vcaa.vic.edu.au/Documents/vce/outdoor/OutdoorES_SD_2018.pdf

Rationale

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

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Unit 1: The human body in motion

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

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Unit 2: Physical activity, sport and society

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

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Unit 3: Movement skills and energy for physical activity

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

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

Unit 4: Training to improve performance

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

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Entry

There are no prerequisites for Units 1, 2 and 3.

Assessment

Satisfactory Completion

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

Levels of achievement

Units 1 and 2

'S' and 'N' achievement with graded results

Units 3 and 4

School assessed coursework and examination

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

Further Information

http://www.vcaa.vic.edu.au/Documents/vce/physicaledu/PhysicalEducationSD_2017.pdf

Rationale

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

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

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

Unit 1: What ideas explain the physical world?

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

Unit 3: How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle

Unit 2: What do experiments reveal about the physical world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

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

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behavior. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts

accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4, and is assessed in Unit 4.

Levels of Achievement/Assessment

Units 1 and 2

'S' and 'N' achievement with graded results

Units 3 and 4

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

Further Information

<http://www.vcaa.vic.edu.au/Documents/vce/physics/PhysicsSD-2016.pdf>

Rationale

Designers play an important part in our daily lives. They determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students also consider sustainability issues.

Students consider the consequences of product design choices, and develop skills to critically analyse existing products and develop their own creative solutions.

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

Unit 1: Sustainable product redevelopment

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

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

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

Unit 2: Collaborative design

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

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online.

In this unit students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Unit 3: Applying the product design process

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

Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a one-off situation in a small cottage industry or a school setting. Although a product design process may vary in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the product design process as they design for an end-user/s. Students identify methods which could be used in a low-volume or mass/high-volume production setting to manufacture a similar product to their design.

In the initial stage of the product design process a design brief is prepared, outlining the context or situation around the design problem and describing the needs and requirements in the form of constraints or considerations.

Unit 4: Product development and evaluation

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

Entry

There are no prerequisites for Units 1, 2 & 3.

Assessment

Demonstrated achievement of the set of outcomes specified for the unit

Levels of Achievement

Units 1 and 2

'S' and 'N' achievement with graded results

Units 3 and 4

- School assessed coursework
- School assessed Task
- End of year examination

Further Information

http://www.vcaa.vic.edu.au/Documents/vce/technology/ProductDesignTechnology_SD_2018.pdf

Rationale

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

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

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

Unit 1: How are behaviour and mental processes shaped?

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

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

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate

Unit 2: How do external factors influence behaviour and mental processes?

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

A student practical investigation related to internal and external influences on behaviour is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Unit 4: How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the

how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4.

Levels of Achievement/Assessment

Units 1 and 2

'S' and 'N' achievement with graded results

Units 3 and 4

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

Further Information

<http://www.vcaa.vic.edu.au/Documents/vce/psychology/PsychologySD-2016.pdf>

Rationale

All students enrolled at Monivae College will encounter Jesus Christ in their Religious Education classes. Because Monivae College enrolls students from many faith perspectives, there is a variety in the degree of familiarity students have with knowledge and participation in religious communities. However, Religious Education provides the opportunity for all to participate meaningfully in the activities and processes of the course without judgment or discrimination. Students are expected to remain open to the word of God and to participate meaningfully in all activities.

1. Students are required to be undertaking a study of Religious Education at all units of VCE.
2. Unit 3 & 4 must be taken as a sequence.

Unit 1: The role of religion in society

In this unit students explore the origins of religions and the role of religions in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity

The 3 Areas of Study are:

1. The nature and purpose of religion
2. Religion through the ages
3. Religion in Australia

Unit 3: The search for meaning

In this unit students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life.

Students study how particular beliefs within one or more than one religious tradition or denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents.

The 3 Areas of Study are:

1. Responding to the search for meaning
2. Expressing meaning
3. Significant life experience, religious beliefs and faith

Unit 2: Religion and ethics

In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

The 3 Areas of Study are:

1. Ethical decision-making and moral judgment
2. Religion and ethics
3. Ethical issues in society

Unit 4: Religion, challenge and change

This unit focuses on the interaction over time of religious traditions and the societies of which they are a part.

In this unit students explore challenge for religious traditions generally over time and then undertake a study of challenge and change for one or more than one religious tradition or denomination.

The 2 Areas of Study are:

1. Challenge and response
2. Interaction of religion and society

Entry:

Unit 2 is offered in Year 10, and unit's 3 & 4 are offered as a sequence to Year 12 at Monivae College

Assessment:

Levels of Achievement

Units 1 & 2

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

Unit 3 & 4

School assessed coursework and examination:

- 50% school assessed course work.
- 50% End of the year examination

Further Information

<http://www.vcaa.vic.edu.au/Documents/vce/religion/ReligionSocietySD-2017.pdf>

Rational

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

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

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

Unit 1: Studio inspiration and techniques

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

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

The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

Unit 2: Studio exploration and concepts

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.

Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists' ideas and how they have created aesthetic qualities and subject matter. Comparisons of contemporary art with historical art styles and movements should be encouraged.

The exhibition of artworks is integral to Unit 2 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

Unit 3: Studio practices and processes

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

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

The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms.

The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience. Students are expected to visit at least two different exhibitions and study specific artworks displayed in these exhibitions during their current year of study.

Entry :

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

Levels of Achievement:

Units 1 and 2 achievement with graded results

Units 3 and 4 School-assessed coursework and examination 25 per cent

School assessed Task: 40 per cent

End-of-year examination: 35 per cent.

Further Information

<http://www.vcaa.vic.edu.au/Documents/vce/studioarts/StudioArtsSD-2017.pdf>

Unit 4: Studio practice and art industry contexts

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

Rational

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management.

The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

Unit 1: Introduction to visual communication design

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

Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

Unit 2: Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process detailed on pages 10 and 11 as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Unit 3: Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

Unit 4: Visual communication design development, evaluation and presentation

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

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

Entry

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

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

School-assessed coursework and examination 25 per cent

School assessed Task: 40 per cent

End-of-year examination: 35 per cent

Further Information

http://www.vcaa.vic.edu.au/Documents/vce/visualcomm/VisualCommunicationDesignSD_2018.pdf

VOCATIONAL EDUCATION AND TRAINING in SCHOOLS (VET) PROGRAMS

Certificate	Total ancillary costs as outlined and Additional Information
Certificate II Automotive 1 st & 2 nd Year	<ul style="list-style-type: none"> • Work placement is recommended • Attendance at HDSC each Tuesday from 1.00pm to 4.30pm for second year students. First year students attend HDSC from 11.20 to 4.30pm Fridays • Cost of \$680 first year \$560 second year which covers workbooks, tool hire, uniform and resources
Building & Construction 1 st & 2 nd Year	<ul style="list-style-type: none"> • Work placement is recommended • Attendance at HDSC each Tuesday from 1.30pm to 5.00pm for second year students, first year 11.20am to 4.30pm Fridays • Costs of \$880 for first year which covers tool kit lease, Construction Induction Card, First Aid Certificate, uniform and books. Second year fees are \$560
Certificate II Community Services	<ul style="list-style-type: none"> • Work placement is required • SW TAFE Hamilton Tuesdays 1pm to 5pm. Cost for first year is \$164 which covers first year Materials First aid book and online resources • Second year online resources \$51
Certificate II Engineering 1 st & 2 nd Year	<ul style="list-style-type: none"> • Work placement is required • Attendance at Monivae Fridays from 11.20am – 4.20pm • Resources and uniform costs of \$525 first year and \$425 second year. • May be some excursion costs
Certificate II Equine Industry	<ul style="list-style-type: none"> • Work placement is required • Program delivered by GO TAFE online and three days on campus at Shepparton for riding assessment • Books \$90 work boots & suitable clothes for outdoors • Accommodation costs
Certificate II Hospitality 1 st & 2 nd Year	<ul style="list-style-type: none"> • Work placement is required • Course delivered at HDSC on Fridays 11.00am to 3.20pm for first year students and 1pm to 4.30pm on Tuesdays for 2nd year students. First year cost is \$645 & second year \$585 • Fee covers black box hat, white long sleeve chef jacket, black bib apron, materials/resources, tool kit hire & food levy • Students provide black pants & black enclosed shoes with non-slip sole
Certificate II Retail Cosmetics (one year course)	<ul style="list-style-type: none"> • 1.00 pm to 4.30pm Tuesdays at HDSC • Cost of \$570 which covers make-up kit, workbooks and equipment hire • Full payment to TAFE for resources within 2 weeks of starting course • Only provides VCE units at the 1-2 level • Work placement is required
Certificate II Salon Assistant (1 Year course)	<ul style="list-style-type: none"> • \$640 covers uniform, books and hairdressing tool kit • HDSC Friday 11.20am to 4.30pm
Certificate III Screen Media 1 st & 2 nd Year	<ul style="list-style-type: none"> • Work placement is required • Attendance at HDSC each Tuesday from 1.30pm to 4.30pm. • Cost for first year is \$900 which covers uniform, books and resources. Second year cost is \$825
Certificate III Sport & Recreation	<ul style="list-style-type: none"> • Delivered at school as part of timetabled classes • Work placement is recommended • Excursion costs

N.B. All charges are based on current 2020 programs and may be subject to changes for 2021.

Monivae College School Fees and VCAL/VET Students

Students who elect to undertake VCAL or VET studies will pay no more than the standard Global Fee structure as VCE students.

The College Global Fee meets all costs associated with completing the VCAL or VET program, or alternatively, a 20% reduction in the Global Fee will be offered for each day the student is not at school for the week. If the 20% reduction fee option is taken, then the family will be responsible for all unsupported costs associated with the program (e.g. uniforms, books, materials)

Whilst VCAL/VET students may have less structured class time, the College Global fee structure enables the following:

- Supervised study sessions
- Personalised teacher support for students who miss Friday and or Tuesday classes
- Individual advisory and administration support from the VCAL/VET coordinator (this includes benefits of networking/greater access to work opportunities and the recognition that Monivae students are often regarded as employees of choice)

School fees cover delivery costs, however, materials, excursions and other such costs are covered by students. Courses are heavily subsidized and thus do not reflect the real cost of delivery. Students wishing to study a VET course must complete a 'VET Application Form'.

Final costing will not be known till Term 4 2020 as it depends on

- 1) the number of students doing the various VET courses
- 2) the government subsidy and
- 3) the confirmation of TAFE rates and hours to be delivered by the Provider

**

Withdrawals from VET courses must occur within the first two weeks of term 1, as the school is still liable for costs after this date. Hence costs incurred beyond this date will be added to school accounts.

Further Information

www.swtafe.vic.edu.au/VETiS provides information on each of the courses that they offer in Hamilton through clicking on the course icon. This will give details of extended hours and holiday block training which are course requirements, and the students' are responsible for meeting with regard to transport and accommodation needs.

www.vcaa.vic.edu.au provides useful information on VET as SBA and VET in the VCE/VETiS.

CERTIFICATE II IN AUTOMOTIVE

Certificate II in Automotive is a two year pre vocational course of study that provides a pathway into the automotive industry through an apprenticeship or higher education. It also enables students to gain an understanding of automotive theory and culture.

The aims of the VET Automotive Program are to:

Provide students with the skills and ability to achieve competences which will enhance their employment and further training prospects within the Automotive and allied industries.

Provide students with “work ready” knowledge and skills applicable to a variety of career paths in the automotive industry such as automotive repair and service and the retail sector.

VCE VET UNITS:

On completion of the Certificate II in Automotive (Technology Studies), students are eligible for 4 VCE VET units on their VCE Statement of Results. 2 VCE VET units are deemed to be at Unit 1-2 level and 2 VCE VET units are deemed to be at 3-4 level and provides a 10% increment to the ATAR.

Partial completion of the program entitles students to a pro rata number of VCE VET units.

All completed VCE VET units will be recorded on the VCE Statement of Results.

Students complete VCE VET units by the progressive completion of modules. A VCE VET unit will be deemed to have been completed when 100 nominal hours of training has been accumulated. Students can accumulate VCE VET units over more than one year.

MODULES VCE VET Units 1-2	Nominal Hours
Follow safe working practices in an automotive workplace	20
Use and maintain tools and equipment in an automotive workplace	20
Follow environmental and sustainability best practice in an automotive workplace	25
Identify automotive electrical systems and components	25
Identify automotive mechanical systems components	25
Resolve routine problems in an automotive workplace	20
Carry out basic vehicle servicing operations	40
Inspection, test and service batteries	10
Total nominal hours	185

MODULES VCE VET Units 3-4	Nominal Hours
Use and maintain measuring equipment	15
Clean a vehicle	20
Remove and replace brake assemblies	20
Construct lighting circuits	40
Remove & assemble engine cylinder head	20
Dismantle and assemble engine 4 stroke multi-cylinder (petrol)	40
Operate electrical test equipment	40
Total nominal hours	195

These modules are indicative only and may change within the course. These course changes are determined by industry or VCAA.

**VET in the VCE BUILDING AND CONSTRUCTION (CARPENTRY STREAM)
(Partial completion of Cert II Building and Construction)**

The aim of the program is to provide students with knowledge and skill development to enhance their employment prospects within the building and construction industry.

On completion of the course, students are eligible for 4 VCE VET units on their VCE Statement of Results. Two units at Unit 1 and 2 level and a Unit 3-4 sequence and a 10% increment to the ATAR.

In addition to this, students will also have achieved credits towards the pre-apprenticeship certificate, comprising the certificate core and some stream specific modules, which will prepare students for employment in areas such as carpentry, painting and decorating, bricklaying and wall and floor tiling

Carpentry Program Structure

MODULES/Units for first year	Nominal Hours
Workplace safety and site induction	34
Basic Environmental Sustainability in Carpentry	16
Work safely in the Construction Industry	6
Building structures	8
Provide basic emergency life support	8
Safe handling and use of plant and selected portable power tools	16
Quality principles for the Construction Industry	8
Carpentry hand tools	80
Levelling	8
Calculations for the Construction Industry	20
Prepare for work in the Construction Industry	16
Sub total	220
VCE VET Units	
Introduction to scaffolding and work platforms	24
Sub Floor Framing	36
Wall Framing	48
Roof framing	40
Basic setting out	24
Levelling	8
Quality principles for the building industry	8
External cladding	24
Sub total	212
Total	432

These modules are indicative only and may change within the course. These course changes are determined by industry or VCAA.

CERTIFICATE II COMMUNITY SERVICES

This course provides a general overview of the community services industry and prepares students for employment as community workers. Certificate II is a portable qualification that can lead on to further training in this sector. Students will learn about the community services sector against a broad range of contexts of work; they will develop skills in communication, information provision and processing, administration support, networking and group support. It provides underpinning knowledge for work or further study in areas such as child care, aged care, home and community care, alcohol, and other drugs work, disability work, social housing or mental health work.

With additional training and experience, future employment outcomes may include a community health worker, counsellor, out of hours carer, school support worker, case manager, aged care carer, disability carer, or mental health worker.

This course has been designed to articulate with other streams of Certificate III in Community Services, which lead on to the Certificate IV in Community Services, Diploma of Community Services and Advanced Diploma of Community Services. Streams include aged care, disability or childcare.

A study score is available at the 3/4 level, provided the examination is undertaken, and is included in the ATAR.

Units 1-2	Nominal hours
Participate in workplace health and safety	20
Provide first point of contact	35
Work with diverse people	40
Communicate and work in health and community services	30
Organise and complete daily work activities	20
Manage personal stress in the workplace	40
Provide first aid	18
Manage personal stressors in the work environment	25
Use strategies to respond to routine workplace problems	15
Total nominal hours	243
Units 3-4	Nominal hours
Respond to client needs	60
Work within a community development framework	65
Implement participation and engagement strategies	85
Total	210

These modules are indicative only and may change within the course. These course changes are determined by industry or VCAA.

CERTIFICATE II IN ENGINEERING

Certificate II in Engineering provides students with a solid foundation in the basic principles of engineering. It provides an overview of engineering, fabricating and electrical components that would be experienced and expanded on in the manufacturing and engineering industries.

The aims of the VCE VET Engineering Studies program are to:

- Provide participants with the knowledge and skills to achieve units of competence that will enhance their employment prospects in the engineering or engineering related industries.
- Enable participants to gain a recognised credential and make a more informed choice of vocation and career paths at apprenticeship, traineeship and higher education levels.

The Certificate II in Engineering Studies provides a pathway into an engineering apprenticeship. On completion of the certificate students are eligible for 4 VCE units, 2 at 1-2 level and 2 at 3-4 level. There is scored assessment at unit 3-4 level that contributes to the ATAR.

UNIT OF COMPETENCE	Nominal Hours
Apply principles of Occupational Health and Safety in work environment	10
Develop an individual career plan for the engineering industry	20
Perform basic machining processes	40
Apply basic fabrication techniques	40
Interact with computing technology	20
Organise and communicate information	20
Use hand tools	20
Use power tools/hand held operation	20
Subtotal	190
VCE VET Units 3-4	
Perform computations	30
Participate in environmentally sustainable work practices	20
Produce basic engineering sketches and drawings	20
Handle engineering materials	20
Apply 5S procedures	30
Produce engineering components/products using fabrication/machining	60
Subtotal	200
TOTAL	390

These modules are indicative only and may change within the course. These course changes are determined by industry or VCAA.

CERTIFICATE II IN EQUINE

Certificate II in Equine Industry is state accredited curriculum which provides access to direct employment opportunities in the equine or equine related industries, principally as stable or stud hand or as an assistant. The VCE VET Equine Industry program enables students to gain recognised credentials and to make an informed choice of their vocation or career path.

The program is delivered from GO TAFE and is online.

Students in VETiS usually complete the Certificate II in Equine Studies over two years. In year one an Induction Workshop will be delivered at the commencement of the year. All year one students must complete forty hours of Practical Placement during the year. Students will be assisted to seek a placement at their Induction Workshop. Year two students will attend a Compulsory Workshop mid-year, during this workshop students will complete practical assessments and preparation for their VCE exam. This course has scored assessment and contributes to the ATAR.

VCE VET Units 1 and 2	
Unit of Competence	Nominal Hours
Provide basic emergency life support	8
Handle horses safely	20
Provide daily care for horses	40
Equine anatomy	20
Work safely in an equine organisation	40
Electives - a minimum of two must be selected such as the following examples	
Horse riding skills I	40
Assist in the conduct of an event in the equine industry	40
Assist in preparation of a horse for a competition	40
Horse breeding principles and practices	40
Care for pregnant mares and foals	40
Total nominal hours	228
VCE VET Units 3 and 4	
Respond to equine injury and disease	50
Carry out regular horse observation	40
Determine nutritional requirements for horses	45
Relate equine form and function	50
Equine anatomy and physiology	40
Subtotal	225
TOTAL	453

These modules are indicative only and may change within the course. These course changes are determined by industry or VCAA.

CERTIFICATE II IN HOSPITALITY

This course provides students with skills and knowledge of the hospitality industry, students gain practical experience in commercial cookery, front office management, food and beverage service as well as an understanding of communication, health and safety and hygiene procedures for a caterer in the industry. The program gives an ideal preparation for an apprenticeship or further study in the industry.

VET IN SCHOOLS PROGRAM STRUCTURE

The VET in Schools Hospitality program has been designed to allow for two exit points for students; that is:

1. In year one of the course Certificate II in Hospitality is attained and provides two VCE VET units at unit 1 and 2 level.
2. In the second year students attain Certificate II in Kitchen Operations and qualify for two VCE units at 3/4 level and a scored assessment score, that will contribute to their ATAR.

The course has been designed to articulate with Certificate IV in Hospitality and the Advanced Diploma of Hospitality and Events and can also lead to cookery apprenticeships. Work placement is compulsory and must be a minimum of 12 shifts. In 2017 the course was delivered at HDSC on Tuesdays for 2nd year students and Thursdays for 1st year students.

HOSPITALITY PROGRAM:

VCE VET units 1 and 2	
Units of competence	Nominal hours
Use hygienic practices for food safety	15
Participate in safe work practices	12
Use food preparation equipment	25
Prepare dishes using basic methods of cookery	45
Clean kitchen premises & equipment	13
Maintain the quality of perishable items	10
Work effectively with others	15
Interact with customers	20
Show social and cultural sensitivity	20
Source & use information on the hospitality industry	25
Total nominal hours for 1st year only	200

At this point, the program fulfils the minimum requirements for Certificate II in Hospitality

CERTIFICATE II IN KITCHEN OPERATIONS

VCE VET units 3 and 4	
Units of competence	Nominal hours
Prepare appetisers and salads	25
Prepare stocks, sauces and soups	35
Prepare vegetable, fruit, egg and farinaceous dishes	45
Use cookery skills effectively	50
Prepare poultry dishes	25
Total nominal hours for 2nd year only	180
Total	380

Certificate II in Kitchen Operations fulfilled

These modules are indicative only and may change within the course. These course changes are determined by industry or VCAA.

CERTIFICATE II IN RETAIL COSMETICS

This course aims to provide students with the skills and knowledge required to enter the makeup industry. At the completion of this course students will receive the Certificate II in Retail Cosmetics. This is an entry level program into all National Beauty Training and the beginning of a career in the makeup or beauty industry. The course involves designing and applying makeup in the general and specialist situations covering everyday, bridal, photography and camouflage. It includes workplace communications and retail training units. It can provide the base to the career opportunities available to make-up artists which enable creative visions to become reality. Make-up artists are intimately involved in events ranging from weddings to the Academy Awards, the career opportunities are only limited by personal drive and imagination. Professional makeup artists are more in demand than ever before in industry areas including fashion, advertising, magazine, modeling agencies, movies, resorts, salons, spas, television and theatre, not to mention pharmacies and cosmetic counters at the large department stores.

Certificate II in Retail Cosmetics is a one year course that contributes up to two VCE units at the 1-2 level.

VCE VET Units 1-2

Units 1 and 2	Nominal hours
Contribute to health and safety of self and others	20
Advise on beauty products and services	30
Design and apply make-up	45
Conduct salon financial transactions	25
Recommend products and services	20
Comply with organisational requirements within a personal services environment	45
Communicate as part of a salon team	30
Produce visual merchandise displays	35
Organise personal work requirements	30
Sell to the retail customer	20
Participate in environmentally sustainable work practices	20
Use social media tools for collaboration and engagement	20
Research and apply beauty industry information	20
Apply nail art	15
Design and apply make-up for photography	30
TOTAL	405

These modules are indicative only and may change within the course. These course changes are determined by industry or VCAA.

CERTIFICATE II IN SALON ASSISTANT

The course aims to provide prevocational training for individuals wishing to work in any of the many facets of the Hairdressing industry. This includes work in salons as stylists, for TV, film, theatre, Day Spas, Cruise Ships or advertising agencies. On successful completion of this course students will gain credits towards Apprenticeships. This is a one year program with units at only 1 and 2 level.

VCE VET Units 1 and 2	
Units of Competence	Nominal hours
Contribute to health and safety of self and others	20
Provide shampoo and basin services	40
Dry hair to shape	40
Maintain and organize tools, equipment and work areas	20
Conduct salon financial transactions	25
Greet and prepare clients for salon services	10
Comply with organisational requirements within a personal services environment	45
Communicate as part of a salon team	30
Provide head, neck and shoulder massages for relaxation	20
Apply hair colour products	30
Braid hair	30
Research and use hairdressing industry information	15
TOTAL	325

These modules are indicative only and may change within the course. These course changes are determined by industry or VCAA.

A second year to this course is currently being devised and will cover parts of the Beauty Certificate.

CERTIFICATE III IN SCREEN AND MEDIA

The Certificate III in Screen and Media provides students with entry level training in the exciting new medium of digital technology. It's focused on getting students ready for further study in the gaming industry. The course provides students with a broad range of knowledge and skills to pursue a career or further training in the screen and media industry in areas such as film and television production, animation, radio broadcasting and photography.

VCE VET Units 1 and 2		Nominal Hours
Contribute to health and safety of self and others		20
Follow a design process		40
Create 3D digital animations		75
Develop drawing skills to communicate ideas		60
Explore and apply creative design process to 3D forms		50
Work effectively in the creative arts industry		50
	Subtotal	295
VCE VET Units 3 and 4		
Create 2D digital animations		35
Write content for a range of media		40
Explore and apply the creative design process to 2D forms		50
Author interactive sequences		40
Create visual design components		30
	Subtotal	195
	TOTAL	490

These modules are indicative only and may change within the course. These course changes are determined by industry or VCAA.

CERTIFICATE III IN SPORT AND RECREATION

This program provides students with the skills and knowledge that will enhance their employment prospects in the sport and recreation industries. Students have the opportunity to gain both theoretical knowledge and practical skills. It allows them to demonstrate competency in a range of areas and prepares them to work in various settings within the sport and recreation industry.

Sport and Recreation is a two year course that gives recognition of up to three units at Units 1 and 2 level some units at VCE standard.

This course is offered on campus at Monivae during normal timetabled classes. Some excursions will be coordinated during the year to meet elective outcomes.

VCE Units 1 and 2	Nominal Hours
Organise personal work priorities and development	30
Participate in workplace health and safety	20
Conduct non-instructional sport, fitness and recreation sessions	20
Respond to emergency situations	18
Provide first aid	18
Use social media tools for collaboration and engagement	20
Provide quality service	25
Conduct sport, fitness or recreation events	55
Develop and update officiating knowledge	15
Total nominal hours	221
VCE Units 3 and 4	
Participate in WHS hazard identification, risk assessment and risk control	50
Develop and update knowledge of coaching practices	30
Conduct basic warm-up and cool down practices	30
Plan and conduct programs	35
Facilitate groups	25
Educate user groups	25
Total nominal hours	195
Total	

These modules are indicative only and may change within the course. These course changes are determined by industry or VCAA.

SCHOOL BASED APPRENTICESHIPS (SBA) AND AGRICULTURE TRAINEESHIPS

Information on these programs is available from the VET/VCAL Coordinator, Ms Kimberly McLeod or online.

School Based Apprenticeships

www.vcaa.vic.edu.au/vet/programs/sbna

Agriculture Traineeships

www.rist.com.au

GLOSSARY

Assessment Tasks: Unit 1 & 2	Teachers will grade your level of performance in assessment tasks. The assessment task will enable you to demonstrate the required outcomes. Teachers will advise you of the tasks for which a grade will be awarded. There is no overall grade for a unit. Units are determined as satisfactory ('S') or not satisfactory ('N').
Unit 3 & 4	There will be ongoing assessment in Units 3 and 4 as determined by the VCAA. The assessment for these studies are a combination of internally and externally marked tasks.
ATAR (Australian Tertiary Admissions Rank)	Overall ranking on a scale of 0-99.95 that a student receives, based on his or her Study Scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.
GAT	General Achievement Test held in June each year for students undertaking Units 3 & 4.
Increments	Additional points given for fifth and sixth studies at Units 3 & 4 in calculating an ATAR
Levels of Performance	In most Units (1-4) you will receive a letter grade indicating your level of performance in various assessment tasks. These grades range from A+ to E. An 'ungraded' (UG) result will be given if your work fails to meet the minimum level of performance.
Outcomes	Outcomes are what a student must know, or be able to demonstrate, to satisfactorily complete a unit.
Redemption	If the original submitted task did not achieve the outcome or if the work is not sufficiently completed to achieve the outcome, then the students is given a second opportunity in order to achieve the outcome.
Satisfactorily completed	School decision that a student has demonstrated the achievement of the outcome for a unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N' for it.
School assessed coursework (SAC)	A school-based assessment which is reported as a grade for a unit. It is mainly done in class time.
School-assessed Task (SAT)	A task done in school over an extended period of time to assess how you are performing in Units 3 & 4. It is set and marked by teachers according to VCAA specifications.
School based Apprenticeship (SBA)	This arrangement enables a VCAL student to combine part-time work, structured training with a registered training organisation (RTO) and school studies. In this program, the student is released from the weekly school timetable to attend the training organization and/or workplace during the normal school week.
Semester	One half of the academic year.
Sequence	Units 3 & 4 are designed to be taken as a sequence at Year 11 or 12 level.
Special Provision	Special arrangements that are made to allow students who are experiencing significant hardship the opportunity to demonstrate both what they know and what they can do.
Statement of Results	The document(s) issued by the VCAA showing the results a student achieved in the VCE, and whether he or she has graduated.

Student Program/Pathway	The total 'package' of studies or course you are undertaking for your VCAL or VCE studies.
Studies	The subjects available in the VCE
Study Design	A study design for each VCE study is published by the VCAA that specifies the content for the study and how students' work is to be assessed.
Study Score	A score from 0 - 50 which shows how a student performed in a study relative to all other students doing that same study. It is based on school assessments and examinations. A study score of 30 is considered the mean value for the state.
Unit	The components of a study, usually one semester in length. There are usually four units in a study, numbered 1,2,3,4.
Units 1 & 2	Studies generally equated to Year 11 level.
Unit 3 & 4	Studies generally equated to Year 12 level.
VCAA	The Victorian Curriculum and Assessment Authority. This has state-wide responsibility for courses, assessment and awarding of the VCE.
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VELS	Victorian Essential Learning Standards
VET (Vocational Education and Training)	A range of nationally recognised studies now fully integrated within the VCE. This is often referred to as a TAFE certificate although this is a specific VET training provider.

VCE

(VCAL Students should refer to the VCAL Planning Form)

VCE students must complete this Subject Selection Planning Form prior to entering their selections online.
All Year 11 & 12 students are to submit their forms to the Front Office by **9am Monday 7th September, 2020.**

NAME:

2021 Year 11 Year 12

1	Careers To assist with subject selections, list the work related and /or career options you are interested in.	(a)			
		(b)			
		(c)			
2	Courses To assist with subject selections, list the courses you are interested in at TAFE or University and all prerequisites that apply.	University/TAFE Courses		Prerequisites <i>(if applicable)</i>	
		(a)			
		(b)			
		(c)			
3	Subjects After reading through the unit descriptors within the VCE/VCAL Handbook, list those subjects you are interested in.	Possible units of study			
		(a)		(d)	
		(b)		(e)	
		(c)		(f)	
4	VET Options Discuss your options with your teachers, parents/guardians and your careers teacher to find out which best suits your career intentions. <i>Please refer to the 2021 VCE/VCAL Handbook for course details and approximate costings.</i>	VET in VCE <i>(options available)</i>			
		Agriculture (RIST) Automotive (HDSC) Building & Construction (HDSC) Community Services (SWTAFE) Engineering (Monivae) Equine (GO TAFE – mainly online)	Hospitality (HDSC) Retail Cosmetics (HDSC) Salon Assistant (HDSC) Screen & Media (HDSC) Sport & Recreation (Monivae)	First year VET <input type="checkbox"/> Second Year VET <input type="checkbox"/>	VET Subject: _____
Optional Section					

5 Students must seek a teacher recommendation from each Key Learning Area (i.e. if you wish to study Unit 1-4 Biology you need to have your current Science or Science Faculty Leader sign at the bottom of that selection). Please note recommendation decisions should be based on past performance (attendance, behaviour, and work ethic) as well as current achievement. An assessment also needs to be made against the course selected and the student's ability to cope with the workload of the subject.

Students who wish to appeal a declined recommendation must complete an 'Inappropriate Course Selection Form' and attach it to their Web Preferences Receipt. A subsequent appointment with the Year Level Coordinator, Careers Coordinator or Director of Studies will be required at a later date.

YEAR 11 VCE STUDENTS (Year 11 students should plan for a 2 year program)

To avoid confusion, include the exact name of the subject (eg Specialist Mathematics or General Mathematics. Biology 1 or Legal Studies 3/4)

	Sem	English Studies	Religious Education	VET Options must be completed on VET & SBA Application Form.			
Year 11	1	English	Religious Education				
	2	English					
Year 12	1	English	STUDY				
	2	English	STUDY				
Teacher recommendations		Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Teacher signature and initials							

Careers Coordinator or Careers teacher signature and initials

YEAR 12 VCE STUDENTS

To avoid confusion, include the exact name of the subject (e.g. Specialist Mathematics or General Mathematics. Biology 1 or Legal Studies 3)

	Sem	English Studies	VET Options must be completed on VET & SBA Application Form.				
Year 12	1	English	STUDY				
	2	English	STUDY				
Teacher recommendations		Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Teacher signature and initials							

Careers Coordinator or Careers teacher signature and initials

Although the College makes every effort to accommodate each student's subject selections, insufficient students choosing a course and/or timetabling constraints may result in a student having to re-select a course. Students will be informed by the Year Level Coordinator if this occurs. It is the student's responsibility to ensure that their subject selections qualify them for any future course or desired career and that the subject selected are realistic for the student's ability.

6 **Submit your selections online via Web Preferences.** Refer to your login slip for access details and instructions.
If your selections included VET, please complete a VET & SBA Application Form.

Office Use ONLY

Date Received

/ /

VCAL students must complete this Subject Selection Form prior to entering their selections online.
All Year 11 & 12 students are to submit their forms to the Front Office by **9am Monday 7th September, 2020.**

NAME: **2021** Year 11 Year 12

1	Careers To assist with subject selections, list the work related and /or career options you are interested in.	(a)			
		(b)			
		(c)			
2	Courses To assist with subject selections, list the courses you are interested in at TAFE or University and all pre-requisites that apply.	University/TAFE Courses		Prerequisites <i>(if applicable)</i>	
		(a)			
		(b)			
		(c)			
3	Subjects After reading through the unit descriptors within the VCE/VCAL Handbook, list those subjects you are interested in.	Possible units of study			
		(a)		(d)	
		(b)		(e)	
		(c)		(f)	
4	Vocational Education & Training (VET) OR School-based Apprenticeship (SBA) Discuss your options with your teachers, parents/guardians and your careers teacher to find out which best suits your career intentions. <i>Please refer to the 2021 VCE/VCAL Handbook for course details and approximate costings.</i>	VET in VCAL <i>(options available)</i>			
		Agriculture (RIST)		Hospitality (HDSC)	
		Automotive (HDSC)		Retail Cosmetics (HDSC)	
		Building & Construction (HDSC)		Salon Assistant (HDSC)	
		Community Services (SWTAFE)		Screen & Media (HDSC)	
		Engineering (Monivae)		Sport & Recreation (Monivae)	
		Equine (GO TAFE – mainly online)			
		VET Course: _____		First year VET <input type="checkbox"/>	
		SBA in: _____		Second Year VET <input type="checkbox"/>	

5	Compulsory units of the VCAL Program <i>All VCAL students will be enrolled in these core units</i>	
	English (Literacy Intermediate or Senior)	Personal Development & Work Related Skills
	Religious Education (Year 11 only)	Business Management (related VET certificate)
VCAL Student Selection Options <i>In this section, students personalise their program towards their workplace interests</i>		
6	Mathematics <i>Please circle your chosen Maths subject</i>	Year 11
		VCE Foundation Maths (previously Numeracy Intermediate) OR VCE General Maths Units 1 & 2
		Year 12
		VCAL Numeracy Senior OR VCE Further Maths Units 3 & 4
		Current Mathematics Teacher's Recommendation <i>Signature & Date</i>
7	Structured Workplace Learning (SWL) <i>(all VCAL students are expected to be with an employer on Thursdays)</i>	<i>Identify the industry area SWL is sought in (e.g. agriculture, retail, plumbing)</i> Industry area:
8	Second VET OR VCE Subject <i>(optional)</i>	VET Subject: OR VCE Subject:
9	Submit a VET & SBA Application Form.	
10	Submit your selections online via Web Preferences. Refer to your login slip for access details and instructions.	

VCAL Expectations

I understand in undertaking the VCAL course that I will need to meet the following expectations;

1. Attend school as my first priority. Undertaking additional training and associated employment activities requires authorisation from the VET/VCAL Coordinator
2. Attend all MSC in Action afternoons if not a member of the Monivae College Cadet Unit (Year 11 students only)
3. Participate willingly in all VCAL associated activities (some may involve out of school hours and off campus visits)
4. Keep up-to-date with work in both VCE and VCAL classes (documentation is vital in VCAL)
5. Be cooperative and respectful to students and teachers at all times
6. Be an active participant and contributor during PDS and WRS projects
7. Attend work placement each Thursday and undertake associated VET training as a requirement of the VCAL course.
8. Represent the College appropriately when working with the community and other outside organisations in a mature and responsible manner
9. Understand the VCAL classroom as a work preparation area and hence all behaviour must meet standards that would be expected in any workplace
10. Be responsible in returning all forms and work on time as directed by subject teachers and VET/VCAL Coordinator
11. Failure to meet any of these expectations will result in a meeting to review options relating to the continuation of this course (e.g. behaviour monitoring cards, regular meetings with VCAL & Year Level Coordinator, academic progress meeting with parent)

Student Signature

Parent Signature

Return this form to the Front Office by 9am Monday 7th September, 2020

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Date Recieved

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VET & SBA Applications for Year 11 and 12 course selection 2021

Please read the Arrangements for VET students over the page

Name

Year level in 2021

Year 11

Year 12

VET Course you want to do

Is this VET course a continuation from 2020?

Yes

No

Reason why you are interested in studying this course:

I have read and understood all the requirements and arrangements stated in the 2020 VCE/VCAL Handbook involved in doing a VET course (e.g.costs, times and place of study, work placement, etc.). I am aware there may be a fee involved should my child withdraw from their VET course after **19th Feb, 2021**. The courses listed in the handbook are 2020 prices and may be subject to change for 2021. 2021 costs will be communicated to families during Term 4, 2020. Families will then confirm their enrolment with the VET/VCAL Coordinator.

Student Signature

Parent Signature

School-based Apprenticeship (optional section for some VCAL programs)

I wish to do a **School-based Apprenticeship (SBA)** in

My employer is:

Their contact details are:

**Return this form to the Front Office by
9am Monday 7th September, 2020.**

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Date Received

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ARRANGEMENTS FOR VET STUDENTS DOING VET COURSES

TAFE and HDSC

Classes

- Classes begin for VET students (VETiS) studying at TAFE and HDSC usually in week 2 of Term 1.
- Students are bussed to TAFE and HDSC and are responsible for making their own way home at the conclusion of classes.
- Students MUST sign out at the front office before going to the bus exchange.
- Students who have to leave a VET class early due to a special need e.g. medical appointment, need to bring a note to school and have it signed by either the level coordinator or the VET Coordinator, and then present it at the front desk when signing out to have it stamped by the school. This can then be taken to TAFE or HDSC and given to the teacher as it has the school's approval.
- Students going to TAFE and HDSC are expected to gather their bags, lunches and materials needed for the course and leave class at the appropriate time to be at the Monivae bus exchange on time for departure.
- It is the student's responsibility to catch up on the work of any classes missed while off campus doing these VET studies. Thus students need to develop a good working relationship with the teacher of classes missed in order to complete all the missed subjects required work.

Payments

TAFE payments for materials need to be taken to TAFE on this first day so that students can be issued with their books and other such materials. To get the VET invoice you need to go into the website indicated below and click on the VET course icon and go into course requirements www.swtafe.vic.edu.au/VETiS

HDSC

RIST

This program is undertaken by means of a training contract with an employer; a Training Plan is signed by the school and formally registered with the Victorian Registration and qualifications Authority (VRQA) and leads to a nationally recognised qualification. Year 10 students attend RIST on Fridays 11am to 5pm. Year 11 & 12 attend RIST on Tuesdays 1pm to 5pm or evenings 3.30pm to 8.30pm. During the school hours, the RIST bus collects and returns students. On occasions, there will be sessions at RIST, for which the students find their own transport.

Other Providers

Students are generally responsible for arranging their transport to the facility. Arrangements regarding times, etc. are completed in consultation with the school.

Inappropriate Course Selection Form

(optional form if a teacher recommendation is not given)

If a student does not receive a recommendation for a chosen subject that they still wish to undertake they must complete the section below. Please attach this form to the **Subject Selection Planning Form** and submit to the Front Office by 9am Monday 7th September, 2020.

NAME: _____ **2021** Year 11 Year 12

To be completed by parent/guardian:

I acknowledge that I have been informed that my child has been recommended to not attempt the following subject in 2020 for the following reason (s):

Subject:

- Lack of recommended prior learning
- Performance in this subject area to date
- Other:

However, I wish him/her to attempt the course and units named above because:

- It is necessary for future career options
- It is necessary for tertiary entrance
- Other:

Given the above, I understand that my child will need to work diligently throughout the course. I am also aware that if my child wishes to change from this course, this must be done by **Friday 19th February, 2021**. Withdrawal after this date may result in an 'N' (Not Satisfactory) being recorded for the unit. Students changing subjects in 2020 may have to change a number of classes to accommodate timetabling constraints once the academic year has commenced.

Parent signature: _____ Date: / /

To be completed by student:

I understand that:

- My present background knowledge for this course is limited
- I will need to put in extra time in this course to meet the requirements
- My grades in other courses may be adversely affected
- If I decide to withdraw from the subject I will contact my Year Level Coordinator as soon as possible (preferably before the Friday 19th February, 2021)
- I understand changing my subjects at the start of the year may require further subject changes to accommodate the request
- I will undertake the following preparation **before** the commencement of Year 11:

Student signature: _____ Date: / /

Year Level Coordinator signature: _____ Date: / /

Approval Granted by the Director of Studies Yes No

Director of Studies _____ Date: / /

Office Use ONLY **Date Received** / /

Application for Subject Change VCE or VCAL Course Change

In the event that students wish to change subjects at any stage, they must have:

- sound reasons for doing so, in discussions with the relevant Year Level Coordinator and Careers Coordinator
- obtained teacher recommendation of class leaving and teacher recommendation of class entering

Changes can only take place if there is:

- sufficient room within the class they wish to enter
- it does not involve major adverse shuffling around of the student's other subjects
- it is a realistic option in terms of that student's capabilities and career aspirations
- consultation with respective Year Level Coordinator, Faculty Leaders, Director of Studies and parent/guardian

NAME:

2021 2022 Year 11 Year 12

Current Subjects	Proposed Change(s)

Please indicate your actions on the checklist below:

I have:

<input type="checkbox"/> Discussed with the relevant Year Level Coordinator that a change is being considered and the associated reasons for doing so	Application Supported	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Signature Year Level Coordinator	Date
<input type="checkbox"/> Met with the Careers Coordinator regarding implications for higher studies/occupations	Application Supported	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Signature Careers Coordinator	Date
<input type="checkbox"/> EXIT Consulted with the teacher of the current subject to seek further advice and asked to exit the class	Application Supported	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Signature Teacher of current subject	Date
<input type="checkbox"/> ENTRY Consulted with the teacher of the proposed new subject to seek further advice asking their recommendation to enter the class.	Application Supported	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Signature Teacher of new subject	Date

Parental / Guardian Permission

I give permission for my son/daughter to change subjects as listed above.

Parent Name (Please print) Parent/Guardian Signature Date

**Applications for a change of subjects in Semester 1 must be submitted by Friday 7th February, 2021.
Applications for a change of subjects for Semester 2 must be submitted by Friday 21st May, 2021 (Year 11 ONLY)**

Return this completed form to the VCE coordinator.

Office Use ONLY

Date Received

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