VCE
SUBJECT SELECTION
INFORMATION BOOKLET

YEAR 11 and YEAR 12
2016
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### VCE VET

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VCE COURSE SELECTION 2016
YEAR 11 AND YEAR 12

In planning a Senior School academic program, students should consider:

- Personal interests
- Educational strengths and learning styles
- Future career pathways
- Tertiary entrance requirements

Students should use the VCE Course planner on Page 7 to map out their proposed course and to ensure that it satisfies the requirements of the VCE.

Experience has shown that if a student has not been successful in a subject in Year 10 or Year 11 then the prospect of success in continuing similar subjects is low.

Students who are unable to cope with such subjects lose confidence in themselves and other subjects suffer as well. Taking this point into consideration, if a student wishes to alter their course selection from VCE to VCAL after the commencement of the academic year, a suitable VET course at an external institution, which forms a crucial part of the VCAL course, may not be available; it is recommended that the decision to undertake VCE or VCAL is carefully made before the end of the year and then adhered to.

The relevance of a subject to a career

Some tertiary courses require that students have undertaken certain units while other units may be recommended. The Victorian Tertiary Admissions Centre (VTAC) will publish details of tertiary entrance requirements for 2016 in term three. All students and parents are advised to consult these requirements and discuss them with the Careers Advisor.

The career aspirations of students need to be realistic. It is important for parents and students to realize that the ability of a student to undertake a subject competently is as important as career aspirations.

Timeline for course selection

Wednesday 22 July 2015 at 7:30pm  VCE Information Evening
- Year 10 students and parents

Mon 10 Aug to Fri 14 Aug 2015  Web preferences open for subject selection

During July/August each Year 10 student will be interviewed to discuss their subject selection. They will meet with either the Head of School, VCE Coordinator or Head of House and also with one of the Careers Advisers.

Year 11 students and parents are welcome to meet with the Careers Advisers (Mrs Clare Borg and Ms Rae Gibbs), Head of Senior School, or VCE Coordinator to discuss Year 12 subject selection.
SENIOR SCHOOL PROMOTIONAL POLICY

This promotional policy is the foundation of a process intended to fully involve and support Senior School families in determining the most appropriate academic or vocational pathway for each student.

**Year 10 to Year 11**

To gain automatic promotion to Year 11, a student must receive grades of D+ or higher in English and four of the other six subjects (Mathematics, Science, Humanities, Physical Education and two electives) studied each semester and be able to form a viable proposed VCE course for Years 11 and 12.

**Year 11 to Year 12**

To gain automatic promotion to Year 12, a student must receive grades of D+ or higher in ten VCE units (including two units of English) during Year 11 and be able to form a viable Year 12 course.

Students unable to meet these requirements for automatic promotion will be interviewed, with their parents, by the Head of Senior School who may recommend one or more of the following:

- **Review of subject choices**
  The initial subject choice may be inappropriate when considering future career intentions or recent academic achievement. The Careers Adviser will be included in this consultation. Alternative courses including VCE / VET / VCAL, or VCE over three years can be considered.

- **Provisional promotion with review at end of Term 1**
  The student may be promoted with an agreement that work habits and/or behaviour must improve to an acceptable level. A review of progress will occur at the end of Term 1 with the student and parents. If progress is unsatisfactory, other options will be considered (eg a modified program, TAFE, employment)

- **Repeat a year if a place is available**
  Repeating a year is only worthwhile if it is believed by all parties concerned that improved achievement is attainable, in order to be prepared for further desired studies.

- **Explore options outside Aitken College**
  Consultation with the Careers Adviser and external agencies, to explore other pathways that may better suit the student; such as TAFE, apprenticeship or employment.
VICTORIAN CERTIFICATE OF EDUCATION

The Victorian Certificate of Education (VCE) is a two-year program of studies undertaken by students in Years 11 and 12. Some students complete a small section of the requirements in Year 10.

- Each school year is divided into two semesters, and students are required to study semester Units. Therefore, two Units are equivalent to one year-long Study (or subject).

- VCE Units have been designed by the Victorian Curriculum and Assessment Authority (VCAA). All VCE Units taken at Year 10, Year 11 and Year 12 are recorded on the VCE Certificate. The Units offered at Year 11 level will generally be Units 1 and 2 in each study. In Year 12, students will take Unit 3 and 4 sequences of their chosen studies. Note: only Units 3 and 4 are used in calculation of the Australian Tertiary Admission Rank (ATAR). Please refer to page 10 for further information.

- All students undertaking VCE Unit 3 and 4 are expected to undertake scored assessment. Students must sit all SACs and attend all scheduled VCAA exams. Students at Aitken College do not have the option of undertaking VCE without scored assessment.

PROGRAMS OF STUDY

In Year 11, all students are expected to undertake six studies (12 Units). Two Units of English is compulsory.

In Year 12, students will be expected to undertake five studies (10 Units). The English requirement of a Units 3/4 sequence can be either English Units 3 and 4 or Literature Units 3 and 4. Approval from the Head of Faculty must be gained in order to study Literature without English. Some students may choose to do six studies, depending on preferred future career choices. This option is only available on interview with the Head of School and if it fits the timetable structure.

PROVISIONAL SUBJECT OFFERINGS: 2016 YEAR 11 – UNITS 1 and 2

<table>
<thead>
<tr>
<th>Arts / Humanities</th>
<th>Mathematics / Science / Technology</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>Agricultural and Horticultural Studies</td>
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<td>English</td>
<td>Computing</td>
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<td>Health and Human Development</td>
<td>Mathematics</td>
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<td>History</td>
<td>- General Mathematics</td>
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<tr>
<td>Indonesian (LOTE)</td>
<td>- Mathematical Methods</td>
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<tr>
<td>Legal Studies</td>
<td>- Specialist Mathematics</td>
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<tr>
<td>Literature</td>
<td>Outdoor and Environmental Studies</td>
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<td>Media</td>
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Note: 1. VET studies undertaken off-campus will incur a course fee.

2. Offerings may only be confirmed if a viable class can be formed. If not, students will be asked to review their subject choice.
PROVISIONAL SUBJECT OFFERINGS: 2016 YEAR 12 – UNITS 3 and 4

<table>
<thead>
<tr>
<th>Arts/ Humanities</th>
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<td>Economics</td>
<td>Chemistry</td>
</tr>
<tr>
<td>English</td>
<td>Computing (formerly Information Technology)</td>
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<tr>
<td>Health and Human Development</td>
<td>Mathematics</td>
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<tr>
<td>History</td>
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2. Offerings may only be confirmed if a viable class can be formed. If not, students will be asked to review their subject choice.

SATISFACTORY COMPLETION OF THE VCE

The VCE program for a student usually consists of 20 to 24 units of study. In order to satisfactorily complete the VCE a student must satisfactorily complete sixteen units. The sixteen units must include:

- At least three units of English studies (including at least one Unit 3/4 English subject); and
- Three sequences of Units 3 and 4 studies other than English, some of which can be VCE / VET sequences.

[VTAC advises that for the calculation of a student’s ATAR, satisfactory completion of one Unit 3 and 4 sequence of study from the English group is required. Only one of English and English ESL can be used in the best six in the calculation of the ATAR. No more than two sequences at Unit 3 and 4 of the English group of studies (English, English ESL, Literature, English Language) can be included in the ‘primary four’.]

VCE COURSE PLANNER

2016 YEAR 11

<table>
<thead>
<tr>
<th>SEM 1</th>
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2016 YEAR 12

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## SOME SAMPLE COURSES

### COURSE A

<table>
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### COURSE B

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### COURSE C

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## ASSESSMENT IN THE VCE

**Learning outcomes** are what students must know, or be able to do, by the time they have finished a Unit.

For all studies, the College will decide whether a student satisfactorily completes a Unit by achieving the relevant learning outcomes. The College will set assessment tasks to monitor student progress. For Units 1 to 4, the College will report to the Victorian Curriculum and Assessment Authority (VCAA) whether a student has achieved a satisfactory result for a particular unit.
Units 1 and 2 Assessment

Work tasks will be used for the purpose of assessment of outcomes for each of the Units in a study. For any particular outcome, more than one work task is usually required; in order to demonstrate achievement of the outcome, through understanding of key knowledge and demonstration of key skills. In order to gain satisfactory completion of the Unit, the student must satisfactorily demonstrate the achievement of each of the stipulated outcomes.

In Year 11 the level of achievement of work tasks or outcomes will be reported by grade levels, A+ to E, UG or NA.

Work tasks conducted in the Units can comprise:
- Practical activities
- Questions and problems
- Tests
- The design and implementation of field-based investigations
- Short reports of investigations – written or oral
- Presentation of practical reports in non-text formats; such as poster or multimedia
- Oral presentations
- Use of computer software and/or applications; such as spreadsheets, to record and analyse data
- Assignments
- Folio of exercises
- Construction and simulation of models for structures
- Concept maps
- Data analyses
- Media analyses
- Case study analyses

Units 3 and 4 Assessment

For Units 3 and 4 there are additional forms of assessment where grades will be awarded. These graded assessments are either school assessments or examinations. Each study has three graded assessments over Units 3 and 4 – either two school assessments and one examination or one school assessment and two examinations.

There are two forms of school assessment:
(a) Coursework assessment that assesses performance on tasks specified in the study designs. These tasks are done mainly in class time.
(b) School-assessed tasks which will be the same for every school where the specifications are set by VCAA but the content is determined by the College.

VCAA specifies how marks are awarded for these assessments. The teacher does the marking and a score is sent to VCAA. Some form of moderation/checking is undertaken to ensure comparability between schools.

External examinations are set and marked by the Victorian Curriculum and Assessment Authority.

Results for each graded assessment are reported as a grade from A+ to E, UG or NA. The final marks given by VCAA for each of the three assessments are used to determine the Study Score, which is then used to calculate the ATAR.

A Study Score is determined by the examination and school-assessment results. It indicates the student’s performance in comparison with others in the study. This will be a numerical mark out of 50 with the distribution of marks reflecting a mean of 30 and a standard deviation of 7.
ATAR: AUSTRALIAN TERTIARY ADMISSIONS RANK

The ATAR serves as a basis for selection into Australian Universities and TAFE colleges. The ATAR will place students on a percentile ranking, with 99.95 being the highest rank. The rank will be used by all courses for which applicants are selected on the basis of VCE results.

For each applicant, the Victorian Tertiary Admissions Centre (VTAC) will scale the study score. An aggregate will then be calculated taking the score for English, the scores for the best three other Studies, and 10% of scores for fifth and sixth Studies. This aggregate will be ranked on a ‘percentile’ basis for all VCE students in the State.

THE TERTIARY SELECTION PROCESS

Students applying for tertiary selection on the basis of the VCE will be selected in two categories; those in an upper-band clearly above the cut-off tertiary entrance mark (ATAR) and those in the middle-band in the vicinity of the cut-off. It is expected that most courses will select 80% of their school intake from the first category. However, some courses will use a combination of selection criteria including folios and interviews to make final selection decisions.

Students in the ‘upper-band’ category will, in general, be selected on the basis of:

a) completion of course pre-requisites, including studies required, to be in the ‘best four’ calculation; and
b) their equivalent national tertiary entrance rank (ATAR).

Students in the ‘middle-band’ category will have ATAR's which do not qualify for clear selection but who deserve consideration. Students in this category will be selected on the basis of:

a) completion of course pre-requisites
b) their ATAR; and
c) criteria for the middle-band selection for the particular course.

All students studying Unit 3 and 4 subjects are required to sit the General Achievement Test (GAT). Students will be given a score that will be reported on a statement from VCAA. The GAT is used for moderation of school-assessed coursework and school-assessed tasks to ensure that standards across schools are comparable.

VCAA is currently taking into consideration providing VTAC with student GAT scores to be used as part of the middle-band selection for some courses at some tertiary institutions.

REPORTING OF RESULTS

At the end of Year 11, VCAA will provide students with a statement of results through the College that states whether or not they have satisfactorily completed Units of Study. Student reports will also be distributed by the College.

At the end of Year 12, VCAA will again issue a statement of results that will be mailed to students in December. The statement of results will:

- State whether the student has completed units of study as satisfactory 'S' or unsatisfactory 'N'
- Provide school assessment and examination grades and a study score
- Provide information on whether the student qualified for the VCE or not.

The GAT results will be printed separately but the statement of results will say whether the GAT was attempted and if not, whether absence was authorised.
ACCOUNTING – Units 1 to 4

CONTENT

Unit 1: Establishing and operating a service business
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to a cash basis. Students examine the role of accounting in the decision-making process using single entry recording of financial data and information for the owner of a service business.

Unit 2: Accounting for a trading business
This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business. Students are introduced to computer applications such as Microsoft Excel to record and report financial information.

Unit 3: Recording and reporting for a trading business
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

Unit 4: Control and analysis of business performance
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit covers the role and importance of budgeting and interpreting accounting information to suggest strategies for improving business performance.

PREREQUISITES
There are no prerequisites for entry in Units 1 or 2. Students are strongly advised to undertake Units 1 and/or 2 before embarking on Units 3 and 4.

WHY STUDY THESE UNITS?
Accounting is the language of business and financial decision making. Anyone thinking of a career in the area of Business, Finance, Banking, Management, Marketing, Administration or Law should consider taking Accounting, as this subject is a prerequisite at University. Accounting opens a plethora of careers for students in the business field, while establishing financial literacy and important skills for life.
AGRICULTURAL AND HORTICULTURAL STUDIES – Units 1 to 4

Australia is reliant on its primary industries. The sustainable management of Australia’s land and water resources is vital for the continued production and supply of food and fibre to local, national and global markets.

VCE Agricultural and Horticultural Studies is designed to develop students’ understanding of the operations and practices involved with sustainable agricultural and horticultural systems within an economic, social and environmental context.

CONTENT

Unit 1: Agriculture and horticulture operations.
In this unit students study local agricultural and horticultural operations and the economic, social, environmental and historical factors that influence these operations. Students apply their knowledge and skills in researching the feasibility and establishment of a small agricultural and/or horticultural business project.

Unit 2: Production.
This unit focuses on plant and animal nutrition, and growth and reproduction and their relationships within agribusiness systems. Students analyse agricultural and/or horticultural production systems in terms of timelines for production, taking into account physical, biological, economic, social and environmental factors.

Unit 3: Technology, innovation and business practices.
In this unit technology refers to the equipment, management techniques and processes that can be used to maintain and/or enhance efficiency and effectiveness of agricultural and horticultural systems. Students individually design a small agricultural or horticultural business that involves the management of plants and/or animals. Using a range of production techniques and equipment they commence their business and report on its progress. Students will continue to manage this business in Unit 4.

Unit 4: Sustainable management.
This unit focuses on the management of agricultural and horticultural systems within the context of economic, social and environmental sustainability. The unit takes a holistic ecological approach to issues associated with land, plant and animal management. Students continue to operate their small business project commenced in Unit 3. They monitor and report on the operations of the business, including analysing productivity, profitability and sustainability.

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

WHY STUDY THESE UNITS?
After studying VCE Agricultural and Horticultural Studies, students will understand the importance of science and research, the environment, animal welfare, the economy and world markets on Australia’s food and fibre industry. Students will obtain both a practical and theoretical understanding of operations, technologies and futures within the industry. This subject created pathways for careers in science, health, food production, environment and conservation, business and global trade.
BIOLOGY – Units 1 to 4

CONTENT

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity.

Unit 1: How do living things stay alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students 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.

Unit 2: How is continuity of life maintained?

In this unit students focus 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. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. 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 consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked 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 in water and its differential permeability to specific solutes. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes and they consider the types of signals that cells use to communicate, the transduction of information within the cell and cellular responses. At this molecular level students study the human 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?

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.

PREREQUISITES

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

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

WHY STUDY THESE UNITS?

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 range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, 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.

Even though the study of VCE Biology is not a formal prerequisite of many tertiary courses, the knowledge and skills the student gains can be very useful for a range of biological based tertiary subjects.
BUSINESS MANAGEMENT – Units 1 to 4

CONTENT

Unit 1: Small business management

Small businesses make up the majority of all businesses in the Australian economy. They provide a wide variety of goods and services for consumers and industries in areas such as manufacturing, construction and retail and have many employment opportunities. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity to explore the operations of a small business and its likelihood of success.

There are three areas of study:

- In ‘Introducing Business’ students examine the characteristics of a range of businesses and their internal and external environments, and develop an understanding of the nature of business in Australia. The impact of business ethics and socially responsible management are also investigated.
- In ‘Small Business Decision-making, Planning and Evaluation’ students consider the decisions to be made prior to the commencement or purchase of a small business and also examine the ongoing decisions and planning that must occur throughout the life of the business. Evaluation of the performance of a business is done using a range of measures including key performance indicators.
- In ‘Day-to-Day Operations’ students examine how to manage a small business, what knowledge and skills should be developed including introductory accounting, management of staff, effective use of information and communications technology, and an introduction to legal requirements.

Unit 2: Communication and management

This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. Marketing and public relations are considered in relation to the role that these functions play in business success.

There are three areas of study:

- In ‘Communication in Business’ students are introduced to the concept of communication in business, with an emphasis on its importance and methods. Communication and its relationship to business objectives and business strategy are considered. Appropriate methods of communication for different management contexts and situations are also studied.
- In ‘Managing the Marketing Function’ the planning used by management to position its products and services in the marketplace is studied including the essential characteristics of effective marketing and the application of selected market research methods to the business environment.
- In ‘Managing the Public Relations Function’ students examine the role management plays in creating and maintaining the image of the business. Public relations objectives and strategies are used in a range of planned and unplanned business situations. Students use relevant performance indicators to analyse the performance of the management of public relations within a business.
WHY STUDY THESE UNITS?

Students will gain a practical understanding of how small business operators achieve success. This knowledge would be essential for anyone thinking about starting or joining a small business. These units are also a useful introduction for Units 3 and 4 Business Management. In Units 3 and 4 Business Management, students study the theory and practice of organisational management in Australia. Regardless of our occupation, large government and non-government organisations affect our lives. This course introduces students to the management of these large businesses.

Unit 3: Corporate management

This unit investigates how large-scale organisations operate. Students examine the environment in which large-scale organisations conduct their business and then focus on aspects of individual business’ internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations.

There are three areas of study:
- In ‘Large-scale organisations in context’ students examine the importance of large-scale organisations to the Australian economy. They identify and apply a range of performance indicators to evaluate the performance of a large-scale organisation. Students consider the organisation’s impact on stakeholder interests, possible conflicts that may arise between different stakeholder interests and related issues of ethical and social responsibility.
- In ‘Internal environment of large-scale organisations’ students investigate key elements of the internal environment such as different management structures, corporate culture, management roles and policy development and apply management styles and skills to business situations and then evaluate them.
- In ‘The operations management function’ the roles of management the production of goods or services is studied by students to consider the best and most responsible use of all available resources for the production process.

Unit 4: Managing people and change

This unit focuses on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. It concludes with analysis of the management of change.

There are two areas of study:
- In ‘The human resource management function’ students examine the practices and processes of human resource management in large-scale organisations in Australia. A general introduction is followed by an investigation of the two key aspects of human resource management: the employment cycle and employee relations.
- In ‘The management of change’ students examine the importance of change management in large-scale organisations. They consider ways in which change can be managed effectively in both theoretical and practical contexts. Students evaluate various strategies to effectively manage change. This knowledge is then applied to one significant change issue for large-scale organisations.

PREREQUISITES

There are no pre-requisites for entry into Unit 3; although Units 3 and 4 must be taken as a sequence.

WHY STUDY THESE UNITS?

Business Management is useful for any student planning to undertake a business degree at tertiary level or work in a large organisation, including government, welfare organisations, or large corporations.
CHEMISTRY – Units 1 to 4

CONTENT
Chemistry is the study of materials, the way they behave and how they may react with each other. To understand why materials such as metals have certain properties, we study their structure, paying particular attention to the way the atoms are held together. Materials are classified into groups and we look at how these concepts can be applied to real-life situations such as baking a cake, cleaning a surface or preventing damage to the environment.

A study of Chemistry at VCE level involves some mathematical skills because you will need to measure quantities and calculate how much of a particular substance will be will be produced in a reaction. You will also be required to learn (and recall) quite a large amount of information about different substances and their structures. There are many links between Chemistry and the other Science subjects.

Unit 1: This unit investigates how the diversity of materials can be explained.

Area of Study 1 - Elements and properties of materials
In this topic the nature of chemical elements, their atomic structure and their place in the periodic table is explored and used to help explain the properties of materials such as metals, ionic compounds and non-metals. Fundamental quantitative aspects of chemistry are introduced including the mole concept, relative atomic mass, percentage abundance and composition by mass and the empirical formula of an ionic compound.

Area of Study 2 - Research investigation
Students apply and extend their knowledge and skills to investigate one aspect of the discoveries and research that have underpinned the development, use and modification of useful materials or chemicals over time.

Unit 2: This unit investigates what makes water such a unique chemical.

Area of Study 1 - Water
The properties of water and the reactions that take place in water including acid-base, redox and precipitation reactions are studied in this topic. A range of analytical techniques such as gravimetric, volumetric analyses and atomic absorption spectroscopy are investigated as suitable methods to measure different solutes in water.

Area of Study 2 - Practical Investigation
Students design and conduct a practical investigation into an aspect of water quality. The investigation requires the development of a question, collection of appropriate data and interpretation of this data to reach a conclusion in response to the question.

Unit 3: This unit investigates how chemical processes can be designed to optimise efficiency.

Area of Study 1 - Options for Energy Production
A range of energy resources and technologies such as fossil fuels, biofuels, galvanic cells and fuel cells are studied in order to compare their energy efficiencies, environmental impacts and potential applications.

Area of Study 2 - Optimising Chemical Production
Factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs are explored in this topic.
UNIT 4: This unit investigates how organic compounds are categorised, analysed and used.

**Area of Study 1 - Organic Compounds**

The trends in the physical and chemical properties of organic compounds are investigated along with typical reactions and some of their reaction pathways. Students learn to deduce or confirm the structure and identity of organic compounds by interpreting data from a range of techniques such as mass spectrometry, proton nuclear magnetic spectroscopy and infrared spectroscopy.

**Area of Study 2 - Food Chemistry**

The structures, properties and functions of components in foods and the common chemical reactions that occur in the metabolism of food are investigated. This knowledge is then applied to understanding and explaining specific food chemistry such as the differences in structures of natural and artificial sweeteners and the chemical significance of the glycaemic index of foods.

**Area of Study 3 - Practical Investigation**

A student-designed or adapted practical investigation related to energy and/or food is undertaken. Findings are communicated in a scientific poster format and a practical logbook must be maintained by the student for record, authentication and assessment purposes.

**PREREQUISITES**

Chemistry is a conceptual study and it is essential that students undertake Units 1 and 2 if they wish to study Units 3 and 4 Chemistry.

**WHY STUDY THESE UNITS?**

Chemistry must be included in the “best four” for many University courses. It is in many ways a ‘central Science’. It provides you with the knowledge needed to understand natural phenomena and to link the different disciplines of Science. A study of Chemistry can lead to careers in many areas, including scientific research, medicine, industrial sciences, pharmacy and engineering.
**COMPUTING – Units 1 to 4**

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

Students will:
- Develop social capital, that is, the shared understanding in social networks that enable cooperation and a cooperative approach to problem solving.
- Acquire and apply knowledge and skills to use digital systems efficiently and effectively when creating digital solutions both individually and as part of a network.
- Investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data.
- Through a structured approach to problem solving, incorporating computational, design and systems thinking, students are equipped to orient themselves towards the future, with an awareness of the technical and societal implications of digital systems.

The study is made up of four units:
- Unit 1: Computing
- Unit 2: Computing
- Unit 3: Informatics
- Unit 4: Informatics

**CONTENT**

**Unit 1: Computing**

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

**Unit 2: Computing**

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students create a solution using database management software and explain how they are personally affected by their interactions with a database system.

**Unit 3: Informatics**

In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs.
Area of Study 1
Students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution.

Area of Study 2
Students develop an understanding of the power and risks of using complex data as a basis for decision-making. In Unit 3 students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.

Unit 4: Informatics
In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs.

Area of Study 1
Students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project.

Area of Study 2
Students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

PREREQUISITES
No prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students may elect to do all four units in this study.
WHY STUDY THESE UNITS?

The ubiquity and rapid pace of developments in digital systems, and the increasing availability of digitised data and information are having major influences on many aspects of society and the economy. This study equips students with the knowledge and skills to be discerning users of digital systems, data and information and creators of digital solutions. They are equipped to apply new ways of thinking as well as technical and social protocols when developing intellectual and social capital.

VCE Computing supports students to participate in a globalised society and economy as they learn how to exploit the capabilities of digital systems and manage risks when communicating and collaborating with others locally and globally. The study provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours.

VCE Computing provides a pathway to further studies in areas such as computer science, information systems, business, systems engineering, robotics, linguistics, logistics, database management and software development, and to careers in digital-technologies based areas such as information architecture, web design, business analysis and project management.
ECONOMICS – Units 1 to 4

CONTENT

Unit 1:  Economics – choices and consequences
The study of economics involves a close examination of how a society organises itself to meet the needs and wants of its citizens. In Australia, scarce resources are allocated primarily by the market mechanism. Students come to understand how the decisions made by individuals, firms, governments and other relevant groups affect what is produced, how it is produced and who receives the goods and services that are produced. By focusing on one or more markets, a closer examination can be made of the factors that influence the prices and allocation of resources and how economic decisions are made to solve economic problems as they evolve. Through an examination of market structure, students gain an appreciation of the importance of competition and how market power may affect the allocation of resources and the welfare and living standards of the general population. A number of contemporary economic issues have an influence on current and future living standards of the general population.

There are two areas of study:

- The Australian economy is primarily a market based system. This area of study introduces the basic economic concepts and the workings of markets: places where buyers and sellers exchange goods and services. Decisions made by households, businesses, governments and other relevant groups have an impact on the way resources are allocated in different markets. A case study approach in this area enables students to make meaningful connections between economic theory and the workings of different markets in the Australian economy. To develop knowledge and understanding about the nature, operation and role of markets,

- All economies face issues that have an impact on the living standards and on the stability of the economy. Through a consideration of economic growth and sustainable development and one other contemporary economic issue, students will develop an understanding of the way the decisions made by economic decision-makers, including households, businesses, government and other relevant groups, may affect living standards.

Unit 2:  Economic change – issues and challenges
The changing nature of Australia’s population will have an impact upon future rates of economic growth and living standards. With a large group of citizens approaching retirement age, the government faces challenges associated with balancing its budget and funding the healthcare needs of its population. Through a detailed examination of the factors that affect demographic makeup and change, students gain an appreciation of the potential challenges facing businesses wishing to expand, government budgeting and future living standards. A low unemployment rate is seen as a priority.

There are two areas of study:

- The changing nature of population and demographics, the labour market and other related factors influencing the level of economic prosperity in the country. Australia’s ageing population poses serious challenges for the Federal Government and for businesses wishing to expand production. Large increases in population through natural increases and immigration will have economic, cultural and environmental consequences. Students examine and analyse the impact on Australia’s living standards of changing employment and participation patterns, skills shortages and technological change.

- Issues exist in economies that have an impact on living standards and on the stability of the economy. Students consider two of the contemporary global economic issues and the decisions made by domestic and international households, businesses, governments and other relevant groups that influence the Australian and international economies.
UNITS 3 AND 4

The introduction of Economics Units 3 and 4 will give students an opportunity to learn about some crucial aspects of our economic system.

Unit 3:
Unit 3 will focus on contemporary market capitalist economy, principal means of allocating resources, price mechanism and so on. It would be essential for students to investigate a number of areas such as price, quality, competition, efficient allocation of resources, market failure and role of the government. These areas should be challenging for students as they will be required to consider some of the explicitly stated as well as inherent macroeconomic goals. Students will examine five key goals as well as reasons for their push. Other areas such as international relationships, role of trade, shared economic growth, living standards, income inequality, living standards are topical and for serious students of economics, these can be confronting as well as rewarding.

Unit 4:
Unit 4 will again consider how governments attempt to achieve economic goals using a range of policies affecting management of primary aggregate demand. Students will undertake studies in both monetary and fiscal policy. Monetary policy will involve a study of the work of the Reserve Bank of Australia (RBA), especially in relation to inflation, interest rates etc, Fiscal policy, on the other hand, will involve a consideration of Budgetary policy. Important questions relating to impact of policies upon domestic economic goals will be discussed; the aggregate supply side of the economy, issues regarding production capacity, and the role of microeconomic reform in promoting competition should provide students with enough stimulus material to generate lively debate. It will be interesting to see how students are able to use an appropriate language register and theories to develop “a critical perspective about the role of aggregate demand and aggregate supply policies in the current government policy mix”.

ENGLISH – Units 1 to 4

Units 1 to 4

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. 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 English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

CONTENT

Unit 1:
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 2:
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 3:
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Unit 4:
In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

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

WHY STUDY THESE UNITS?
Satisfactory completion of 3 units from the 'English Group' (including at least one 3/4 English unit) is necessary for completion of the VCE. Most tertiary courses have an English requirement in their 'primary four' as part of their course selection process.
HEALTH AND HUMAN DEVELOPMENT – Units 1 to 4

CONTENT
The central focus of the Health and Human Development study is to examine the factors that promote wellbeing in individuals, families and communities. This study aims to develop an understanding of the relationship between health and human development.

Unit 1: The health and development of Australia’s youth
Outcome 1
On completion of this unit the student should be able to describe the dimensions of, and the interrelationships within and between, health and individual human development.

Outcome 2
On completion of this unit the student should be able to describe and explain the factors that impact on the health and individual human development of Australia’s youth.

Outcome 3
On completion of this unit the student should be able to outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

Unit 2: Individual human development and health issues
Outcome 1
On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia’s children.

Outcome 2
On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia’s adults.

Outcome 3
On completion of this unit the student should be able to analyse a selected health issue facing Australia’s health system, and evaluate community and/or government actions that may address the issue.

Unit 3: Australia’s health
Outcome 1
On completion of this unit the student should be able to compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.

Outcome 2
On completion of this unit the student should be able to discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.
Unit 4: Global health and human development

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

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

PREREQUISITES
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at Unit 3 may need to undertake preparatory work based on Unit 1 and, more particularly, on Unit 2 as specified by the teacher.

WHY STUDY THESE UNITS?
Health and Human Development may be included as one of the ‘best four’ subjects for entry to some courses e.g. nursing, human movement, physical education, applied science, speech pathology and health science. Because of the nature of the course it would be very useful in studies that deal with people, health or food, such as arts, early childhood studies, physiotherapy, chiropractic, social work, psychology, child care, food science and technology, hospitality studies, human biology and teaching.
HISTORY – Units 1 to 4

Unit 1 & 2 History – Twentieth Century History

Twentieth Century History presents an opportunity for students to look at issues and events more deeply and to investigate new topics. Studying contemporary history gives students a direct insight into the forces that shape the modern world. When considering whether to study Twentieth Century History it is important for students to understand that, while these units may align with some topics taught in Year 10, this subject does not repeat previously covered material.

Unit 1 – 1918-1939

Area of Study 1 – Ideology and Conflict
This unit looks at the development of ideologies that emerged in the post-WWI period and the early 1920s in Europe and other parts of the world. The case study will focus on the development of Germany between the two world wars; from the Weimar Republic to the Third Reich.

Area of Study 2- Social and Cultural Change
This unit investigates how different ideologies impacted both social life and cultural expression in the 1920s and 1930s. Students will compare and contrast social and cultural developments that occurred in the USA and Germany between the two world wars.

Unit 2 – 1945-2000

Area of Study 1 – Competing Ideologies
In this unit students will investigate the causes of the Cold War, how competing ideologies underpinned major events and how this impacted on peoples' lives. The case study for this unit will focus on the process of decolonisation in Vietnam and the resulting war with America. Students will investigate how the Cold War was also fought in other arenas such as sports, technology and espionage and how and why the Cold War was ‘won’.

Area of Study 2 – Challenge and Change
This unit of study focuses on how traditional ideas, values and political systems were challenged and changed by individuals and groups in the era 1945-2000. There will be two case studies in this unit. The first case study will focus on the 1979 Islamic Revolution in Iran and the emergence of a new social order under the Ayatollah. The second case study will be an independent research topic chosen by the student. Possible research areas include apartheid in South Africa, decolonisation movements in Africa and the Asia Pacific region, the Arab-Israeli conflict, the Irish ‘troubles’ or the emergence of campaigns for civil rights campaigns and peace.
Units 3 and 4 Revolutions:

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation.

Revolutions have a profound impact on the country in which they occur, as well as international repercussions.

This subject looks at two revolutions from the following list:
- American Revolution
- French Revolution
- Chinese Revolution
- Russian Revolution

In 2016, the case studies at Aitken College will be China and America.

Each unit looks at two areas of study:

**Area of Study 1 - Revolutionary ideas, leaders, movements and events**

Revolutions in history have been reconsidered and debated by historians. This area of study looks at the role of leaders, movements and events in the development of the revolution. Students assess the impact each one of these components had on the revolution. Students also analyse the different views put forward by historians.

**Area of Study 2 - Creating a new society**

A new political order and a new society were not created easily. Revolutions took many years to achieve their initial promise of social and political change. This area of study investigates the challenges faced once the revolution occurred; how attempts were made to create a new society; and the nature of the society created by the revolution.
INDONESIAN (SECOND LANGUAGE) – Units 1 to 4

CONTENT

This study develops a student’s ability to understand and use the language of a country which is one of Australia’s closest neighbours and is one of the most populous countries in the world.

The study of the Indonesian language promotes the strengthening of links between Australia and Indonesia, in particular in areas such as business, defence, tourism and education. Studying a Language other than English (LOTE) contributes to the overall education of students, particularly in the area of communication, but also in cross-cultural understanding, cognitive development, and literacy. The study is made up of four units to be completed over two years.

Units 1 and 2:

Units 1 and 2 Indonesian is offered to students selecting Year 11 Indonesian. The Unit 1 areas of study comprise themes and topics such as careers, visiting Indonesia, student exchange, city and village lifestyles and the Australia-Indonesian relationship. A feature of Units 1 and 2 Indonesian is an increased use of interactive learning technologies as a means of teaching and learning the language.

Topics covered in Unit 2 Indonesian include Indonesian history from Dutch Colonisation to Independence, Social Issues in modern Indonesia, the media in Indonesia, youth issues in Indonesia, the impacts of tourism in Indonesia and the western influence in Indonesia.

Successful completion of Units 1 and 2 will enable students to develop improved literacy in each of the skill areas of reading, writing, speaking and listening. Students will also acquire a broader knowledge of the historical and cultural context of the language as well as the more sophisticated grammatical structures of the Indonesian language.

Assessment for these units is completed internally, with students completing a variety of reading, writing, speaking and listening tasks.

Units 3 and 4:

These Units are undertaken by students completing Year 12 Indonesian. The areas of study comprise themes and topics such as Upacara dan Perayaan (Ceremonies and Celebrations), Adat dan Agama (Tradition and Religious Beliefs), Lingkungan (The Environment), Peran Wanita (The Role of Women), and Kesenjangan Sosial (Social Issues). These Units also incorporate a study of grammar, vocabulary, text type and kinds of writing.

In Units 3 and 4 students complete a Detailed Study of either language or culture through texts. In order to complete the Detailed Study students must select a sub-topic within a topic chosen by the teacher. Students must study their Detailed Study sub-topic for at least 15 hours in class and also independently research their chosen topic.

Students completing these units are required to sit an oral examination as well as a written examination at the conclusion of Unit 4. These examinations are administered by VCAA.

At the completion of Units 3 and 4 students should be able to use Indonesian more fluently to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Indonesian-speaking communities and have a broad knowledge of the social, cultural and historical context of the language.
PREREQUISITES

Indonesian as a Second Language is designed for students who do not have an Indonesian background; that is, students who have acquired all the Indonesian they know in an Australian school or similar environment. These students will, typically, have studied Indonesian for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must also undertake Unit 3 prior to undertaking Unit 4.

Students wanting to enrol in this subject must complete an application form giving details of their LOTE background in order to specify that they are second language learners. This application form must be forwarded to the Victorian Curriculum and Assessment Authority (VCAA) to gain approval for enrolment in this subject. These forms can be collected from the VCE Coordinator.

WHY STUDY THESE UNITS?

There are many benefits for students that undertake a course of study in Indonesian at VCE level. Although many students are attracted to Indonesian because of tertiary entrance scores and the scaling system, studying a second (or third) language is also a personally enriching experience. Language studies enable students to gain a clearer understanding, by comparison, of English, and cognitive skills such as problem solving and memorization are enhanced. Undertaking a LOTE in VCE can enhance other areas of learning and the skills acquired in second language acquisition are favorably viewed and encouraged by many university courses.

The study of Indonesian language and culture is important for the economic and political future of Australia in the Southeast Asia region. Although Australia and Indonesia are geographically close, they are culturally distant. Therefore, students of the Indonesian language have the opportunity to gain a unique insight into the culture and history of Indonesian society. Furthermore, there are growing opportunities for Indonesian-speaking Australians to use their skills in the work force, particularly in the fields of government, trade, tourism, journalism, banking, the armed services and education.
LEGAL STUDIES – Units 1 to 4

CONTENT

Unit 1: Criminal Law and Justice
This unit explores the distinction between legal and non-legal rules, the Victorian court hierarchy and the process of law making through Parliament and subordinate authorities. It focuses on the role of the police, their powers of investigation, procedures of a criminal trial and the sanctions which are available within the criminal justice system. The concepts of fairness and justice are also explored.

Areas of Study
The role of the police in a criminal investigation, the importance of criminal law and the nature of criminal liability; and the courtroom, with a focus on the Victorian court hierarchy, its personnel, the adversary system of trial and role played by individuals in influencing a change in the law.

Unit 2: Civil Law and the Law in Focus
This unit focuses on effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims within our legal system available to enforce the rights of Australians. This unit also looks at alternative avenues of dispute resolution procedures and their effectiveness.

Areas of Study
A comparison between civil and criminal disputes; civil procedures, the jury and alternative dispute resolution methods; and an investigation into one area of civil law.

Unit 3: Law-Making
This unit focuses on the institutions that determine laws and the processes by which laws are made. It considers why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. It also explores the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

Areas of Study
The principles of the Australian parliamentary system and the passage of a bill through parliament; the role of the Commonwealth Constitution in establishing and restricting the jurisdiction of law-making powers of the Parliament; and the role of the courts in law-making.

Unit 4: Dispute Resolution
This unit focuses on the function and jurisdiction of courts, tribunals and alternative avenues of dispute resolution, and processes and procedures that operate within the legal system. It also includes a review of the operation of the legal system, giving consideration to its strengths and weaknesses, and possible areas for change and reform.

Areas of Study
The function of and jurisdiction of courts in the State and Federal hierarchy; and the elements of an effective legal system by a review of criminal and civil processes and procedures.

PREREQUISITES
There are no prerequisites for entry into Unit 3, although Unit 3 and 4 must be taken as a sequence.

WHY STUDY THESE UNITS?
Legal Studies introduces the way the law relates to and serves individuals and the community. It focuses on developing an understanding of the way in which laws are generated, structured and administered in Australia. Legal Studies can lead to a wide variety of careers in areas such as criminology, social work, law, management, finance and business.
LITERATURE – Units 1 to 4

In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text’s complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts.

VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other. 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.

CONTENT

Unit 1: Approaches to literature

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

Unit 2: Context and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students consider the relationships between authors, audiences and contexts and analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

Unit 3: Form and transformation

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

Unit 4: Interpreting texts

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

PREREQUISITES

Students who have performed well in English will be able to cope with the demands of Literature.
WHY STUDY THESE UNITS?

Students will develop an enjoyment of Literature as well as developing their critical and interpretive skills. These skills are vital in preparing students for post-secondary studies. Studying Literature will also complement a variety of other VCE subjects and improve writing skills in general. Students who are interested in careers in journalism, writing, public relations, law, the media and fine arts will find this subject beneficial. Literature may be taken in addition to or in place of English in the VCE.
MATHEMATICS – Units 1 to 4

The study of mathematics is designed to enable students to develop mathematical knowledge and skills; apply mathematical knowledge to analyse, investigate, model and solve problems in a variety of situations and use technology as an effective support for mathematical activity.

VCE MATHEMATICS UNITS OFFERED

Units 1 and 2:  Foundation Mathematics
These units provide practice at basic mathematical techniques for students who need some mathematical skills for their other subjects including VET subjects. They do not lead to any Unit 3 or Unit 4 mathematics. They are offered to selected students at Year 10 level.

Units 1 and 2:  General Mathematics
These units provide for a range of courses of study involving non-calculus based topics for a broad range of students and may be implemented in various ways to reflect student interests in, and applications of, mathematics. They incorporate topics that provide preparation for various combinations of studies at Units 3 and 4 and cover assumed knowledge and skills for those units.

Units 1 and 2:  Mathematical Methods
These units are completely prescribed and provide an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and cover assumed knowledge and skills for those units.

Units 1 and 2:  Specialist Mathematics
These units comprise a combination of prescribed and selected non-calculus based topics and provide courses of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. They incorporate topics that, in conjunction with Mathematical Methods Units 1 and 2, provide preparation for Specialist Mathematics Units 3 and 4 and cover assumed knowledge and skills for those units.

Units 3 and 4:  Further Mathematics
These units are designed to be widely accessible and comprise a combination of non-calculus based content from a prescribed core and a selection of two from four possible modules across a range of application contexts. They provide general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. The assumed knowledge and skills for the Further Mathematics Units 3 and 4 prescribed core are covered in specified topics from General Mathematics Units 1 and 2. Students who have done only Mathematical Methods Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics but may also need to undertake some supplementary study of statistics content.

Units 3 and 4:  Mathematical Methods
Mathematical Methods Units 3 and 4 are completely prescribed and extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, humanities, economics and medicine.
Units 3 and 4: Specialist Mathematics

Specialist Mathematics Units 3 and 4 are designed to be taken in conjunction with Mathematical Methods Units 3 and 4, or following previous completion of Mathematical Methods Units 3 and 4. The areas of study extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.
MATHEMATICAL PATHWAYS

Four mathematics pathways are offered at Year 11:

- **Foundation Maths**
  - Units 1 & 2

- **10 Further Mathematics**
  - Units 1 & 2

- **Mathematical Methods**
  - Units 1 & 2

- **General Mathematics**
  - Units 1 & 2

- **Mathematical Methods**
  - Units 1 & 2

- **Mathematical Methods and Specialist Mathematics**
  - Units 1 & 2

- **Further Mathematics**
  - Units 3 & 4

- **Mathematical Methods**
  - Units 3 & 4

- **Mathematical Methods**
  - Units 3 & 4

- **Specialist Mathematics**
  - Units 3 & 4

**Year 10**
- Foundation Maths Units 1 & 2
- 10 Further Mathematics Units 1 & 2
- 10 Methods

**Year 11**
- General Mathematics Units 1 & 2
- Mathematical Methods Units 1 & 2
- General Mathematics and Mathematical Methods
- Mathematical Methods and Specialist Mathematics Units 1 & 2
- Further Mathematics Units 3 & 4

**Year 12**
- Further Mathematics Units 3 & 4
- Mathematical Methods Units 3 & 4
- Specialist Mathematics Units 3 & 4

**Key**
- Only path that can be undertaken
- Stand-alone Unit 1 and 2 subjects offered
- Combination subjects at Unit 1 and 2 offered
- Unit 3 and 4 subjects offered
• A single mathematics program terminating at Year 11 or leading to Year 12 Further Mathematics (General Mathematics units 1 and 2).

• A single mathematics program at Year 11 leading to Year 12 Further Mathematics or Methods (Mathematical Methods Units 1 and 2).

• A double mathematics program at Year 11 where students study both General Mathematics and Mathematical Methods leading to Further Mathematics and Mathematical Methods in year 12 (General Mathematics Units 1 and 2 and Mathematical Methods Units 1 and 2).

• A double mathematics program at Year 11 where students study both Mathematical Methods and Specialist Mathematics leading to Mathematical Methods and Specialist Mathematics in year 12 (Mathematical Methods and Specialist Mathematics Units 1 and 2).

SINGLE MATHEMATICS PROGRAM

CONTENT

Units 1 and 2: General Mathematics

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

Units 3 and 4: Further Mathematics

Unit 3: CORE
• Data Analysis (Univariate and Bivariate Statistics)
• Recursion and Financial Modelling

Unit 4: MODULES
• Geometry and Measurement (includes Trigonometry)
• Networks and Decision Mathematics

PREREQUISITES

Students should have completed General Mathematics Units 1 and 2.
CONTENT

Units 1 and 2: Mathematical Methods

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts.

- The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’ and ‘Probability and statistics’.
- In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, and ‘Probability and statistics’.

If taken alone these units lead to Mathematical Method units 3 and 4.

Units 3 and 4: Mathematical Methods

For Unit 3 a selection of content would typically include the areas of study ‘Functions and graphs’ and ‘Algebra’, and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the ‘Calculus’ area of study.

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

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

PREREQUISITES:

Students should have completed Mathematical Methods Units 1 and 2.
COMBINATION MATHEMATICS PROGRAM

Course 1: A double mathematics program at Year 11 where students study both General Mathematics and Mathematical Methods leading to Further Mathematics Units 3 and 4 and Mathematical Methods Units 3 and 4 in year 12. This combination is recommended for students wishing to study two Mathematics subjects at Year 12.

CONTENT

Units 1 and 2: General Mathematics

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

Units 1 and 2: Mathematical Methods

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts.

- The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’ and ‘Probability and statistics’.
- In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, and ‘Probability and statistics’.

Units 3 and 4: Further Mathematics

Unit 3: CORE
- Data Analysis (Univariate and Bivariate Statistics)
- Recursion and Financial Modelling

Unit 4: MODULES
- Geometry and Measurement (includes Trigonometry)
- Networks and Decision Mathematics

Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: ‘Computation and practical arithmetic’, ‘Investigating and comparing data distributions’, ‘Investigating relationships between two numerical variables’, ‘Linear graphs and modelling’, ‘Linear relations and equations’, and ‘Number patterns and recursion’. For each module there are related topics in General Mathematics Units 1 and 2.
Units 3 and 4:  Mathematical Methods

For Unit 3 a selection of content would typically include the areas of study ‘Functions and graphs’ and ‘Algebra’, and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the ‘Calculus’ area of study.

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

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

Course 2: A double mathematics program at Year 11 where students study both Mathematical Methods and Specialist Mathematics leading to Mathematical Methods and Specialist Mathematics in year 12 (Mathematical Methods and Specialist Mathematics Units 1 and 2).

CONTENT

Units 1 and 2:  Mathematical Methods

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts.

- The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’ and ‘Probability and statistics’.
- In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, and ‘Probability and statistics’.

Units 1 and 2:  Specialist Mathematics

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. The areas of study are Number systems and recursion; Vectors in the plane; Geometry in the plane and proof; and Graphs of non-linear relations.
Units 3 and 4: Mathematical Methods

For Unit 3 a selection of content would typically include the areas of study ‘Functions and graphs’ and ‘Algebra’, and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the ‘Calculus’ area of study.

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

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

Units 3 and 4: Specialist Mathematics

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics ‘Number systems and recursion’ and ‘Geometry in the plane and proof’, and concurrent or previous study of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes.

In Unit 3 a study of Specialist Mathematics would typically include content from ‘Functions and graphs’ and a selection of material from the ‘Algebra’, ‘Calculus’ and ‘Vectors’ areas of study. In Unit 4 this selection would typically consist of the remaining content from the ‘Algebra’, ‘Calculus’, and ‘Vectors’ areas of study and the content from the ‘Mechanics’ and ‘Probability and statistics’ areas of study.

PREREQUISITES:

Course 1: Students should have completed General Mathematics Units 1 and 2 and Mathematical Methods Units 1 and 2 to do the combined course Further Mathematics Units 3 and 4 and Mathematical Methods Units 3 and 4.

Course 2: Students should have completed Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2 to do the combined course Mathematical Methods Units 3 and 4 and Specialist Mathematics Units 3 and 4.
MEDIA – Units 1 to 4

CONTENT

Media has a significant impact on people’s lives. Media entertains, reflects, educates, informs and provides multiple channels of communication. The study of media includes media forms such as film, TV, photography, print, internet, and radio and creating media products through processes such as film making, publishing, advertising, and news production.

Unit 1: Representation and the technologies of Representation

Students develop an understanding of the relationship between the media, technology and the representations. Representations are how media chooses to reflect different groups and areas of society to its audience. Through the creation and study of media products students will develop practical and analytical skills.

Unit 2: Media production and the media industry

Students learn of the specialist production stages and roles that contribute to the making of a media product. Students develop practical skills and apply these working together to create their own media productions. Students also analyse issues concerning the media industry and its influence.

Unit 3: Narrative and media production design

Through the study of media texts (films) students develop an understanding of production and story elements and learn to recognise the role and significance of narrative organisation and structure. Building on this knowledge, students develop further practical skills which they apply to the design of a media production.

Unit 4: Media: process, influence and society’s values

Students apply practical skills and talent to the creation of a media production based on the design plan they completed in Unit 3. Students also develop an awareness of the role of social values in the construction of media texts and analyse issues raised about the role and influence of the media.

PREREQUISITES

There are no prerequisites for entry to Units 1, 2, and 3 although previous experience with media equipment would be of advantage. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 and 2 are recommended as a foundation for Units 3 and 4.

WHY STUDY THESE UNITS?

Media Studies allows you to have a greater understanding of media forms and their impact on society. It offers you the opportunity to express and communicate your own ideas creatively and in a number of different ways. It is suitable for students seeking careers in a variety of areas such as the television and film industries, journalism, public relations, marketing, advertising, business, and the arts.
**OUTDOOR AND ENVIRONMENTAL STUDIES – Units 1 to 4**

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. The study enables students to make critically informed comments on questions of environmental sustainability and to understand the importance of environmental health. 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 human impacts on outdoor environments and nature’s impact on humans. Outdoor experiences suited to this study include a range of activities in areas such as farms, mining/logging sites, coastal areas, rivers, mountains, bushland and urban, state or national parks. Activities undertaken could include bushwalking, canoe touring, cycle touring and conservation.

**NOTE:** In an effort to minimise disruptions to the college curriculum, practical activities may be undertaken on weekends and/or during school holidays.

**CONTENT**

**Unit 1:**

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

**Unit 2:**

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 3:**

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence contemporary relationships with outdoor environments. 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 to develop theoretical knowledge and skills about specific natural environments.
Unit 4:
In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current 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 practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ.

PREREQUISITES
There are no prerequisites for entry into Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. There may be an enrolment levy of no more than $400 for Units 1 & 2 and $500 for Units 3 & 4.

WHY STUDY THESE UNITS?
This subject gives students the opportunity to learn about natural environments in an experiential context. A variety of philosophies are explored, giving students a breadth of perspectives, ideal for developing transferrable life skills. In addition, career pathways related to Outdoor Environmental Studies are vast, including Urban Planning, Sustainability, Nature Tourism, Academic Research, Environmental Science, Politics, Outdoor Recreation, Renewable Energy, Land Conservation etc.
PHYSICAL EDUCATION – Units 1 to 4

CONTENT

Unit 1: Bodies in motion

Area of Study 1 - Body systems and human movement
In this area of study students examine the systems of the human body and how they translate into movement. Through practical activities they explore the major components of the musculoskeletal, cardiovascular and respiratory systems and their contributions and interactions during physical activity. Anaerobic and aerobic pathways are introduced and linked to the types of activities that utilise each of the pathways.

Area of Study 2 - Biomechanical movement principles
In this area of study students examine biomechanical principles underpinning physical activity and sport. Through their involvement in practical activities, students investigate and analyse movements in a variety of activities to develop an understanding of how the correct application of biomechanical principles leads to improved performance.

Area of Study 3 - Injury prevention and rehabilitation
This detailed study focuses on sports injury risk management strategies used to reduce the risk of injury to the participant/athlete, and the rehabilitation practices and processes an individual/athlete may use to prepare them for a return to sport and physical activity. Students analyse and demonstrate a range of different strategies that may be implemented at a club, an administration, a coaching or an individual level.

Unit 2: Sports coaching and physically active lifestyles

Area of study 1 - Effective coaching practices
In this area of study students focus on the roles and responsibilities of a coach as well as looking at coaching pathways and accreditation. The effectiveness of a coach may be determined by their style, skills and behaviours. A coach must have an understanding of skill learning practices and interpersonal skills if they are to develop and enhance the performance of athletes. Students apply these skills by coaching a team.

Area of Study 2 - Physically active lifestyles
This area of study focuses on the range of physical activity options in the community. Health benefits of participation in regular physical activity and health consequences of physical inactivity and sedentary behaviour are explored at individual and population levels. Students explore the dimensions of the National Physical Activity Guidelines and investigate the current status of physical activity and sedentary behaviour from an Australian perspective. Students investigate factors that facilitate involvement in physical activity and consider barriers to participation for various population groups. Students create and implement a program that encourages compliance with the National Physical Activity Guidelines for a given age group.

Area of Study 3 - Decision making in sport
This detailed study introduces students to an understanding of games and sport, including how they are categorised. Through a series of practical activities, and for a specific scenario, students analyse and interpret different strategies and tactics used within game situations, and approaches to coaching that develop a player’s ability to implement an appropriate strategic decision.
Unit 3: Physical activity participation and physiological performance

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

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

Unit 4: Enhancing Performance

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

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

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

WHY STUDY THESE UNITS?
Units 3 and 4 are particularly useful for any students who are considering entry to any of the following courses: nursing, physiotherapy, podiatry, prosthetics, physical education, outdoor education, human movement studies, and applied science in health promotion.
PHYSICS – Units 1 to 4

CONTENT
This study is designed to enable students to:

- Become familiar with the language, methods and major ideas of physics.
- Understand and use quantitative relationships and qualitative ideas to be precise in summarizing outcomes and accounting for physical processes.
- Use the established ideas of physics to understand everyday applications and phenomena.
- Become aware that knowledge of physics impinges on the decisions we make in everyday life in personal and social settings.
- Understand some of the practical applications of physics in present and past technologies.
- Acquire practical skills through investigation.
- Use learning technologies to acquire, analyse and present numerical data and its manipulation.
- Develop self-esteem and confidence through a study of physics.
- Prepare for careers in physics and physics-based technological areas.

Unit 1:

Thermodynamics
Students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work. Students examine the environmental impacts of human activities on Earth’s thermal systems.

Electrical Circuits
Students will develop their understanding of electrical phenomena. During this unit, students will construct and simulate different circuits to enhance their understanding of electrical components. Students will also investigate practical uses of electricity including household circuits and car electrical circuits.

Unit 2:

Motion
In this area of study students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy and describe and analyse the motion of an object, considering velocity, acceleration, impulse and momentum.

Study Options
Students choose from a range of topics which are based on a different observation of the physical world.

Practical Investigation
In this area of study students design and conduct a practical investigation related to knowledge and skills developed in Unit 2.

Unit 3:

Gravitational, electric and magnetic fields
This area of study examines the similarities and differences between three fields: gravitational, electric and magnetic. Fields are used to explain the motion of objects when there is no apparent contact. Students explore how positions in fields determine the potential energy of an object and the force on an object. They investigate how field model concepts can be applied to construct motors, maintain satellite orbits and to accelerate particles.
Production, distribution and use of electricity
Students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.

Newton’s Laws of Motion
Students use Newton’s laws of motion to analyse relative motion, circular motion and projectile motion. They gain insights into motion both on Earth and beyond. At very high speeds these laws are insufficient and Einstein’s theory of special relativity provides a better model. Students explore the relationships between force, energy and mass.

Unit 4:
Light and Wave Theory
Students explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy and can explain phenomena including reflection, refraction, interference and polarisation. Do waves need a medium in order to propagate and, if so, what is the medium? Students investigate properties of mechanical waves and the evidence suggesting that light is a wave. They explore how light changes direction, including reflection, refraction, colour dispersion and polarisation.

Light and Matter
Students examine experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter. When light and matter are probed they appear to have remarkable similarities. Light appears to exhibit both wave-like and particle-like properties. Findings that electrons behave in a wave-like manner challenged thinking about the relationship between light and matter.

Practical Investigation
Students undertake a practical investigation related to waves, fields or motion.

PREREQUISITES
The minimum requirement for entry into Units 1 and 2 of this study is good results in Year 10 mathematics and science. The minimum requirement for undertaking Units 3 and 4 is to have a solid understanding of the ideas of Units 1 and 2. It is desirable that students intending to undertake Units 3 and 4 complete both Units 1 and 2.

WHY STUDY THESE UNITS?
Physics leads to a wide variety of University and TAFE courses, and is a prerequisite for engineering and many science and applied science courses.
PRODUCT DESIGN AND TECHNOLOGY – Units 1 to 4

Designers play an important part in our daily lives. They determine the form and function of the products we use. In Product Design and Technology, students will learn about issues central to the design and production of products such as intellectual property, sustainability, aesthetics, materials sourcing and processing, the product lifecycle and manufacturing processes. Students will create portfolios documenting the investigation, design, manufacture and evaluation of their own products to meet particular wants or needs.

CONTENT

Unit 1: Product re-design and sustainability

In this unit students will focus on the analysing a product and redesigning it to be more sustainable. They will learn about how designers use different sustainable practices and about the sourcing and processing of a range of materials. They will learn about social sustainability issues, and will learn about products that can improve peoples’ lives. Students produce a portfolio documenting the investigation, design, production and evaluation of their own sustainable product as well as a full-sized prototype of their final design.

Unit 2: Collaborative design

Students will work in teams to design and produce a product to meet a client’s need. Students learn about the ways teams use ICT to work on collaborative projects and use some of these methods in their own work. They focus on factors that influence product design, including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability. Students each contribute to a group folio and assist with the manufacture and evaluation of their final design.

Unit 3: Applying the product design process

In this unit students will follow the product design process to design a product to meet the needs of a real-life client. They learn about the stages and goals of the design process, the roles of a client, designer and end-user, the purpose of evaluation and document all of their work in a design folio. Students focus on the different types of manufacturing that occur in industry and focus on sustainability systems that influence product design, manufacture and disposal.

Unit 4: Product development and evaluation

Students will learn methods to critically analyse and compare products that have the same primary function. The will develop an understanding of how and why people make choices about the products they buy. They will work safely, following OH&S protocols to manufacture their product and document their progress. At the completion of their product, students will carry out checks and evaluate their work to determine how well it meets the requirements specified in their initial design brief.

WHY STUDY THESE UNITS?

The study of Product Design and Technology is focused on design and problem solving, which can provide a pathway to a range of related fields including industrial, commercial and domestic product design, interior design, engineering, furniture design and provides a useful background to the fashion, textile, cabinet making, building, architecture and engineering industries. Also, an understanding of design and its application can provide opportunities for students interested in undertaking further study in related fields in VET (Vocational Education and Training). Students intending to go to tertiary studies or careers in these areas should definitely include Product Design and Technology as one of their VCE subjects.
**PSYCHOLOGY – Units 1 to 4**

Psychology incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. VCE Psychology explores how people think, feel and behave through the use of a scientific model that considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. Over the 4 units, Psychology examines connections between the brain and behaviour. It focuses on concepts such as the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how psychology evolves as a science. They also develop an understanding of the interconnectedness between different psychology and the other sciences.

**CONTENT**

**Unit 1: How are behaviour and mental processes shaped?**

**Area of Study 1 - How does the brain function?**
Students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. They analyse the roles of specific areas of the brain and the interactions between different areas of the brain that enable complex cognitive tasks to be performed. Students explore how brain plasticity and brain damage can affect a person’s functioning.

**Area of Study 2 - What influences psychological development?**
Students explore how biological, psychological and social factors influence different aspects of a person’s psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person’s emotional, cognitive and social development and the development of psychological disorders.

**Area of Study 3 - Student-directed research investigation**
Students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development. Students analyse the scientific evidence that underpins the research in response to a question of interest. They then prepare a structured scientific report to communicate their findings.

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

**Area of Study 1 - What influences a person’s perception of the world?**
Students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person’s perception of visual and taste stimuli, and explore circumstances where perceptual distortions of vision and taste may occur.

**Area of Study 2: How are people influenced to behave in particular ways?**
Students explore the how biological, psychological and social factors shape the behaviour of individuals and groups and how these factors can be used to explain the cause and dynamics of particular individual and group behaviours. Students examine the findings of classical and contemporary research as a way of theorising and explaining individual and group behaviour.
Area of Study 3: Student-directed practical investigation
Students design and conduct a practical investigation related to external influences on behaviour. The investigation requires the student to develop a question, plan a course of action to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question.

Unit 3: How does experience affect behaviour and mental processes?
Area of Study 1 - How does the nervous system enable psychological functioning?
Students examine the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. The specialised structures and functioning of neurons is studied and an evaluation is made of how biological, psychological and social factors can influence a person's nervous system functioning. The impact of stress can affect the mind and body, the role that the nervous system plays in this and how stress can be managed is a major focus of this part of the course.

Area of Study 2 - How do people learn and remember?
Students study the neural basis of memory and learning. Factors that influence the learning of new behaviours and the storage and retention of information in memory are also examined and students consider the influence of biological, psychological and social factors on the fallibility of memory.

Unit 4: How is wellbeing developed and maintained?
Area of Study 1 - How do levels of consciousness affect mental processes and behaviour?
Students focus on states of consciousness and the relationship between consciousness and thoughts, feelings and behaviours. They explore the different ways in which consciousness can be studied from physiological and psychological perspectives and how states of consciousness can be altered. Students consider the nature and importance of sleep and apply biological, psychological and social factors to analyse the effects of sleep disturbances on psychological functioning, including mood, cognition and behaviour.

Area of Study 2 - What influences mental wellbeing?
Students examine what it means to be mentally healthy, exploring the concept of a mental health continuum. A biopsychosocial approach to analyse mental health and mental disorder is explored, and the roles of predisposing, precipitating, perpetuating and protective factors in contributing to a person's mental state are evaluated. Specific phobia is used to illustrate how a biopsychosocial approach can be used to explain how biological, psychological and social factors are involved in the development and management of a mental disorder. Students explore the concepts of resilience and coping and investigate the psychological basis of strategies that contribute to mental wellbeing.

ASSESSMENT
Students may undertake tests, examinations, oral presentations, essays, a folio of activities and student directed investigations and extended research reports as assessments for this subject.
PREREQUISITES

There are no prerequisites for entry in Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at Unit 3 may need to undertake preparatory work.

It is highly recommended that students undertake Units 1 and 2 before undertaking Units 3 and 4.

WHY STUDY THESE UNITS?

Psychology is offered at a number of Universities and (depending on the institution) can be taken as part of either a Science or an Arts degree. Some institutions offer courses in Psychology or Applied Science. Although VCE Psychology is not a prerequisite for these courses, the knowledge and skills acquired by students will be useful in many tertiary subjects, and employment situations, especially those which involve working with other people.
RELIGION AND SOCIETY – Units 1 to 2

Are you interested in the role Religion has played throughout history across the world?
Are you interested in modern ethical dilemmas that surface in everyone’s lives?
Do you enjoy Humanities?
Do you enjoy Literature?

CONTENT

If you think you might like to study Religion and Society at Units 1 and 2, the following information could help you.

Consider the fact that as a student of Religion and Values Education at Aitken College, you already have a great deal of knowledge and experience to draw upon in your study of Religion and Society.

Religion and Society provides an interesting and relevant and up to date Humanities subject in which students could achieve highly.

Unit 1: Religion in society

Religion and Society deals firstly with the reasons why people choose to follow a religion. There is an exploration of the history of religious beliefs such as in ancient societies. This unit delves into details about various religions across the world. There is an in-depth study of two world religions such as Islam, Judaism, Buddhism, Hinduism and others. The study will examine the rituals and belief systems of the religions, the locations of these religions and a comparison with other main world religions including areas of conflict and co-operation.

Unit 2: Ethics and morality

Religion and Society covers the study of Ethics. The difference between Ethics and Morality is described. Students have the opportunity to examine some relevant ethical issues and applying different philosophical approaches to understanding and describing these ethical issues. These might include, for instance, the ethical considerations related to issues such as euthanasia, organ transplants, abortion, same sex marriage, military conflicts and animal rights, to name a few.

Assessment will be based on class work, a major assignment in Unit 1 related to an in depth study of a major world religion and a major assignment in Unit 2 related to the examination of an ethical dilemma and the application of various philosophical models towards that ethical dilemma.

WHY STUDY THESE UNITS?

The study of Religion and Society ties in neatly with a study of History, Geography, and Economics as well as any of the following: Legal Studies, Literature, English, Sociology and Psychology.

It can lead to a study of Religion and Society at Units 3 and 4 and study at Tertiary Level.

This subject would lend itself to excellent preparation for the following careers: Teaching, Law, Nursing, Ethics in Medical Research, Pastoral Care, Church Leadership, Policy Writing in Government and Economic Development such as with an Aid Organisation, for example, World Vision or Oxfam, Community Work, Youth Work.
SOCIOLOGY – Units 1 to 4

CONTENT

The study of Sociology assists students to develop an understanding of society. Students studying this subject will address contemporary issues facing Australian society and be introduced to theories which explore possible explanations for how society functions. Key skills emphasised in each of these units are; research and investigation, evaluation of sources, application of theory and analysis of information and the ability to think critically about the issues under investigation.

Unit 1: Youth and family

This unit explores Youth and Family as social categories. Students analyse what the experience of being young entails, and students are asked to consider the changes that affect or influence this experience for the youth of today. They then consider the institution of the family and its many forms in the modern world and how it has changed over time.

Unit 2: Social norms; breaking the code

In this Unit students explore the concepts of Crime and Deviance. They consider the theories of Durkheim, Hirschi and Becker and examine the relationship between social norms and morals and deviant behavior. Students also consider the current state of crime in Australia and the rationale of methods of punishment.

Unit 3: Culture and ethnicity

In this unit students explore Australia’s Indigenous culture and migrant groups. Students examine the history of Indigenous Australians and its consequences for contemporary Australia. Ethnic groups and the challenges they face are also considered.

Unit 4: Community, social movements and social change

In this unit students examine the concept of community and how it has changed over time. Also, different types of social movements are examined. Students consider the concept of power and its role in social change.

PREREQUISITES

There are no prerequisites for entry into Unit 3; although Units 3 and 4 must be taken as a sequence.

WHY STUDY THESE UNITS?

The study of Sociology broadens students' insights into key sociological frameworks and social institutions, enabling them to pursue further formal study at tertiary level or in vocational education and training settings. Sociology also provides valuable knowledge and skills for participation in contemporary society.
STUDIO ARTS – Units 1 to 4

UNITS 1 AND 2

This study will allow students the opportunity to focus on a range of media and art forms to produce a folio of artworks. Students will study a range of different artists and artworks to assist in their understanding of the design process. Students learn about how artists develop their own style, and how they express ideas. Specific emphasis is placed on learning about materials and techniques, the use of art aesthetics, how different cultural and historical backgrounds are reflected in artwork, and the themes and ideas artists communicate. This practical knowledge will be reflected in the students’ own work.

In Year 11 students are encouraged to be very open and experimental and they are guided through a range of processes and art forms (2D, 3D and digital). VCE Studio Arts Units 1 and 2 aim to develop in students the ability to establish effective practices through the application of a comprehensive design process that involves extensive trials and annotation in a visual diary to produce a folio of artworks.

Unit 1: Artistic inspiration and techniques

Outcome 1 & 2 Folio:
This unit focuses on sources of inspiration and ideas as the basis for developing their own artworks and exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form.

Outcome 3: Interpretation of art ideas and use of materials and techniques
Theory: Students explore ways in which artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks. Students learn how to write about art works and they learn how to interpret artistic styles and how aesthetics create mood and represent meaning.

Unit 2: Design exploration and concepts

Outcome 1 Folio:
This area of study focuses on establishing and using a design process to produce artworks. The design process includes a written statement about the parameters of the design process, the sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities and potential solutions prior to the production of artworks.

Outcome 2:
Theory: Students develop skills in the visual analysis of artworks. Artworks from different times and locations are analysed to understand artists’ ideas and the creation of aesthetic qualities and identifiable art styles.

UNITS 3 AND 4

In Year 12 students will choose the art form(s) they wish to study to develop a folio of experimental artworks that are defined by a written exploration proposal. In Unit 4 students produce a cohesive folio of finished artworks. Students should have a high level of skill in their chosen art form. The art forms students can choose from include painting, drawing, mixed media, textiles, print making, photography, sculpture, ceramics or digital media imagery. Students who choose photography as their chosen art form must own a good quality digital camera as the College cannot lend cameras to students off site.

It is recommended that students have a current version of the computer program Adobe Complete Suite at home, a USB with at least 8 gigabit storage capacity and/or an external hard drive.
Unit 3: Studio production and professional art practices

School-assessed Task (SAT) 1 (33%)

An exploration proposal (written) and developmental folio (including a visual diary):

Students write an exploration proposal that formulates the content and parameters of an individual design process, and a plan of how this will be done. Students will apply a design process to explore and develop their ideas and produce a range of potential directions that reflects the concepts and ideas documented in the exploration proposal. Students document all their ideas, trials and refinements in a visual diary in visual and written form. The design process will lead to a range of potential solutions for producing finished art works in Unit 4. On completion of the SAT 1 folio students identify a range of potential directions that could be used to produce finished artworks in Unit 4.

Theory: The unit explores professional art practices and the development of distinctive styles/ art periods in artworks. Students investigate the response of artists to a wide range of stimuli and their use of materials and techniques. Considerations arising from the use made of the work of other artists in the making of new artwork are analysed. Students undertake an in depth study of the art practices of at least two artists.

Unit 4: Studio production and art industry contexts

School-assessed Task (SAT) 2 (33%)

Folio of artworks:

This unit focuses on the production of a cohesive folio of finished artworks (at least 2 artworks based on the potential directions created in Unit 3, SAT 1). In Unit 4 students document the process of making the final artworks in a visual diary. The finished artworks should reflect the skilful application of materials and techniques, and the resolution of aims, ideas and aesthetic qualities. At the end of Unit 4 students must write about the focus, reflection and evaluation of finished artworks: Written and visual documentation must identify the folio focus and evaluate the extent to which the finished artworks reflect the selected potential solutions, and effectively demonstrate a cohesive relationship between the works.

Theory: The Art Industry: This unit explores aspects of artists’ involvement in the current art industry focussing on the role of different galleries/exhibition spaces. Students must visit different Art spaces to learn about the roles of professionals in the Art industry and to study the many considerations involved in the promotion, presentation and conservation of artworks. An end of year examination (34%) will test the knowledge of students based on the theory units undertaken throughout the year.

PREREQUISITES

There are no prerequisites for Units 1, 2 and 3. However, students must undertake Unit 3 before undertaking Unit 4.

It is highly recommended that students undertake Units 1 and 2 before studying Units 3 and 4.

WHY STUDY THESE UNITS?

This area of study would suit highly motivated students interested in undertaking a study that is of interest to them. In completing this study students who are interested in further study in The Arts would have a folio of artwork demonstrating their ability to work through a design process to explore materials process and skills. Tertiary institutions look for a folio of artwork that shows a clear development of personal issues, ideas and/or style, as well as evidence of intelligent thought processes and imaginative solutions. Students will develop an understanding of professional practices and current art industry issues and learn how artists develop distinctive styles and interpret subject matter.
THEATRE STUDIES – Units 1 to 4

CONTENT

Plays are watched, read, interpreted, analysed, evaluated and presented to an audience. Students explore theatre through the ages and acquire knowledge of its tradition and history. They develop skills in the use of stagecraft, applying these skills in the classroom as well as performances to a wider audience.

Unit 1: Pre-Modern Theatre

Students explore and perform the theatrical styles/forms from the Pre-Modern era; that is works prior to the 1920s. For example Commedia Dell’Arte, Ritual Theatre, Elizabethan and Greek Theatre and others. They develop their knowledge and skills of different stage crafts. Students watch and review several live stage productions.

Unit 2: Modern Theatre

From the 1920’s to the present, students will explore and perform in a variety of naturalistic and non-naturalistic theatre styles. They will continue to build and broaden their knowledge of different stage crafts. Students will watch and review several live stage productions. Students are also encouraged to take on practical involvement in the College Drama Production.

Unit 3: Playscript interpretation

Building on all that has been learnt in Unit One and Two, students produce a full-scale production of their own. Students select the play and undertake two stagecraft responsibilities to ensure the show is ready for an audience. The history of the chosen play will also be studied with a focus on the playwright, performance styles and conventions. Students will watch and review a live stage production.

Unit 4: Performance Interpretation

Students will combine all that they have learnt, working on their own to research and interpret and prepare a theatrical interpretation of a monologue from a play. They will use a combination of stagecraft to develop their character and the scene for external assessment, presenting to an audience and the assessors. Students will watch and review a live stage production.

PREREQUISITES

There are no prerequisites for entry to Units 1, 2, and 3 although previous Drama experience would be of advantage. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 and 2 are recommended as a foundation for Units 3 and 4.

WHY STUDY THESE UNITS?

Theatre Studies will provide experience and understanding of many aspects of theatre production including stage direction, lighting, set design and construction, costume design, make up, special effects, sound design, and scripting techniques. Students interested in a career in the theatre would benefit from the opportunity to specialise in areas of theatre production and analysis of aspects of theatrical performance and stagecraft. The teamwork and organisational skills in producing a play can be applied to a number of career choices.
VISUAL COMMUNICATION AND DESIGN – Units 1 to 4

This study is intended to assist students in the understanding, use and interpretation of a range of visual communications. It involves a study of the vocabulary and grammar of visual communication which includes an understanding of, and application of, drawing and drawing conventions, design elements, and principles and function of design in communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life. Students who choose this subject need to be highly motivated and passionate about art and design. It is recommended that students have a current version of the computer program Adobe Complete Suite at home, a USB with at least 8 gigabyte storage capacity and/or an external hard drive.

CONTENT

Unit 1: Introduction to visual communication design
In this unit students are introduced to three stages of the design process, researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts. Students develop an understanding of how design elements and principles affect the visual message and how it is perceived by an audience.

Outcome 1 - Drawing as a means of communication
This area of study introduces the skill set that underpins the design process stages of generating ideas, developing concepts and refining drawings. It focuses on the development of visual language and design thinking skills. Students use observational, visualisation and presentation drawing (paraline, 2D drawings and perspective drawing) as the means by which ideas and concepts are communicated. On completion of this unit the student should be able to create drawings for different purposes using a range of drawing methods, media and materials.

Outcome 2 - Design elements and design principles
On completion of this unit the student should be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes.

Outcome 3 - Visual communication design in context
Through a case study approach, students explore how visual communications have been influenced by social and cultural factors and past and contemporary visual communication practices. This area of study introduces students to the design process stage of research.

Unit 2: Applications of visual communication design

Outcome 1 - Technical drawing in context
This area of study focuses on the acquisition and application of presentation drawing skills that incorporate the use of technical drawing conventions (by hand and using computer design programs). These drawings present information and ideas associated with a specific design field. One of the following design fields is selected for detailed study:
- environmental design; or
- industrial/product design.

Outcome 2 - Type and imagery
On completion of this unit the student should be able to manipulate type, style and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
Outcome 3 - Applying the design process to a given brief
This area of study focuses on the application of specific stages of the design process to organise thinking about approaches to solving design problems and presenting ideas. Students respond to a given brief addressing communication, environmental or industrial fields of design that outlines the messages or information to be conveyed to a target audience. Students learn to annotate and reflect upon decisions.

Unit 3: Design thinking and practice
Students study a range of existing visual communications in the communication environmental and industrial design fields. Students analyse how design elements, design principles, methods, media and materials are used in visual communications in these fields to achieve particular purposes for targeted audiences.

The focus of each design field is:
- communication
  - the design and presentation of visual information to convey ideas and concepts
- environmental
  - the design and presentation of visual information for built/constructed environments
- industrial
  - the design and presentation of visual information for manufactured products.

Outcome 1: Analysis and practice in context
On completion of this unit the student should be able to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications. Students complete a SAC to test their understanding of this outcome. In response to given stimulus material, create three visual communications designed for different contexts, purposes and audiences. These visual communications will include evidence of two or three-dimensional presentation drawing, and the use of digital methods.

Outcome 2: Design industry practice
In this area of study students investigate how the design process is applied in industry to create visual communications. Students develop an understanding of the processes and practices used to support collaboration between clients, designers and specialists when designing and producing these visual communications. Students complete a SAC to test their understanding of this outcome.

Outcome 3: Developing a brief and generating ideas (development folio) SAT
In this area of study students gain a detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas. Students develop an understanding of the contents of a brief and the critical role that it plays in forming the direction and boundaries for their research and generation of ideas. They apply this knowledge when developing a single brief that proposes and defines two distinct communication needs for a real or imaginary client. When defining the two needs for the client, students establish two clearly different directions that are distinct in their intentions and that will result in separate final presentation formats. For each need, consideration must be given to the target audience, the purposes of the communication and the possible contexts. These become the criteria to inform further decisions in the design process, and students must apply this process twice; once for each need. Students undertake research to gather information about each of the client’s needs and for inspiration in responding to the brief.

Annotations and sketches must be used to explain how they may be used to satisfy the brief. Students use both observational and visualisation drawings to investigate and document their ideas and approaches. Students apply design thinking techniques to support creative and reflective thinking and to organise their ideas. This work informs the evaluation and selection of design ideas that are developed into design concepts and presented as final visual communications in Unit 4. On completion of this unit the student should be able to apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.
Unit 4: Design development and presentation

Outcome 1 and 2 - Development of design concepts SAT
Using separate design processes, students develop and refine design concepts that satisfy each of the needs of the brief established in Unit 3. Students must develop two distinct final presentations based on the development and refinement completed in Unit 3.

Outcome 3 - Evaluation and explanation SAC
Students must devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.

ASSESSMENT OF LEVELS OF ACHIEVEMENT
School-assessed Coursework (SAC) for Unit 3 will contribute 20%
School-assessed Coursework (SAC) for Unit 4 will contribute 5%
The level of achievement for Units 3 and 4 is also assessed by a School-assessed Task (SAT), which will contribute 40%; and
An end-of-year examination, which will contribute 35%.

PREREQUISITES
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking unit 4. It is highly recommended that students undertake Units 1 and 2 before studying Units 3 and 4.

WHY STUDY THESE UNITS?
Visual communication in fields such as architecture, engineering, graphic design, multimedia design, cartography, advertising and fashion all depends on graphics to communicate ideas and information. This study is intended to assist students in the understanding, use and interpretation of a range of visual communications. Students intending to go on to tertiary studies or careers in these areas should definitely include this as one of their VCE subjects.
VCE VET

WHAT IS VCE VET?

A VET (Vocational Education and Training) course is a nationally recognised qualification delivered as a fully developed program of study within the VCE, contributing to satisfactory completion of the VCE. VCE VET programs will give you credit at Units 1 to 4 and they can contribute to your ATAR.

For VCE studies in 2016 students at Aitken College may select from Certificate II in Business, Certificate III in Music, Certificate III in Technical Production and Certificate III in Sport and Recreation. All internal courses are delivered on site and auspiced through an external Registered Training Organisation (RTO).

Successful completion of a VCE VET course in a senior secondary program provides students with:

- a VCE Certificate issued by the Victorian Curriculum and Assessment Authority (VCAA),
- and a complete VET Certificate or Statement of Results for partial completion of a certificate issued by an external RTO
- two Statements of Results issued by VCAA giving details of units completed in the VCE and units of competence / modules completed in the VET qualification
- an enhanced ATAR at Units 3 and 4 level, which can improve access to further education
- improved pathways into employment and/or further VET qualifications
- workplace experience, including Structured Workplace Learning (SWL).

Students value VET because it:

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

Employers value VET because it:

- contributes to the development of entry level skills for their industry
- provides students with a practical and focused introduction to workplace requirements
- enhances the employability of students
- enables industry to contribute to educational programs in schools
- enables industry to participate in local community networks.

If you would like to find further information on VCE VET courses and their place within the VCE program, you may find the following website useful:


**Note:**
For students who wish to undertake a VCE VET program as part of their VCE studies, it is recommended that students choose a maximum of two VCE VET courses.
VCE VET SUBJECT DETAILS

VCE VET BUSINESS

BSB20112 Certificate II in Business with selected units of competency from Certificate III in Business

“VCE VET Business involves more hands-on activities that allow students to interact with one another; we hardly do any set book work, unlike a lot of other business subjects, such as Accounting, Economics and Business Management. The course is self-paced, where the responsibility is up to the student to complete work at their own speed. I would recommend this subject to students who enjoy practical activities and group work.” (Stephanie Badura, Year 11 2013)

“VCE VET Business is a great class to do to learn and experience things about the workforce, using a hands-on approach. The work placement opportunity we get to at the end of the term should be a great learning experience as to how it feels to be a part of a serious, well-run business. It’s very interesting to learn about all the ins and outs of creating a business and what it takes to succeed.” (Kyra Tsitsinaris, Year 11 2015)

AIMS

The VCE VET Business program aims to:
- provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects within a broad range of business and industry settings
- enable participants to gain a recognised qualification and to make a more informed choice of vocation or career paths.

PREREQUISITES

There are no specific prerequisites for this subject but an interest in real working environments and the ability to complete short tasks on time are both important attributes. Basic familiarity with computers is useful for the Year 12 section of the certificate.
SEQUENCE

The Units 3 and 4 sequence is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

PROGRAM STRUCTURE DELIVERED AT AITKEN COLLEGE

Year 11: CERTIFICATE II IN BUSINESS – VCE VET Units 1 and 2:
(one core and eleven elective units as below)

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core units:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBWHS201A</td>
<td>Contribute to health and safety of self and others</td>
<td>20</td>
</tr>
<tr>
<td>Elective units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBCMM201A</td>
<td>Communicate in the workplace</td>
<td>40</td>
</tr>
<tr>
<td>BSBCUS201B</td>
<td>Deliver a service to customers</td>
<td>40</td>
</tr>
<tr>
<td>BSBIND201A</td>
<td>Work effectively in a business environment</td>
<td>30</td>
</tr>
<tr>
<td>BSBINM202A</td>
<td>Handle mail</td>
<td>15</td>
</tr>
<tr>
<td>BSBITU201A</td>
<td>Produce simple word processed documents</td>
<td>60</td>
</tr>
<tr>
<td>BSBITU202A</td>
<td>Create and use spreadsheets</td>
<td>30</td>
</tr>
<tr>
<td>BSBITU203A</td>
<td>Communicate electronically</td>
<td>20</td>
</tr>
<tr>
<td>BSBWS201A</td>
<td>Participate in environmentally sustainable work practices</td>
<td>20</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
<td>20</td>
</tr>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
<td>15</td>
</tr>
<tr>
<td>BSBWOR204A</td>
<td>Use business technology</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL HOURS:</td>
<td></td>
<td>330</td>
</tr>
</tbody>
</table>

YEAR 12: SELECTED UNITS OF COMPETENCE FROM CERTIFICATE III IN BUSINESS – VCE VET Units 3 and 4

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCUS301B</td>
<td>Deliver and monitor a service to customers</td>
<td>35</td>
</tr>
<tr>
<td>BSBINM301A</td>
<td>Organise workplace information</td>
<td>30</td>
</tr>
<tr>
<td>BSBITU306A</td>
<td>Design and produce business documents</td>
<td>80</td>
</tr>
<tr>
<td>BSBPRO301A</td>
<td>Recommend Products and Services</td>
<td>20</td>
</tr>
<tr>
<td>BSBWOR301B</td>
<td>Organise personal work priorities and development</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL HOURS:</td>
<td></td>
<td>195</td>
</tr>
</tbody>
</table>
STRUCTURED WORKPLACE LEARNING (SWL)

The VCAA strongly recommends that students enrolled in this program undertake a minimum of ten days Structured Workplace Learning spread across the duration of the training program including the school holidays. Structured Workplace Learning placements have the potential to clarify future course and vocational goals. Work placement organisation is the responsibility of the student although the college will provide support with the process and administration of this element of the course structure.

ASSESSMENT IN VET AND IN THE VCE

Assessment in Year 11 is competency-based for the VET component, but also includes several graded pieces of assessment as part of the VCE assessment. Assessment in Year 12 is competency-based for the VET component of assessment and graded assessment for the VCE requirements of the subject.

On successful completion of this program students are eligible for:
- The award of BSB20112 Certificate II in Business
- The award of a Statement of Attainment documenting achievement of units of competence that can contribute to completion of Certificate III in Business
- Recognition of up to five VCE VET units: up to three units at Units 1 and 2 level, and two units at Units 3 and 4. A study score is available for the scored Units 3 and 4 sequence of this program. The study score will contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study.
- Students may choose not to receive a study score, but in that case will not be eligible for any ATAR contribution from the scored sequence.

CAREER OPPORTUNITIES

Completion of the VCE VET Business program leads to the award of a qualification that articulates directly with higher level qualifications in the Business Services Training Package. The BSB07 Business Services Training Package comprises 64 qualifications from Certificate I to a Vocational Graduate Diploma in sectors such as:
- advertising
- human resource management
- small business management
- customer contact
- legal services
- micro business
- franchising
- marketing
- sales
- sales

EMPLOYABILITY SKILLS

Completion of the VCE VET Business program leads to the award of a qualification that is an industry based qualification that can complement the VCE qualification. In addition, students have workplace experience and an assessed range of demonstrated employability skills that help further improve prospects in the workplace.

FURTHER INFORMATION / USEFUL LINKS

VCE VET MUSIC

CUS30109 Certificate III in Music

“I chose VCE VET Music, because it enables me to follow my passion of playing and writing music on a daily basis, in an enjoyable environment. The course gives me the ability to increase my knowledge of music history, theory and different styles and generally improve my performance as a musician. I would recommend VCE VET Music to anyone who has a love of music.” (Jake Wehbeh, Year 11 2014)

“I enjoy doing VCE VET Music because you get to play different styles of music, be part of a band, learn to read music, write your own songs, gain a lot of fun experience from doing performances; most importantly though, I get to have a lot of fun.” (Sasha Caruso, Year 11 2014)

“VCE VET Music offers me the opportunity to perform live in the several concerts held at the college. It’s a really good experience and helps me progress as a performer. It also assists me in the understanding of music theory which is a necessity for pursuing a career in music.” (Sam Watters, Year 11 2015)

AIMS

The VCE VET Music program aims to:
• provide participants with the knowledge and skills that will enhance their employment prospects in the music or music-related industries
• enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

SEQUENCE

The Units 3 and 4 sequence is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.
PROGRAM STRUCTURE DELIVERED AT AITKEN COLLEGE

Year 11 VCE VET Units 1 and 2:  (3 core units and 5 elective units)

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Units:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUFCMP301A</td>
<td>Implement copyright arrangements</td>
<td>20</td>
</tr>
<tr>
<td>CUSIND301A</td>
<td>Work effectively in the music industry</td>
<td>35</td>
</tr>
<tr>
<td>CUSOHS301A</td>
<td>Follow occupational health and safety procedures</td>
<td>10</td>
</tr>
<tr>
<td>Elective units:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUSMCP301A</td>
<td>Compose simple songs or musical pieces</td>
<td>35</td>
</tr>
<tr>
<td>CUSMLT302A</td>
<td>Develop and apply aural-perception skills</td>
<td>45</td>
</tr>
<tr>
<td>CUSMLT303A</td>
<td>Notate music</td>
<td>40</td>
</tr>
<tr>
<td>CUSMPF203A</td>
<td>Develop ensemble skills for playing or singing music</td>
<td>50</td>
</tr>
<tr>
<td>CUSMPF303A</td>
<td>Contribute to backup accompaniment</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>TOTAL HOURS:</td>
<td>310</td>
</tr>
</tbody>
</table>

Year 12 VCE VET Units 3 and 4:  (4 core units and 1 elective unit)

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core units:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUSMPF301A</td>
<td>Develop technical skills in performance</td>
<td>20</td>
</tr>
<tr>
<td>CUSMPF305A</td>
<td>Develop improvisation skills</td>
<td>35</td>
</tr>
<tr>
<td>CUSMLT301A</td>
<td>Apply knowledge of genre to music making</td>
<td>40</td>
</tr>
<tr>
<td>CUSMPF402A</td>
<td>Develop and maintain stagecraft skills</td>
<td>70</td>
</tr>
<tr>
<td>Elective unit:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUSMPF404A</td>
<td>Perform music as part of a group</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>TOTAL HOURS:</td>
<td>235</td>
</tr>
</tbody>
</table>

VCE CREDIT

Up to five units; up to three at Units 1 and 2, and a Units 3 and 4 sequence.

DESCRIPTION

Certificate III in Music provides students with music industry knowledge, practical knowledge of copyright and how to follow occupational health and safety procedures important to the music industry. Units of competence in Certificate III in Music include preparing for performances, developing improvisation skills, extending technical skills in performance, operating a sound mixing console, editing sound using digital systems and expanding skills in critical listening.
ASSESSMENT IN VET AND IN THE VCE

Assessment in Year 11 is competency based and not mark based assessment. Assessment in Year 12 is competency based for the VET component of assessment and graded assessment for the VCE requirements of the subject.

On successful completion of this program students are eligible for:

- The award of CUS30109 Certificate III in Music.
- Recognition of up to five VCE VET units: up to three units at Units 1 and 2 level, and two units at Units 3 and 4. A study score is available for the scored Units 3 and 4 sequence of this program. The study score will contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study. Students may choose not to receive a study score, but in that case will not be eligible for any ATAR contribution from the scored sequence.

CAREER OPPORTUNITIES

Certificate III in Music provides students with music industry knowledge, practical knowledge of copyright and how to follow health, safety and security procedures important to the music industry. Completion of Certificate III in Music prepares students for work in the music industry in areas such as performance, critical listening, music management and music promotions. With additional training and experience, potential employment outcomes may include band member, song writer, composer, arranger, copier, promoter, teacher, instrumentalist.

FURTHER INFORMATION / USEFUL LINKS

VCE VET MUSIC – TECHNICAL PRODUCTION

CUS30209 Certificate III in Technical Production

"Having been involved with music performance for most of my life I thought it would be great to experience the technical side to its production. VCE VET Technical Production has been extremely enjoyable in the way it has enabled me to expand my knowledge of music and learn many new skills in the fields of production, sound recording and live performance setup. I thoroughly enjoy the subject, it provides me with a VCE enter score, a VET qualification and some great skills to use in the future; I highly recommend Technical Production to anybody with an interest in music." (Marcus Hondrogiannis, Year 11 2014)

“As a student without much musical ability, I am surprised at how much I enjoy VCE VET Technical Production. The classes do not require prior knowledge of music and I have learnt many new skills through practical activities, such as recording and creating our own music, setting up recording environments and live PA systems, including mixers, microphones and instruments. I highly recommend the course.” (Mark Kobakian, Year 11 2014)

AIMS

The VCE VET Music program aims to:

- provide participants with the knowledge and skills that will enhance their employment prospects in the music or music-related industries
- enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

SEQUENCE

The Units 3 and 4 sequence is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.
PROGRAM STRUCTURE DELIVERED AT AITKEN COLLEGE

Year 11 VCE VET Units 1 and 2: (six core and four elective units)

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core units:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBWOR203A</td>
<td>Work effectively with others</td>
<td>15</td>
</tr>
<tr>
<td>CUECOR01C</td>
<td>Manage own work and learning</td>
<td>10</td>
</tr>
<tr>
<td>CUEIND01C</td>
<td>Source and apply entertainment industry knowledge</td>
<td>10</td>
</tr>
<tr>
<td>CUSOHS301A</td>
<td>Follow occupational health and safety procedures</td>
<td>10</td>
</tr>
<tr>
<td>CUFCMP301A</td>
<td>Implement copyright arrangements</td>
<td>20</td>
</tr>
<tr>
<td>CUFSOU204A</td>
<td>Perform basic sound editing</td>
<td>30</td>
</tr>
<tr>
<td>Elective units:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUESOU03C</td>
<td>Operate professional audio equipment</td>
<td>100</td>
</tr>
<tr>
<td>CUESOU09B</td>
<td>Manage and compile audio relay material</td>
<td>50</td>
</tr>
<tr>
<td>CUSSOU201A</td>
<td>Assist with sound recordings</td>
<td>35</td>
</tr>
<tr>
<td>SITXEVT002B</td>
<td>Provide event staging support</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL HOURS:</td>
<td></td>
<td>310</td>
</tr>
</tbody>
</table>

Year 12 VCE VET Units 3 and 4:

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUESOU07B</td>
<td>Apply a general knowledge of audio work to activities</td>
<td>40</td>
</tr>
<tr>
<td>CUESOU08B</td>
<td>Select and manage microphone and other audio input sources</td>
<td>30</td>
</tr>
<tr>
<td>CUSSOU301A</td>
<td>Provide Sound Reinforcement</td>
<td>40</td>
</tr>
<tr>
<td>CUSSOU302A</td>
<td>Record and mix a basic music demo</td>
<td>40</td>
</tr>
<tr>
<td>CUSSOU303A</td>
<td>Set up and dissemble audio equipment</td>
<td>40</td>
</tr>
<tr>
<td>TOTAL HOURS:</td>
<td></td>
<td>190</td>
</tr>
</tbody>
</table>

VCE CREDIT
Up to five units; up to three at Units 1 and 2, and a Units 3 and 4 sequence.

DESCRIPTION
Certificate III in Technical Production provides students with the practical skills and knowledge to record, mix and edit sound sources. Units 1 and 2 of the program include developing music industry knowledge, establishing contractual and work relationships, and following health, safety and security practices. For Units 3 and 4 students undertake units of competence that include editing sound using digital systems, operating sound mixing console, operating sound reinforcement system and mixing sound sources.
ASSESSMENT IN VET AND IN THE VCE

Assessment in Year 11 is competency-based and not mark-based assessment. Assessment in Year 12 is competency-based for the VET component of assessment and graded assessment for the VCE requirements of the subject.

On successful completion of this program students are eligible for:

- The award of CUS30209 Certificate III in Technical Production.
- Recognition of up to five VCE VET units: up to three units at Units 1 and 2 level, and two units at Units 3 and 4. A study score is available for the scored Units 3 and 4 sequence of this program. The study score will contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study. Students may choose not to receive a study score, but in that case will not be eligible for any ATAR contribution from the scored sequence.

CAREER OPPORTUNITIES

Completion of Certificate III in Technical Production prepares students for work in the music industry in areas such as sound track laying, digital editing and mixing, audio visual equipment operations and stage management and can be applied to workplaces such as stage productions, radio and medium to large recording studios. With additional training and experience, potential employment outcomes may include sound technician, tour crew member, studio engineer, theatre/television audio technician.

FURTHER INFORMATION / USEFUL LINKS

VCE VET SPORT AND RECREATION

SIS30513: Certificate III in Sport and Recreation

Year 11 – Units 1 and 2
Year 12 – Units 3 and 4

“Throughout VCE VET Sport and Recreation I have learnt a variety of things, such as safety in health and sport, first aid, organisational policies and procedures and session planning. I have enjoyed developing new skills through hands on tasks, such as assisting at the Junior School Athletics Carnival and running Perceptual Motor Program sessions with Fairview students. We learn and discovered new things every class, which has made the subject extremely enjoyable. Mr Mackrell is a great teacher, who is always there with a helping hand; ensuring all students achieve their best.”
(Sabrina Nassar, Year 11 2014)

“I enjoy VCE VET Sport and Recreation, because it is an enjoyable subject that enables me to learn fitness industry skills and knowledge I will need throughout life. I am interested in conducting sport sessions and providing first aid, therefore VCE VET Sport and Recreation was a great subject choice for me. Mr Mackrell is enthusiastic in his teaching and his willingness to help students achieve their best throughout the whole year. (Ebony Yendall, Year 11 2014)

AIMS

The VET Sport and Recreation program provides students the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of community and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through theory and practical sessions.

Possible career paths:
- Sports Administration
- Event management and promotions
- Facility maintenance – facilities include leisure/aquatic centres, amusement parks and theme parks
- Fitness instructing
- Physical education Teacher
- Lifeguard
# Certificate III in Sport and Recreation

## Units 1 and 2

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core units:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBCRT301A</td>
<td>Develop and extend critical and creative thinking skills</td>
<td>40</td>
</tr>
<tr>
<td>BSBWOR301B</td>
<td>Organise personal work priorities and development</td>
<td>30</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
<td>18</td>
</tr>
<tr>
<td>ICAWEB201A</td>
<td>Use social media tools for collaboration and engagement</td>
<td>20</td>
</tr>
<tr>
<td>SISXCCS201A</td>
<td>Provide customer service</td>
<td>15</td>
</tr>
<tr>
<td>SISXEMR201A</td>
<td>Respond to emergency situations</td>
<td>18</td>
</tr>
<tr>
<td>SISXWHS101</td>
<td>Follow work health and safety policies</td>
<td>10</td>
</tr>
<tr>
<td><strong>SUBTOTAL HOURS:</strong></td>
<td></td>
<td><strong>151</strong></td>
</tr>
<tr>
<td><strong>Elective units:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SISSATH201A</td>
<td>Teach the fundamental skills of athletics</td>
<td>45</td>
</tr>
<tr>
<td>SISSOFO22</td>
<td>Officiate games or competitions</td>
<td>50</td>
</tr>
<tr>
<td>SISSSOFO101</td>
<td>Develop and update officiating knowledge</td>
<td>15</td>
</tr>
<tr>
<td><strong>SUBTOTAL HOURS:</strong></td>
<td></td>
<td><strong>110</strong></td>
</tr>
<tr>
<td><strong>TOTAL HOURS:</strong></td>
<td></td>
<td><strong>261</strong></td>
</tr>
</tbody>
</table>

## Units 3 and 4

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core units:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SISXCAI303A</td>
<td>Plan and conduct sport and recreation sessions</td>
<td>20</td>
</tr>
<tr>
<td>SISXCAI306A</td>
<td>Facilitate groups</td>
<td>25</td>
</tr>
<tr>
<td>SITXCOM401</td>
<td>Manage conflict</td>
<td>20</td>
</tr>
<tr>
<td>SISSSPT303A</td>
<td>Conduct basic warm-up and cool-down programs</td>
<td>30</td>
</tr>
<tr>
<td>SISXRES301A</td>
<td>Provide public education on the use of resources</td>
<td>25</td>
</tr>
<tr>
<td>SISXRSK301A</td>
<td>Undertake risk analysis of activities</td>
<td>20</td>
</tr>
<tr>
<td><strong>SUBTOTAL HOURS:</strong></td>
<td></td>
<td><strong>140</strong></td>
</tr>
<tr>
<td><strong>Elective units:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SISFFIT301A</td>
<td>Provide fitness orientation and health screening</td>
<td>15</td>
</tr>
<tr>
<td>SISFFIT304A</td>
<td>Instruct and monitor fitness programs</td>
<td>45</td>
</tr>
<tr>
<td><strong>SUBTOTAL HOURS:</strong></td>
<td></td>
<td><strong>60</strong></td>
</tr>
<tr>
<td><strong>TOTAL HOURS:</strong></td>
<td></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>
VCE CREDIT
Up to five units; up to three at Units 1 and 2, and a Units 3 and 4 sequence

DESCRIPTION
Certificate III in Sport and Recreation provides students with the knowledge and skills that will enhance their employment prospects in the sport and recreation industries. Compulsory units of competency in the program include assist in preparing and conducting sport and recreation sessions, work effectively in sport and recreation environments and respond to emergency situations. Possible employment outcomes may include providing support in the provision of sport and recreation programs, ground and facilities maintenance and working in the service industry in locations such as fitness centres, outdoor sporting grounds or aquatic centres.

ASSESSMENT IN VET AND IN THE VCE
Assessment in Year 12 is competency-based for the VET component of assessment and graded assessment for the VCE requirements of the subject.

On successful completion of this program students are eligible for:
• SIS30512 Certificate III in Sport and Recreation.
  It must be noted that this certificate is commenced in Year 11 and completed in Year 12. If a student does not continue with the certificate into Year 12 then a Statement of Attainment for the units of competency completed satisfactorily will be issued. A full certificate is issued on satisfactory completion of all the units of competency at the end of Year 12.
• Recognition of up to five VCE VET units: up to three units at Units 1 and 2 level, and two units at Units 3 and 4. A study score is available for the scored Units 3 and 4 sequence of this program. The study score will contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study. Students may choose not to receive a study score, but in that case will not be eligible for any ATAR contribution from the scored sequence.

FURTHER INFORMATION / USEFUL LINKS
• http://training.gov.au/Training/Details/SIS30513