

# DE LA SALLE COLLEGE

MALVERN



## VCE/VCAL HANDBOOK 2013-2014

HE'S LEARNING TO LIVE AND LEAD

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## MISSION

De La Salle College is a Catholic College in the Lasallian tradition, enabling students in a community of faith and excellence to achieve their full potential with integrity and distinction.

## VISION

To be an outstanding school striving for excellence and innovative academic achievement, in a community of mutual respect and support, to best prepare men for our world.

## VALUES

At De La Salle College we are committed to our faith, our educational community and our spirit of service and compassion.

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# SECTION ONE

## CHOOSING A YEAR 11 & 12 PROGRAM OF STUDY

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## YEARS 11 AND 12 AT DE LA SALLE COLLEGE

Students in Year 10 in Victoria face significant decisions regarding their course of study for the final years of secondary schooling.

De La Salle College, a Catholic school in the Lasallian tradition, is proud of the support given to students and their families. This is support not just in making the various choices but the support provided in undertaking the diverse range of programs available.

De La Salle College expects, supports and celebrates the achievement of excellence in all areas. With dedicated, expert staff and excellent resources, the College has a strong record of academic excellence across a broad range of programs. In the VCE this is shown with high numbers of outstanding ATAR scores and high individual Study scores. This strong record operates in a school that has an inclusive enrolment policy.

De La Salle College also achieves excellence in vocational education. Students who take a more vocationally oriented program are supported by expert staff, access to high quality resources and diverse program offerings. For these students we have an outstanding record of placement of students in employment and/or further training on completion of Year 11 and 12. De La Salle College students have a real advantage in competitive access to post-secondary options.

Studying at senior levels assumes and requires a much greater level of student self-discipline and responsibility. This is reciprocated by teaching that is a partnership and reflects the increasing maturity of the students at these levels. This is even more strongly supported at a school like De La Salle College with its separate senior campus. The atmosphere and specialist facilities complement this mature mode of learning.

Selecting a Year 11 and 12 program at De La Salle College is a lot more than simply selecting a list of subjects. The education provided in the senior years is consistent with the College's vision of a holistic program supporting spiritual, academic, cultural, sporting, and social growth for each student. Selecting a senior program at De La Salle is a commitment to the tangible benefits that come from participation in the full life of the College.

In exploring differing pathways and in making your choices for programs of senior study you are invited to use this Handbook extensively. The Handbook contains much information about differing programs and differing subjects within programs. It also contains links to other resources. Most importantly it refers to expert personnel who can further support and advise you on this important journey. Use these resources extensively as you prepare for the post-compulsory years of your secondary school education.



Sally Buick  
Deputy Principal - Curriculum

Tim Ford  
Head of Kinnoull Campus

# YEARS 11 AND 12 PROGRAM SELECTION

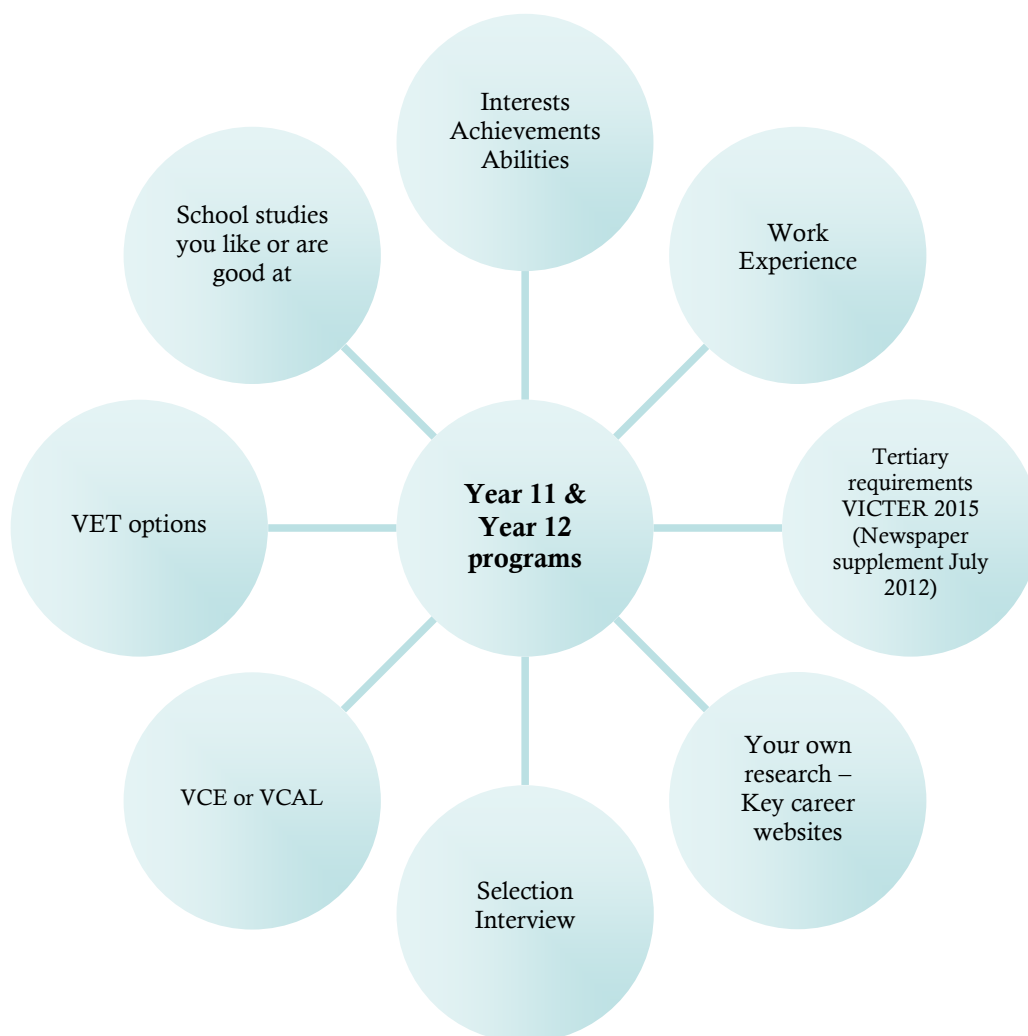
## CAREER PATHWAY PLANNING

The purpose of this handbook is to provide you, the student, with enough information and advice to enable you to choose a program of studies that suits your interests, abilities and future directions.

The handbook describes:

- The programs offered at De La Salle College
- The studies offered at the College
- The process of subject selection
- Staff able to offer you extra assistance

The diagram below summarizes what to consider in making your selections.

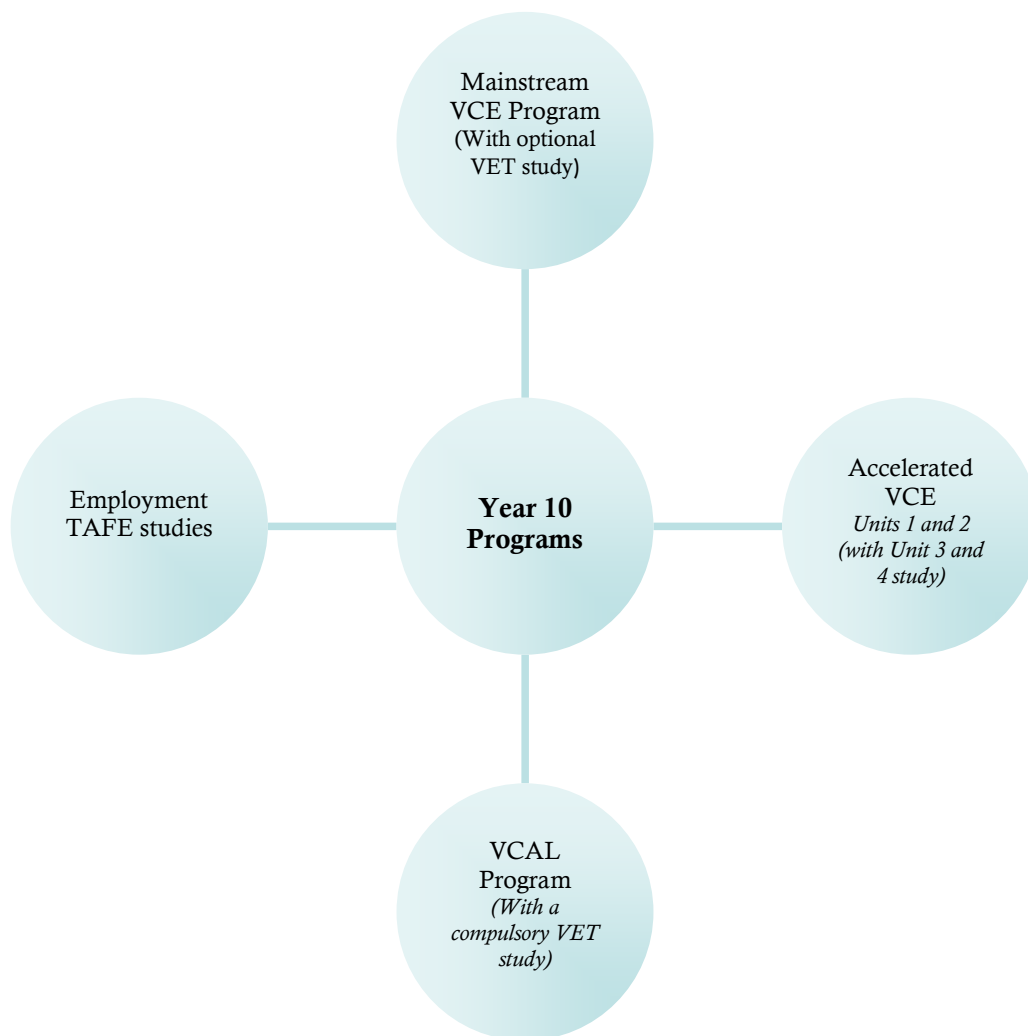


## YEAR 10 STUDENTS

### PROGRAM PATHWAYS THAT YOU COULD CHOOSE IN 2013

**Step 1:**

It is important that you select a program that best suits your interests and abilities. The diagram below illustrates the main choices for a typical Year 10 student.





**Step 2:**

- You should select Studies within your program in which you are more likely to achieve good results. Regardless of post school intentions, places at TAFE's, Universities and for apprenticeships, are significantly selected on a students' results.
- You should select Studies to ensure that you have a range of post school options. Some Studies like Mathematics are important to retain to keep your options open.
- It is important to speak to teachers and to investigate tertiary courses for prerequisites and availability. You should check the following resources:

**VICTER 2015 (also in a newspaper supplement July 2012)**

**VTAC– [www.vtac.edu.au/counselink](http://www.vtac.edu.au/counselink)**

**Step 3:**

Do some research. Attendance at Career Expos, Open Days and other information sessions and undertaking website investigations will enable you to gather relevant information.

*Some helpful websites are:*

**The Job Guide** [www.jobguide.thegoodguides.com.au](http://www.jobguide.thegoodguides.com.au) (hard copy available in the Careers office)

**My Future** [www.myfuture.edu.au/the](http://www.myfuture.edu.au/the) facts/choosing school subjects

**Workplace Information.** You should note the current growth occupations or industry “skill shortages” and new or emerging industries. See [www.jobsearch.gov.au/careers](http://www.jobsearch.gov.au/careers)

**Apprenticeships** [www.aajobpathways.com.au](http://www.aajobpathways.com.au) – an excellent site to show you details about apprenticeships.

**Step 4:**

From Year 10 onwards you should begin to develop a plan for achieving your goals and be willing to adapt and change this plan as necessary.

(See Pathway Planner included in Section Three)

**Step 5:**

Follow the program selection timeline as described in this handbook.

## WHICH CERTIFICATE - VCE OR VCAL?

Most students in Victoria have a choice of two senior secondary certificates, both of which mark the satisfactory completion of secondary schooling. These are both administered and regulated by the Victorian Curriculum and Assessment Authority (VCAA). These two certificates are the VCE and VCAL.

### **VCE: The Victorian Certificate of Education**

The VCE is a single certificate that recognises the successful completion of Years 11 and 12. The VCE provides pathways to further study at University or Technical and Further Education (TAFE) as well as to employment.

*VCE is intended by its design to cater for a wide range of abilities. The standards-based Assessment system is designed to generate a score usable for competitive tertiary entrance. This involves assessments revolving around testing and examinations in the main. It should be noted that a VCE course does not have to lead to tertiary studies but the assessment presumes it may.*

VCE subjects provide the opportunity for detailed study across the whole of the curriculum from Arts/Humanities to Business, Science and Technology as well as Languages other than English (LOTE). The only compulsory subject in VCE is English. (Although De La Salle College, like nearly every other Catholic secondary college, requires all VCE students to undertake two VCE units for Religious Education.)

Year 12 VCE assessments are conducted under the VCAA and include examinations. These numeric assessments (Study Scores) are the basis for the generation of an ATAR (Australian Tertiary Admission Rank – formerly known as the ENTER). The ATAR is the basis for entry to most university courses and a large number of TAFE courses.

### **VCAL: The Victorian Certificate of Applied Learning**

Just like the VCE, the VCAL is an accredited senior secondary school certificate undertaken in Years 11 and 12. VCAL has three levels. At De La Salle College, Intermediate VCAL is offered at Year 11 and Senior VCAL is offered at Year 12.

*VCAL is designed to cater for students who wish to acquire skills that will lead more towards further vocational training or employment. The Competency-based assessment used does not revolve around testing and examinations. It is not numeric and does not provide the basis for the generation of an ATAR.*

*It should be noted that a VCAL course can lead to tertiary study (and can even lead to degree courses following certificate courses after completing the Certificate).*

Students who do VCAL are more likely to be interested in going onto training at TAFE, doing a traineeship or apprenticeship, or getting a job after completion of their schooling.

The VCAL is a hands-on, vocationally oriented option for students. The course is focused on the development of work-related and industry specific skills. These are focused on participation in ongoing, compulsory study of Literacy, Numeracy and Personal Development Strands. These are delivered at school in VCAL classes. The Work Related Strand is delivered by Structured Work Placement 1 or 2 days per week. The Industry Specific Strand is covered with either a VET or Australian School Based Apprenticeship (AASBA) option.

# MINIMUM STANDARDS FOR SELECTION OF POST-COMPULSORY COURSES

Entry to either VCE or VCAL is not automatic at De La Salle College. Students seeking entry to either certificate must demonstrate levels of performance that show readiness to undertake the learning required.

## 1.1. VCE Entry

**1.1.1.** In order to enter a VCE course of study, a student must meet sufficient subject entry requirements to be able to meet VCE course requirements. If it becomes apparent to the school that a student is unable or unlikely to meet the requirements to enter or continue a VCE course of study, the student will be required to undertake a Pathway Review

**1.1.2.** Subject entry requirements: each VCE subject will specify minimum entry requirements for selection at level 1 / 2 and at level 3 / 4. These are contained in the subject descriptions.

**1.1.3.** Course requirements: VCAA requirements for VCE completion specify minimum unit completion over the two years and in the final year. The application of these at De La Salle College is that for a student to be able to assemble a full VCE course they need to be able to meet the entry requirements to select:

- Unit 1 / 2 level
  - English
  - Religious Education [Religion and Society Unit 1]
  - 5 other unit 1 / 2 pairs
- Unit 3 / 4 level
  - English
  - Religious Education [Religion & Society (Ethics) Unit 2]
  - 4 other unit 3 / 4 sequences

These units can be acquired over more than two years and can be mixed.

## 1.2. VCAL Entry

To be eligible for the VCAL program, students must demonstrate a commitment to a learning program that includes school-based studies, industry work placements, and a VET Study in the area of their chosen vocation. In order to enter the VCAL program students must meet the necessary entry requirements as specified by the College under the auspices of the VCAA.

**1.2.1. Intermediate VCAL.(Year 11)** For entry into the Intermediate VCAL students must satisfy all of the following:

- Undertaken Year 10, be enrolled in a VET Study and have an Industry Work Placement (one day per week)
- A referral from both the Pathways Coordinator and the Assistant Principal, Curriculum.
- Evidence of student's commitment to commencing an applied learning program.
- Parental consent.

**1.2.2. Senior VCAL:** (Year 12) For entry into the Senior VCAL program, students must have either:

- Undertaken Year 11 VCE, be enrolled in a VET Study and have an Industry Work Placement (two days per week)

OR

- Satisfied all the outcomes for Intermediate VCAL, be enrolled in a VET Study and have an Industry Work placement (2 days per week)

## VCE – STRUCTURE OF A PROGRAM AND ASSESSMENT

The VCE program structure and details of Studies (subjects) are the responsibility of the Victorian Curriculum and Assessment Authority (VCAA). You may wish to visit the VCAA's website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) where you can see these in detail.

### Building a VCE program – Studies and Units

The VCE is awarded solely on the basis of satisfactory completion of Units. Each Unit is designed to be completed typically over one semester or two school terms. Most Studies (subjects) have four Units: Units 1 and 2 are *usually* completed in Year 11 and can be taken as single Units. Units 3 and 4 are *usually* completed in Year 12 and must be taken together as a sequence. Units in most Studies are designed to allow entry at Unit 1 or Unit 2 or Unit 3. Generally, it is best to have done Units 1 *and* 2 or at least Unit 1 *or* 2 of the Study, before attempting Units 3 and 4. Where it is essential that Units 1 and 2 be taken before attempting Units 3 and 4, this has been noted in the course descriptions.

### Building a VCE program – A two year program

At De La Salle College, **Year 11 students** will *normally* take seven studies, including English and one Religious Education Unit. **Year 12 students** will *normally* take five Units 3/4 Studies including English and/or Literature plus one Religious Education Unit.

The majority of students will complete their VCE in two years, but others may wish to take three years for a variety of reasons. Some Year 10 students may opt to do one or two VCE Studies. Where a student satisfactorily completes a VCE Study outside of the College, he will gain credit towards his VCE. This Study is considered an *addition* to his De La Salle VCE program.

At De La Salle College a VCE program or course of study over the two years **must** include:

- four Units of English (This requirement could be made up of English Units 1 and 2 plus English 3/4 and/or Literature 3/4.
- at least two Religious Education Units;

### Satisfactory Completion of a Program – Award of the VCE Certificate

To **gain** their VCE, students must **satisfactorily** complete (over the two or more years):

- **At least 3 Units** of English. This requirement can be met by gaining an “S” for any 3 Units from English Units 1 and 2, English Units 3 and 4 and Literature Units 3 and 4.  
*[NB: To receive an ATAR, a student must satisfactorily complete Units 3 and 4 of English or Literature.]*
- **At least 16 Units**. This must include **at least 3 Units** of English. *[NB: The VCE/VET Studies count for four Units if taken in Years 11 and 12 (like any other VCE Study).]*
- **At least 3 sequences** of **Units 3 and 4 Studies** *other* than English.

## Assessment in the VCE

### Satisfactory Completion of Units 1 – 4:

For satisfactory completion of a Unit, a student must demonstrate achievement of each of the outcomes for the Unit that are specified in the Study Design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's performance on each of the assessment tasks designed for the Unit. The student receives an **S** for a Unit when all outcomes are achieved satisfactorily.

To achieve an “**S**” for an outcome, a student must:

- produce work that meets the required minimum standard of 50% for each task; (Students will be given the opportunity to re-sit or resubmit work in order to achieve this minimum standard if necessary)
- submit work on time;
- submit work that is clearly his own; and
- observe the VCAA and school rules (including attendance).

If one or more learning outcome is “**N**” (**Not Satisfactory**) then the overall result for the Unit will be “**N**”.

Attendance in class and at scheduled times for assessment is critical to the successful completion of the VET/VCAL program. The De La Salle VCE Attendance Policy states:

### Attendance

**Minimum Attendance:** VCAA requires school to set minimum levels of attendance for satisfactory completion of VCE units. Breach of these rules results in award of **N** ie failure of each outcome where the minimum attendance has not been met.

**DLS Minimum Attendance:** De La Salle College requires a minimum attendance of 90% of classes in each subject at each Year Level. That is, no more than 10% of classes can be missed without Approved Leave.

### Approved Leave

The following absences are deemed approved:

- participation in ACC competition
- attendance on school-approved excursions and activities
- absence due to illness as evidenced by a medical certificate. **NB** *It is the student's responsibility to provide the medical certificate on return. Certificates should be delivered to the Kinnoull office where the records will be updated and the certificated retained on file.*

Other absences require written application to the Principal for approval. The College does not approve extended absences, especially for holidays, during term time. Any student who has an unapproved absence when a formal assessment is being conducted will not be afforded the opportunity to re-sit. **NB:** *Satisfactory performance in end of semester exams is a necessary pre-requisite for promotion.*

## **Assessment of Levels of Performance Units 1-4**

### **Units 3 and 4:**

In each Study at Units 3 and 4 level there are **two or three graded assessments**, at least one of which is an external examination. The other graded assessments are School-Assessed Tasks (SATs), School-Assessed Coursework (SACs) or both.

- School-Assessed Coursework (SACs) apply in most VCE Studies. They consist of a number of smaller tasks completed mainly in class. These tasks may be tests, essays, practical work or extended analysis tasks over a number of periods.
- School Assessed Tasks (SATs) apply in the following studies: Visual Communication & Design, Design & Technology, Studio Arts, Systems Engineering and Media.
- The three graded assessments are used to produce a **Study Score** out of 50 for each Study.

### **Units 1 and 2:**

In Units 1 and 2 the Assessment Tasks are similar in nature to those in Units 3 and 4 of the corresponding Study. The marks awarded in Units 1 and 2 are not reported to the VCAA but will be shown on the De La Salle College reports as percentages. For Units 1 and 2, only the “S” or “N” is reported to VCAA at the end of the year.

## THE VCAL PROGRAM AT DE LA SALLE

The VCAL program structure and details of strands (subject areas) are the responsibility of the Victorian Curriculum and Assessment Authority (VCAA). You may wish to visit the VCAA's website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) where you can see these in detail.

### Building a VCAL program

Like the VCE, the VCAL is a recognised senior qualification. Unlike VCE, VCAL does not provide students with an ATAR score which is commonly used by students to access university programs. Students who do VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 11 and/or Year 12. A certificate issued by VCAA will be awarded to students who successfully complete each level of VCAL. eg VCAL Intermediate Certificate in Year 11 and VCAL Senior Certificate in Year 12.

The VCAL gives students practical work-related experience, as well as literacy and numeracy skills and the opportunity to develop personal skills that are important for life and work. VCAL also aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education.

The principles underpinning the VCAL are:

- tailoring a program to suit students' interests
- personal 'holistic' development
- development of work related and industry specific skills

These principles are within the context of applied learning. In the VCAL these principles are shown through:

- The development of knowledge and employability skills that help prepare students for work and for participation in a broader society – family, community and lifelong learning.
- The development of knowledge and skills that assist students to make informed vocational choices and facilitate pathways to further learning and employment.

### VCAL Program Structure at De La Salle College

The VCAL's flexibility enables the College to design a study program that suits the interests and learning needs of individual students. Students select an accredited Vocational Education and Training (VET) Study or Australian School-based Apprenticeship (ASBA) option as part of units from the following [four compulsory strands](#) of VCAL.



VCAL LEVEL	LITERACY AND NUMERACY STRAND	PERSONAL DEVELOPMENT STRAND	WORK RELATED STRAND	INDUSTRY SPECIFIC STRAND
<b>Intermediate (Year 11)</b>	Literacy Skills in Reading, Writing and Oral Communication  Numeracy Skills for personal, work and social lives	Delivered through RE, Sport and project work both at school and within the community	Structured Work Placement ( <b>one</b> fixed day per week with an approved employer) plus additional learning in OHS and other workplace skills	Any VET Study or ASBA option
<b>Senior (Year 12)</b>	Further Literacy Skills in Reading, Writing and Oral Communication  Further Numeracy Skills for personal, work (especially technical information) and social lives	Delivered through RE, Sport and project work both at school and within the community	Structured Work Placement ( <b>two</b> fixed days per week with an approved employer) plus additional learning in OHS and other workplace skills	Any VET Study or ASBA option

### Satisfactory Completion of a Program – Award of a VCAL Certificate

The nominal duration of each VCAL certificate (eg. Intermediate—Year 11 / Senior—Year 12) is 500 hours which requires students to meet a 95% attendance to attain a VCAL qualification. At De La Salle College a student's VCAL program is based on a fulltime enrolment and includes their participation in VCAL classroom learning, VET and Structured Workplace Learning (SWL). A student's VCAL learning program must include each of the four strands – Literacy and Numeracy, Personal Development, Work Related and Industry Specific (generally VET). De La Salle offers an integrated VCAL program with many of the Outcomes being covered across the Strands as well as through two compulsory VET Studies undertaken at the Intermediate level. (Certificate II in Small Business and Innovation and Certificate II in Live Theatre Production and Events).

A student is awarded a Certificate when they gain credits for 10 units that fulfill the minimum requirements for a student's learning program. A credit is gained for successful completion of a Unit of Study. A Unit of Study can be:

- 1 VCAL Unit
- 1 VCE/VET Unit (approximately 100 hours for VET modules/units of competence and/or Further Education (FE) modules)

Each Unit of Study must be justified against the purpose statement for one of the four VCAL curriculum strands.

A student's VCAL learning program must also include:

- at least one Literacy Unit
- at least one Numeracy Unit
- at least one Unit from the Industry Specific Skills strand. At the Intermediate and Senior levels this must include a Unit of Study from a VET qualification
- at least one Unit from the Work Related Skills strand (delivered through the Cert II in Live Theatre Production and Events).
- at least one Unit from the Personal Development Skills strand (delivered through Religious Education).

- at least six credits at the level or above, of which one must be Literacy and one VCAL Personal Development Skills Unit.

## **Assessment in VCAL**

Assessment in VCAL is done through use of learning activities which often integrate tasks between strands. It relies on students achieving competency in a range of often non-sequential skills and will require learning outcomes to be repeated within numerous learning activities. Assessment is recorded as either 'C' (competent) or 'NYC' (not yet competent).

Competency refers to the knowledge, skill or attitude that enables students to effectively perform the skills, activities or functions taught to the standards expected in employment. Competency is developed over time and must have been assessed on numerous occasions in various situations. Competence is a gradual and individual process but it must be achieved in all Learning Outcomes in order for a Unit credit to be awarded.

The following points are important for understanding assessment in VCAL:

- The learning outcomes for the VCAL units are not designed to be taught one at a time or in isolation from each other. The learning outcomes should be viewed holistically in the context of a project or thematic activity. Assessment tasks should therefore reflect the scope of the learning outcomes and may include evidence that is collected over a period of time.
- Evidence of student achievement will be collected as it occurs through ongoing assessment approaches, usually through the development of a portfolio. Teachers will need to be able to observe and collect evidence at different times for different students in some cases.
- Students will be engaged in projects or thematic activities. The program should be designed so that projects or activities holistically link up a number of learning outcomes at the one time. In general, students might complete one or two projects linked to a theme within the one Unit. Each project will provide opportunities to collect evidence of achievement of the learning outcomes.
- Assessment can occur at any time during the Unit when the student and teacher are confident that the student is able to demonstrate successful completion of the learning outcome/s. The assessment schedule can be discussed and negotiated in advance during the program.
- The context of the assessment should match the context of the learning program and be consistent with the purpose statement of the VCAL Unit. The assessment should be reliable. This means that if a student is assessed against the learning outcome on a number of occasions, the results should be consistent.
- The assessment criteria are provided to further describe the learning outcomes and are intended as a guide for teachers to ensure consistency in the way learning outcomes are interpreted and assessed. It is the learning outcome that must be achieved. Evidence for each assessment criterion does not need to be collected.

The level of a VCAL Unit assessment task should be determined by:

- the level of a teacher support and supervision required
- the complexity of the literacy, numeracy and independent learning skills that the student would need to apply to the task.

All assessment tasks should be consistent with the purpose statement of the VCAL curriculum strand for which they are designed. Rather than traditional test-based assessments, units are designed around project-based activities that integrate learning outcomes within a context or thematic approach.

**For further information about studying VCAL at De La Salle College please contact**

**The VCAL Coordinator, Ms Kerry Martin on 9508 2396  
[kmartin@delasalle.vic.edu.au](mailto:kmartin@delasalle.vic.edu.au)**

## ACCELERATION IN VCE

It is possible for a Year 11 student to take a Units 3/4 Study, normally after completing Units 1 and 2 when in Year 10. Students join the Year 12 class in order to complete all the work set for that subject. On completion of the VCE, a student's results from studies in 2012 are added to his results from Year 12 studies in 2012. In effect, he completes **6** studies over two years - instead of the usual **5** in one year.

The program for a Year 11 student taking a Unit 3/4 Study would be English Units 1 and 2, a Religious Education Unit, **four** Units 1/2 studies and one Unit 3/4 Study. When the student is in Year 12, he would be expected to take **five** Units 3/4 studies and a Religious Education Unit.

Taking a Unit 3 / 4 Study in Year 11 is only an option for students who have demonstrated extremely strong academic ability across all their subjects, together with very good study and organizational skills. Such a student would normally have undertaken a Unit 1 / 2 Study while in Year 10.

Students who are interested in applying to take a Units 3/4 Study will be required to complete an additional Application Form available from the Head of Kinnoull Campus. An application to study a Units 3/4 Study covers all such studies. The Key Learning Area Coordinator of the relevant Study will assist in assessing each application. In accordance with the College's Acceleration Policy, participation in acceleration studies is **not** automatic, but subject to meeting the established criteria.

Eligibility for acceleration for any VCE Study is based on demonstrated very high levels of performance in relevant studies and very strong levels of application in all studies. (While the "practice benefit" of experiencing a subject from a higher year level is acknowledged, this must not be the sole basis for selection.)

The evidence required for demonstration of eligibility is:

- *Level of performance:* (See Page 16 for specifics.)
- *Level of application:* A student must not have a single "N" or "NST" in any other area of learning in the last 2 semesters, should have a perfect record of work submission in all subjects and a record showing cooperative behaviour.

Application requires the following:

1. Completion of Prerequisites 'box' in Application Form demonstrating levels of achievement. N.B. These will be checked by the College against report records held on file.
2. Evidence of discussion of the proposed selection with a teacher of subject.
3. Application to state which subject will be "dropped" for the acceleration subject. This subject will be selected if the application is not approved.
4. Applications will be considered by the Assistant Principal Curriculum in consultation with the Head of Campus, the current Level Coordinator and KLAC (or delegate)
5. The A P Curriculum will make the final decision. Formal written advice of the decision (and reasons if negative) will be sent to parent(s),
6. Approval is provisional only and subject to confirmation from end of year results.

Students considering applying for acceleration should note the following:

- Students should not accelerate in their strongest field of study. Research shows that completing your strongest Studies while a year older will produce even stronger results.
- Students should be wary of acceleration that ends up taking so much of their time and energy for their Year 12 subject that their other five Year 11 subjects suffer. This can then diminish their performance in the following year as they have not maximized their preparation in Units 1 and 2.

### **VCE Units 3 & 4 available for acceleration 2012 and Specific Requirements**

The Unit 3&4 sequences listed below are potentially available for eligible students to select within their Year 11 courses. For all of these subjects, having already completed Units 1&2 while in Year 10 is always a distinct advantage.

SUBJECT	PRE-REQUISITES
Accounting	Unit 1 and 2
Business Management	Unit 1 and 2 or 80% Year 10 English and Commerce
Economics	Unit 1 and 2
History: Revolutions	Unit 1 and 2 or 80% Year 10 English and History
Information Technology	80% Year 10 English and Mathematics (any)
Legal Studies	Unit 1 and 2 or 80% Year 10 English and Commerce
National Politics	80% Year 10 English and History
Physical Education	Unit 1 and 2 or 80% Year 10 English and Science
Psychology	Unit 1 and 2 or 80% Year 10 English, Science and Mathematics (any)
Religion and Society	80% Year 10 English, Religious Education and History or Literature
Further Mathematics	80% Year 10 Math Methods
Software Development	80% Year 10 English and Mathematics (any)
Studio Arts (Photography)	Unit 1 and 2
Systems Engineering	80% Year 10 Mathematics (any) and Science
Theatre Studies	80% Year 10 English and audition

**Applications to undertake a Unit 3/4 Study are due NO LATER THAN Friday 5<sup>th</sup> August, 2011.**  
Parents will be notified in writing as to whether approval is granted.

## VOCATIONAL OPTIONS IN VCE AND VCAL



### **VET: Vocational Education and Training**

Vocational Education and Training (VET) refers to enhanced senior school studies, a VET subject at De La Salle College can be part of a student's VCE program.

Currently approximately 50,000 students across the state undertake a VET subject as part of their senior studies. A VET in Schools program is delivered at De La Salle College by our own staff, or at a TAFE or at another school close by.

### **VET in VCE**

VET is fully incorporated into a VCE Program. The key features include:

- VET Programs have a Unit 1-4 structure
- Of the 16 Units that make up a VCE, an unlimited number can be VET units
- Up to two of the three sequences other than English, can be approved VCE VET unit 3 and 4 sequences and directly contribute to the ATAR calculation.
- VET Programs either contributes directly to the ATAR score (see scored assessed options) OR provide a 10% increment (this is calculated as 10% of the average of the scaled scores of the student's primary four VCE studies).

## Features of VET Programs

VET increase student's learning potential by:

- Broadening VCE subject options
- They form part of a recognised pathway to further education and training
- Upon successful completion, students receive a nationally accredited qualification
- They contribute to the eligibility requirements for both VCE and VCAL
- Vet provides access to a range of different technologies related to the industry place of work

VET prepares students for the workforce, as it:

- Enhances post-school opportunities
- Provides the opportunity to trial a possible pathway options for the future
- Allows a student to develop strong links with industry and local community employers i.e students may access part-time employment for the future
- Improves employment prospects

## VET IN VCE- Scored Options

The following VCE VET programs have a study score available to students undertaking the relevant 3/4 sequence.

Business administration Community Services Dance Integrated Technology Engineering Studies	Equine Industry Furnishing Hospitality (operations) Information Technology III Interactive Digital Media	Libratory Skills Multimedia Music Music industry technical productions Sport and recreating Community recreation
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<b>INTERNAL Options</b> <b>To be delivered at De La Salle</b>	<b>EXTERNAL Options</b> <b>To be delivered at TAFE or other RTO</b>
<ul style="list-style-type: none"> <li>• Certificate II Building and Construction (Carpentry)</li> <li>• Certificates III Interactive Digital Media</li> <li>• Certificate III Community Sport and Recreation</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate II Agriculture</li> <li>• Certificate II Automotive (Includes repair, panel beating and spray painting)</li> <li>• Certificate II Broadcasting</li> <li>• Certificate II Business</li> <li>• Certificate III Concept Development (Clothing)</li> <li>• Certificate II Community Services</li> <li>• Certificate II Community Recreation</li> <li>• Certificate II Dance</li> <li>• Certificate II Electro technology (Shared Technology)</li> <li>• Certificate II Engineering</li> <li>• Certificate II Furnishings (Cabinet Making)</li> <li>• Certificate II Hairdressing</li> <li>• Certificate II Horticulture</li> <li>• Certificate II Hospitality</li> <li>• Certificate II Hospitality Operations (Patisserie)</li> <li>• Certificate III Information Technology</li> <li>• Certificate in Interactive Digital Media</li> <li>• Certificate II Make Up Artistry</li> <li>• Certificate III Music Industry (Technical Production)</li> <li>• Certificate II Retail</li> <li>• Certificates II and III Screen Production</li> <li>• Certificates II Tourism (Operations)</li> </ul>



## **Structured Workplace Learning (SWL):**

The VCAA has determined that SWL is an appropriate and valuable component of all VET programs. SWL compliments the training undertaken at the school/RTO. It provides the context for:

- Enhancement of skills development
- Practical application of industry knowledge
- Assessment of units of competence, as determined by the RTO
- Increase of employment opportunities and marketability.

The VCAA strongly recommends that students enrolled in VET programs undertake a minimum ten days SWL. Time spent in SWL will vary depending on VET chosen – VET trainers will coordinate arrangements SWL. Where structured workplace learning opportunities are limited, the school will organize industry visits and other experiences to enhance student learning.

## **SWL AT De La Salle College:**

- SWL involves an employer accepting a student on a one day a week basis (as part of a VCAL program) or one week block (for VCE students, to avoid disruption to student's VCE programs).
- SWL enables the student to demonstrate acquired skills and knowledge in an industry setting. During the work placement, a student will have specific tasks to undertake in order to demonstrate competence. They will be regularly monitored and may be assessed on the job.

SWL is ideally spread across the duration of the training program. The school/RTO are required to keep evidence of the student's structured workplace learning which may take place over weekends and during school holidays as well as during the school week. VBQM697 Workplace safety and industry induction and VPAU349 Work safely in the construction industry (this Unit is recognised by Work Safe Victoria for the registration of construction workers for occupational health and safety induction) must be undertaken prior to SWL. The SWL Occupational Health and Safety arrangements are outlined in Ministerial Order 23.

## **Contribution to the VCAL**

- VET contributes to the Industry Specific Strand requirements of the VCAL
- A minimum of 1 VET unit is required for each VCAL level.
- Successful completion of approximately 100 hours of module competencies is required for each VET unit.

**For further information on these options please contact  
the VET Coordinator, Ms Caroline Fitzpatrick on 9508 2193  
or [cfitzpatrick@dlsmalvern.catholic.edu.au](mailto:cfitzpatrick@dlsmalvern.catholic.edu.au)**

# SENIOR STUDIES OFFERED AT DE LA SALLE COLLEGE (2013 – 2014)

Whilst the College intends to offer the studies listed, the provision of studies and programs is subject to viable student numbers and timetabling constraints. **Please Note that there is a MINIMUM CLASS SIZE required for a class to be run.** (with some exceptions for some subjects that are prerequisites for tertiary courses and do not have alternatives available... eg Music, LOTE)

## YEAR 11 2013

### ENGLISH (compulsory study)

English 1 & 2  
VCAL Literacy

### RELIGIOUS EDUCATION (compulsory study)

Religion and Society 1  
VCAL Religious Education

### ARTS

Media 1, 2  
Music Performance 1, 2  
Studio Arts (Mixed Media) 1, 2 **OR**  
(Photography 1, 2  
Visual Communication & Design 1, 2

### BUSINESS

Accounting 1, 2  
Business Management 1, 2  
Economics 1, 2  
Legal Studies 1, 2  
VCAL Work Related Skills

### HUMANITIES

Geography 1, 2  
History People and Power 2  
Twentieth Century History 2  
Literature 1, 2  
French 1, 2 \*  
Indonesian 1, 2 \*  
Italian 1, 2  
Physical Education 1, 2  
Australian and Global Politics 1, 2  
VCAL Personal Development Skills

### MATHEMATICS

Foundation Maths 1, 2  
General Maths (F) 1, 2  
General Maths (S) 1, 2  
Mathematical Methods (CAS) 1, 2  
VCAL Numeracy

### SCIENCE

Biology 1, 2  
Chemistry 1, 2  
Physics 1, 2  
Psychology 1, 2

### TECHNOLOGY

Information Technology 1, 2  
Product Design & Technology 1, 2  
Systems Engineering 1, 2

### VET (internal)#

VET Building and Construction  
VET Interactive Digital Media  
VET Sport & Recreation

## YEAR 12 2014

### ENGLISH (compulsory study)

English 3, 4 **and/or**  
Literature 3, 4

VCAL Literacy

### RELIGIOUS EDUCATION (compulsory study)

Religion & Society 2 or Religion and Society 3, 4  
VCAL Religious Education

### ARTS

Media 3, 4  
Music Performance 3, 4  
Studio Arts (Mixed Media) 3, 4 **OR**  
(Photography) 3, 4

Theatre Studies 3, 4  
Visual Communication & Design 3, 4

### BUSINESS

Accounting 3, 4  
Business Management 3, 4  
Economics 3, 4  
Legal Studies 3, 4  
VCAL Work Related Skills

### HUMANITIES

\*Geography 3, 4  
History (Revolutions) 3, 4  
Literature 3, 4  
LOTE French 3, 4 \*  
LOTE Indonesian 3, 4 \*  
LOTE Italian 3, 4  
Physical Education 3, 4  
Australian Politics 3, 4  
\*Religion & Society 3, 4  
VCAL Personal Development Skills

### MATHEMATICS

Further Mathematics 3, 4  
Mathematical Methods (CAS) 3, 4  
Specialist Mathematics 3, 4  
VCAL Numeracy

### SCIENCE

Biology 3, 4  
Chemistry 3, 4  
Physics 3, 4  
Psychology 3, 4

### TECHNOLOGY

Product Design & Technology 3, 4  
Software Development 3, 4  
Systems Engineering 3, 4

### VET (internal)#

VET Building and Construction  
VET Interactive Digital Media  
VET Sport & Recreation

\* Depends upon numbers. Some may be offered via VSL

# See Page 19 for external VET option

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# SECTION TWO

VCE, VCAL & VET  
SUBJECTS OFFERED AT  
DE LA SALLE COLLEGE

2013 - 2014

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# VCE ACCOUNTING

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a small business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communications technology (ICT) methods.

Many students will go on to further studies in business and finance, and other students will go on to become small business owners. The Study of Accounting will enable them to develop their financial knowledge and skills.

## **Entry Prerequisites:**

There are no prerequisites for entry into Units 1, 2 or 3. However, it is very strongly recommended that Unit 2 be undertaken prior to beginning Unit 3.

## **Course Outline – The Study is made up of four Units**

### **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 analyzing financial data and information used by internal and external users. Recording and reporting is restricted to the 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.

### **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 accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system. Students learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, financial performance and

financial position. In this Unit students evaluate the information prepared and analyse the results in order to suggest strategies to the owner.

For the full course outline, please visit the Accounting Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

### **Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

**School-based course work will be assessed through practical exercises, class tests, and case studies. Spreadsheets and accounting software packages will be incorporated into the work. Units 1 and 2 will have end-of-semester examinations.**

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students’ level achievement will be determined by:

- Unit 3 school-assessed coursework (SAC): 25%
- Unit 4 school-assessed coursework (SAC): 25%
- End-of-year examination 50%

# VCE BIOLOGY

Biology is the study of life, its processes and the role played by each living organism in the biosphere of our planet. The study of Biology should assist students to become informed and consider advances in technology, as well as develop a greater awareness of their own body's needs and functioning.

## **Entry Prerequisites:**

The prerequisites for entry into VCE Biology are:

**Entry for Units 1/2:** Satisfactory completion of Year 10 Science

**Entry for Units 3/4:** Satisfactory completion of Units 1/2 Biology

**Entry for Units 3/4 where 1/2 not completed:** Not available

## **Course Outline**

The Study is made up of four Units. Units 3 and 4 are designed to be taken as a sequence. The development of practical skills in investigating physical phenomena is an essential part of all Units.

### **Unit 1: Unity and Diversity**

This unit focuses on cellular structure, organisation and processes. Students investigate how cellular structure and function differs across the five Kingdoms of living things. Embedded within the unit is an understanding of recent developments in biotechnology and how these developments impact on our understanding.

### **Unit 2: Organisms and their Environment**

Using their understanding of cells and systems, students examine how organisms are adapted to particular environmental conditions and how they interact with each other and their environment to create dynamic ecosystems.

### **Unit 3: Signatures of Life**

In this Unit, students consider the molecules and biochemical processes that are indicators of life. The Unit also studies the strategies used by organisms to meet the challenges of survival in the face of environmental extremes and diseases caused by pathogens.

### **Unit 4: Continuity and Change**

This Unit explores the mechanisms of inheritance, genes and DNA and the techniques that are being employed to manipulate genes in the growing area of biotechnology. This leads into an investigation into the origin of life, evolution and diversity of living things.

For the full course outline, please visit the Biology Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

**Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

In all Units the range of tasks will include: practically-based investigations; analysis and interpretation of data; scientific report writing; research and presentation of assignments and reports including an examination of issues associated with a particular topic; tests and examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students’ level of achievement will be determined by:

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 20 per cent
- End-of-year examination: 60 per cent.

# VET BUILDING & CONSTRUCTION (CARPENTRY PRE-APP.)

The VET Certificate II in Building is a two-year program offered at De La Salle College. Skills acquired through this course include introduction to hand tools, basic joinery, leveling, framing and roofing.

This course is designed to provide you with the basic knowledge and skills required to work in the building and construction industry, with a view to progressing to further education, employment and training within the building industry.

## Entry Prerequisites:

There are no prerequisites for entry into this course however all four units must be completed in sequential order to gain a certificate and credits towards VCE or VCAL. This is due to the linkages between modules in order to develop skills.

## Course Outline

The Carpentry stream consists of a minimum of 17 modules presented over four semesters to achieve Unit 1, 2, 3 and 4 credits. It includes eleven core modules and at least six Carpentry stream modules totaling a maximum 420 nominal hours.

On successful completion of this program students will have completed two-thirds of the Certificate II in Building and Construction (Carpentry) Pre-apprenticeship.

VCE VET Units 1–2		VCE VET Units 3-4	
Code	Unit of competence	Code	Unit of competence
VBQM697	Workplace safety and industry induction	VBQM716	Basic setting out
VBQM714	Carpentry hand tools	VBQM717	Sub floor framing
VPAU349	Work safely in the construction industry	VBQM718	Wall framing
VBQM698	Workplace procedures for environmental sustainability	VBQM719	Roof framing
VBQM699	Basic first aid	VBQM720	External cladding
VBQM705	Leveling	VBQM708	Workplace documents and plans
VBQM707	Safe handling and use of plant and power tools	VBQM700	Building structures
VBQM706	Quality principles for the building industry	VBQM701	Calculations for the building industry
VBQM704	Introduction to scaffolding		



**Satisfactory Completion and Assessment Tasks:**

On successful completion students will be awarded the certificate from a RTO registered with the VRQA. Competency is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student's achievement in regard to specific outcomes. For VCE programs a 10% increment is available for students who successfully complete all modules, which will contribute directly to the ATAR.

# VCE BUSINESS MANAGEMENT

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in small, medium and large-scale organisations.

The Study recognises that there is a range of management theories. In each Unit students examine some of these theories and, through exposure to real business scenarios and/or direct contact with business, tests them against management in practice.

In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

## **Entry Prerequisites:**

There are no prerequisites for entry into this course however all four units must be completed in sequential order to gain a certificate and credits towards VCE or VCAL. This is due to the linkages between modules in order to develop skills.

There are no prerequisites for entry into Units 1, 2 or 3.

## **Course Outline – The Study is made up of four Units**

### **Unit 1: Small Business Management**

*Introducing Business* - This area of study focuses on the characteristics of a range of businesses and their internal and external environments. Students develop an understanding of the nature of business in Australia.

*Small business decision-making, planning and evaluation* - This area of study focuses on the decisions and planning to be undertaken prior to the commencement or purchase of a small business. Students also examine the ongoing decisions and planning that must occur throughout the life of a business.

*Day-to-day Operations* - This area of study focuses on the essential, on-going activities which sustain an ethical and socially responsible small business and promote its successful growth. Students examine introductory accounting, management of staff, effective use of ICT and introduction to legal requirements.

### **Unit 2: Communication and Management**

*Communication in Business* - This area of study focuses on communication in business, with an emphasis on its importance and methods. Communication and its relationship to business objectives and business strategy are considered.

*Managing the marketing function* - This area of study focuses on the planning used by management to position its products and services in the marketplace. Students consider the essential characteristics of marketing and the fundamentals of communication and market research.

*Managing the public relations function* - This area of study focuses on the role management plays in creating and maintaining the image of the business. Performance indicators are used to analyse the effectiveness of public relations strategies.

### **Unit 3: Corporate Management**

Students focus on large-scale organizations examining the environments in which they conduct their business and how the operations are managed. Students develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications.

#### *Areas of Study*

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

### **Unit 4: Managing People and Change**

This area of study commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. Key change management processes and strategies are also analysed.

#### *Areas of Study*

1. The human resource management function
2. The management of change

For the full course outline, please visit the Business Management Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

### **Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

School-based course work will be assessed through case studies, business plan and surveys, topic tests and computer application. Units 1 and 2 will have end-of-semester examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students’ level achievement will be determined by:

- Unit 3 school-assessed Coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End-of-year examination: 50%

# VCE CHEMISTRY

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described by chemical theories. The development of modern society has been intimately linked with the successful integration of chemical knowledge into new technologies. This continues with emerging fields such as biotechnology and nanotechnology.

## Entry Prerequisites:

The prerequisites for entry into VCE Chemistry are:

**Entry for Units 1/2:** Satisfactory completion of Year 10 Science

**Entry for Units 3/4:** Satisfactory completion of Units 1/2 Chemistry

**Entry for Units 3/4 where 1/2 not completed:** Not available

## Course Outline

The Study is made up of four Units. Units 3 and 4 are designed to be taken as a sequence. The development of practical skills in investigating physical phenomena is an essential part of all Units.

### Unit 1: The Big Ideas of Chemistry

This unit investigates the basic building blocks of the universe, atoms and how they interact with each other to give materials their specific properties. It looks at the building of the Periodic Table to models for bonding.

### Unit 2: Environmental Chemistry

This unit probes the behaviour of the most common of chemicals, water. It then looks at atmospheric gases and how they interact with the world. Quantitative chemical calculations are also introduced. Students are also exposed to new, cleaner and more efficient chemical processes that have been designed using green chemistry principles.

### Unit 3: Chemical Pathways

*Chemical Analysis* - Methods used including modern instrumental techniques

*Organic Chemical Pathways* - Basic organic chemical techniques and important biological molecules.

### Unit 4: Chemistry at Work

*Industrial Chemistry* - Rate and extent of chemical reactions in significant industrial processes.

Supply and Use of Energy from fuels, food, batteries; electrolysis.

For the full course outline, please visit the Chemistry Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

### **Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

In all Units the range of tasks will include: practically based investigations; analysis and interpretation of data; scientific report writing; research; tests and examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students’ level achievement will be determined by:

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 20 per cent
- End-of-year examination: 60 per cent

# VET COMMUNITY SPORT AND RECREATION

This is a two-year program. The aims of the VCE VET Sport and Recreation program are to:

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

The VCE VET Sport and Recreation program provides students with the opportunity to select electives that enable them to become multi-skilled, thereby enhancing entry to employment and further training across many sectors in the sport and recreation industry.

## Entry Prerequisites:

There are no prerequisites for entry into this course however all units must be completed in sequential order to gain a certificate and credits towards VCE. This is due to the linkages between modules in order to develop skills. For VCAL students this option is available as an external VET option.

## Course Outline

The VCE VET Sport and Recreation program involves a participation in a range of theoretical and practical activities depending on the electives selected. It is important to note that the allocation of hours, especially in practical work is essential to cover both delivery and assessment.

<b>VCE VET Units 1–2</b>		<b>VCE VET Units 3–4</b>	
<b>Code</b>	<b>Unit of competence</b>	<b>Code</b>	<b>Unit of competence</b>
BSBCMN201A	Work effectively in a business environment	SRXINU002A	Apply sport and recreation law
BSBCMN202A	Organise and complete daily work activities	SRXRK001A	Undertake risk analysis of activities 10 SRXOHS001B
BSBCMN203A	Communicate in the workplace	SRXINU003A	Analyse participation patterns in specific markets of the leisure and recreation industry
BSBCMN204A	Work effectively with others	SRXCAI004B	Plan a session or program for participants
BSBCMN210A	Implement improved work practices	SRXCAI005B	Conduct a sport and recreation session for participants
BSBCMN215A	Participate in environmental work practices	SRXGRO001A	Facilitate a group
ICAITU006C	Operate computing packages	SRXRES001B	Educate the public on the safe use of sport and recreational resource
SRXFAD001A	Provide first aid	SRXGRO002A	Deal with conflict
SRXGCSO02A	Deal with client feedback	SRCCRO007B	Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities
SRXINU001A	Develop knowledge of the sport and recreation industry		
SRXOHS001B	Follow defined Occupational Health and Safety policies and procedures		
<b>Plus a range of Electives options</b>		<b>Option units</b> (Select ONE option) Aquatics focus, Fitness focus, Outdoor Recreation focus	

### **Satisfactory Completion and Assessment Tasks:**

To achieve a “Satisfactory Completion” a student must be deemed competent. Competency is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

A VCAA study score is available for students who successfully complete all modules. The study score will contribute directly to the ATAR. In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students’ level achievement will be determined by:

- School-Assessed Tasks (SAT): 66%
- an end-of-year exam: 34%

# VCE ECONOMICS

Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do. VCE Economics equips students with a unique set of concepts, ideas and tools to apply to individual and social circumstances, and helps them to be more informed citizens, consumers, workers, voters, producers, savers and investors.

## **Entry Prerequisites:**

There are no prerequisites for entry into Units 1, 2 or 3. However, it is strongly recommended that Unit 2 be undertaken prior to beginning Unit 3.

## **Course Outline – The Study is made up of four Units**

### **Unit 1: Economics: choices and consequences**

1. *A market system* - 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. On completion of this Unit the student should be able to explain the role of markets in the Australian economy, how markets operate to meet the needs and wants of its citizens, and apply economic decision making to current economic problems.

2. *Economic Issues* - On completion of this Unit the student should be able to describe the nature of economic growth and sustainable development and one other contemporary economic issue, explain how these issues are affected by the actions of economic decision-makers, and evaluate the impact of these issues on living standards.

### **Unit 2: Economic change: issues and challenges**

1. *Economic change: issues and challenges* - A number of contemporary economic issues have an influence on current and future living standards in Australia. Students examine the importance of maintaining sustainable rates of economic growth for current and future living standards.

2. *Global Economic issues* - Australia's wealth depends, in part, upon the decisions made and the levels of economic activity in other countries. Through a close examination of Australia's trading relationships, students come to appreciate the factors that influence Australia's balance of payments and exchange rate. Increased volume of world trade, movement of capital and migration of people will all be examined in the context of how they affect living standards in Australia.

### **Unit 3: Economic Activity**

The Australian economy is a contemporary market capitalist economy. In such an economy, the principal means of allocating scarce resources is the price mechanism. Students examine the factors that affect the price and quantity traded in individual markets. Students investigate the importance of competition and analyse the degree of market power in different industries and how this affects the efficiency of resource allocation. Students also come to appreciate that markets will not always lead to the most efficient allocation of resources. Through an examination of market failure, students are able to explain situations where the market does not operate freely and discuss the role of government in the allocation of resources.



*Areas of Study*

1. An introduction to microeconomics: Market system and resource allocation
2. An introduction to macroeconomics: Output, employment and income

**Unit 4: Economic Management**

The federal government attempts to influence the achievement of its economic goals using a range of policies. Students learn how changes in interest rates will affect inflation, the rate of unemployment and the rate of economic growth. The government uses both monetary and budgetary policy to manage aggregate demand and fiscal policy to influence aggregate supply in the economy

*Areas of Study*

1. Macroeconomic demand management policies
2. Aggregate supply policies

For the full course outline, please visit the Economics Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

**Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

School-based course work will be based through essay, folio of applied exercises, report, class test and case studies. Units 1 and 2 will have end-of-semester examinations.

Units 3 and 4 are taken as a sequence and achievement will be based on the following:

- Unit 3 school-based assessment 25%
- Unit 4 school-based assessment 25%
- End-year examination 50%

# VCE ENGLISH

## ENGLISH AS A COMPULSORY COMPONENT OF THE VCE

The VCAA specifies that in order to satisfactorily complete the VCE a student must satisfactorily complete a minimum of three units of English, at least one of which must be a Unit 3 or 4.

In addition to this, VTAC specifies that for an ATAR to be generated a satisfactory completion of both Units 3 & 4 must occur.

At De La Salle College a student can meet both of these requirements as follows:

	<i>English Units available to meet requirement</i>	<i>Other units available</i>
<i>Year 11</i>	VCE English 1 & 2	VCE Literature 1 & 2
<i>Year 12</i>	VCE English 3 & 4 OR VCE Literature 3 & 4	VCE Literature 3 & 4

### YEAR 11

- All students must undertake VCE English 1 & 2.
- Literature 1 & 2 at Year 11 is available as an additional Study. It does not replace the requirement to complete English 1 & 2.

### YEAR 12

- Students can meet the VCAA and VTAC requirements by completion of VCE English 3 & 4 OR Literature 3 & 4. In practice, the vast majority of VCE students will take English 3 & 4. It is not recommended that students undertake Literature 3 & 4 without having studied Literature as an additional study at 1 & 2.
- Literature 3 & 4 can also be taken in addition to English 3 & 4.

## VCE ENGLISH UNITS 1 - 4

### Course Outline – The Study is made up of four Units

In Units 1-4, students study a range of print and visual texts to comprehend, appreciate and analyse the way in which they are constructed. They examine how an author conveys a specific viewpoint through the presentation of themes and characters, and how this is reinforced through written and/or visual language.

To develop their understanding of the effects of form, purpose, audience and context, students also reflect on a selected Context through the study of a variety of set texts. They are encouraged to read widely to expand on the set texts' ideas with their own sources and draw on the knowledge gained from this study to produce their own pieces of writing in an expository, persuasive or imaginative form.

Over the course of the four units, students also analyse a series of persuasive texts from different sources to interpret the main purpose of a piece of writing and how key arguments are presented to convince an audience to share the author's viewpoint. They study topical issues in the media and analyse and compare how different authors use verbal and non-verbal language to promote their own ideas. Drawing on their study of language to persuade, students construct sustained written and oral pieces to express a viewpoint on a selected issue.

### Satisfactory Completion and Assessment Tasks:

The award of "Satisfactory Completion" for a Unit is based on the student satisfactorily completing a series of designated tasks.

#### Unit 1:

- Outcome 1:* An analytical text response.
- Outcome 2:* 3/5 pieces of writing relevant to the Context, one of which is developed into a persuasive oral presentation.
- Outcome 3:* Writing task identifying how language is used to persuade.

#### Unit 2:

- Outcome 1:* An analytical response to a literary text.
- Outcome 2:* 3/5 pieces of writing relevant to the Context.
- Outcome 3:* Written task in which students identify how language is used to persuade. Students must also give an oral presentation expressing a clear point of view on a current issue.

*There is also a two hour examination at the end of each semester.*

#### Units 3 & 4:

- School-assessed Coursework (SACs) for Unit 3 25%.
- School-assessed Coursework (SACs) for Unit 4 25%.
- A three hour end-of-year examination 50%.

# VCE LITERATURE

## VCE Literature 1 – 4

*To fulfill the “English” requirements of Year 12, students may choose between English 3,4 and Literature 3,4. A student may also choose to do **both** English and Literature in Units 3,4. For those choosing Literature in Year 12 it is advisable that they have also completed Units 1 and 2 Literature.*

### Entry Prerequisites:

Units 1 & 2: 60% average in Year 10 English

Units 3 & 4: S in Units 1 & 2 Literature or min 60% average in Unit 1&2 English if Y11 Lit not taken.

### Course Outline

Literature is the study of a variety of texts in more depth than happens in English. Students learn to appreciate how the creators of print and non-print text construct their work. This includes the study of not only character, theme and setting, but also involves a detailed understanding of symbolism, imagery, metaphor, simile and other literary devices.

#### Unit 1:

This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students’ close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts.

*Outcome 1:* On completion of this unit the student should be able to discuss how personal responses to literature are developed and justify their own responses to one or more texts.

*Outcome 2:* On completion of this unit the student should be able to analyse and respond both critically and creatively to the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society.

*Outcome 3:* On completion of this unit the student should be able to analyse the construction of a film, television, multimedia, or radio text and comment on the ways it represents an interpretation of ideas and experiences.

#### Unit 2:

The focus of this unit is on students’ critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterization and ideas.

*Outcome 1:* On completion of this unit the student should be able to analyse and respond both critically and creatively to the ways a text from a past era reflects or comments on the ideas and concerns of individuals and groups at that time.

*Outcome 2:* On completion of this unit the student should be able to produce a comparative piece of interpretative writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context.

### **Unit 3:**

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

*Outcome 1:* On completion of this unit the student should be able to analyse how meaning changes when the form of a text changes.

*Outcome 2:* On completion of this unit the student should be able to analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.

*Outcome 3:* On completion of this unit the student should be able to evaluate views of a text and make comparisons with their own interpretation.

### **Unit 4:**

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

*Outcome 1:* On completion of this unit the student should be able to respond imaginatively to a text, and comment on the connections between the text and the response.

*Outcome 2:* On completion of this unit the student should be able to analyse critically features of a text, relating them to an interpretation of the text as a whole.

### **Satisfactory Completion and Assessment Tasks:**

The award of "Satisfactory Completion" for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student's achievement in regard to specific outcomes.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students' level achievement will be determined by:

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

# VCE GEOGRAPHY

VCE Geography includes the study of the development of natural landforms, the interaction between natural processes and human activities, why the earth's surface both natural and built is so varied, and how and why these variations are important to human activities. In addition, VCE Geography investigates patterns of human development and population, and the distribution of human activities throughout the world. The key focus of the Study is the development of an understanding of the distribution of and interaction between human and natural phenomena. This Study should enhance awareness of the increasing need for resource management in future societies and provide strategies to achieve that goal.

## **Entry Prerequisites:**

There are no prerequisites for entry into Units 1, 2 or 3. However, it is strongly recommended that Unit 2 be undertaken prior to beginning Unit 3.

## **Course Outline – The Study is made up of four Units**

### **Unit 1: Natural Environments**

Natural environments are studied at different scales, so that their geographic characteristics can be compared and contrasted. The dynamic nature of natural environments is studied in terms of the various natural agents of change and also in terms of the impacts of human activities. Specific topics for study will be drawn from: coastal environments, rivers, the atmosphere.

### **Unit 2: Human Environments**

The geographic characteristics of rural and urban environments are studied at a range of scales. These dynamic environments are examined in terms of a broad range of socio-economic and natural factors which impinge upon them. Specific topics for study will be drawn from: metropolitan and inner urban areas, the rural-urban fringe, retail precincts, farming areas.

### **Unit 3: Regional Resources**

The role of water as a resource in Australia is studied, with specific application to the Murray-Darling Basin. The focus is on the availability, distribution, utilization and sustainable management of water within the Basin. In addition, the use and management of a resource in a local region will be studied, culminating in the production of a management proposal for that resource. The local resource will be drawn from: a national park, a local shopping precinct, an urban renewal site.

### **Unit 4: Global Perspectives**

This Unit focuses upon the analysis and explanation of the processes responsible for generating global phenomena and the impacts on people and places. The way in which people respond to these phenomena is also studied. Specific topics for study will be drawn from: human population (compulsory), earthquakes, tourism, famine and hunger.

For the full course outline, please visit the Geography Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

**Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

# VCE HISTORY

VCE History continues the practice of understanding and making meaning of the past. It builds an understanding of the link between accounts of the past and the values and interests of the time in which the accounts were produced. It seeks to extend students' cultural, economic, social and political understanding while developing analytical skills and using imagination. It also draws links between contemporary society and its history, in terms of its social and political institutions, and language.

VCE history is relevant to students who wish to pursue formal study at tertiary level as well as providing valuable knowledge and skills for an understanding of the underpinnings of contemporary society.

## **Entry Prerequisites:**

Units 1 & 2: S in Year 10 English

Units 3 & 4: Year 11 History not required but must have been passed if taken

## **Course Outline**

At De La Salle College History units offered are as follows:

- |                               |  |
|-------------------------------|--|
| Year 11 single semester units | <ul style="list-style-type: none"><li>• Unit 2 People and Power</li><li>• Unit 2 Twentieth Century History</li></ul> |
| Year 12 whole year course     | <ul style="list-style-type: none"><li>• Units 3 &amp; 4 Revolutions</li></ul>  |

### **Year 11 Semester One – Unit 2: People and Power**

The focus for this Unit will be the Civil Rights struggle in the USA. The students will undertake a study of the way in which the blacks in America have struggled to attain freedom and equality, the most basic of human rights.

### **Year 11 Semester Two – Unit 2: Twentieth Century History**

The focus for this Unit is the Vietnam War and the 1960s anti-war movement. Students will undertake a study of the causes, the course of the war and the effects of the war on the wide range of people involved including the Vietnamese people and the soldiers who fought on both sides during the period.

### **Unit 3 and 4: Revolutions**

The initial focus for these units investigates the role of revolutionary ideas, movements, leaders and events of firstly the French Revolution and secondly, the Chinese Revolution. To conclude both studies, students assess the effectiveness of each revolution by reviewing the nature of the New Society created by the revolutionaries.

For the full course outline, please visit the History Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)



### **Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

### **Assessment Instruments**

#### **Unit 2:**

- Document interpretation
- Oral History Project
- Research Activities on Social Change
- Film Study : Hollywood and War
- Essays
- Semester Exam

#### **Unit 3 & 4: Revolutions**

- Historiographical Exercise
- Document Interpretation
- Essays
- Exam

Units 3 and 4 are taken as a sequence and achievement will be based on the following:

- |                                  |      |
|----------------------------------|------|
| • Unit 3 school-based assessment | 25%  |
| • Unit 4 school-based assessment | 25 % |
| • End-year examination           | 50%  |

# VCE INFORMATION TECHNOLOGY

This Study focuses on the processing of data and the management of information and information systems to meet a range of individual, business and societal purposes. In each Unit students explore the capacities, scope and limitations of hardware and software and how they interact. This Study would benefit students who wish to explore how the rapid pace of development of information technology is having a major influence on almost all aspects of society and provides a pathway for further studies in the Arts, Engineering, Computer Science, Science, Information Systems and Business.

## **Entry Prerequisites:**

Units 1 & 2: S in Year 10 English and Standard Mathematics

Units 3 & 4: S in Units 1 & 2 OR S in GMF units 1 & 2 if Year 11 IT not taken

## **Course Outline – The Study is made up of four Units**

### **Unit 1: IT in action**

This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. In Areas of Study 1 and 3, students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain. In Area of Study 3, students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied. In Area of Study 2, students examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks.

### **Unit 2: IT pathways**

This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users' needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions. Details of this methodology are contained in the Study Design.

In Area of Study 1 students analyse data from large repositories and manipulate selected data to create visualisations. In Area of Study 2 students develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills. Working in teams is an important and effective strategy for solving problems, and this strategy is applied in Area of Study 3 when students solve problems for clients in the community.

## **Software development**

### **Unit 3: Software development**

Unit 3 focuses on programming as a strategy for solving problems for specific users in a networked environment. Students develop knowledge and skills in the use of a programming language. The programming language selected will be studied for both Units 3 and 4. When programming in Unit 3, students are expected to have an overview of the problem-solving methodology and a detailed understanding of the stages of analysis, design and development. Details of this methodology are contained in the Study Design.

Area of Study 1 focuses on the analysis stage of the problem-solving methodology, which involves students developing and applying knowledge and skills in determining the requirements of solutions, identifying relevant factors that should be taken into account when designing the solutions, and in scoping the solutions. In Area of Study 2 students engage in designing the detailed specifications of how solutions will be developed and undertake the development stage by using the selected programming language to create planned solutions.

#### **Unit 4: Software development**

This unit focuses on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment. Students continue to study the programming language selected in Unit 3.

In this unit students are required to engage in the design, development and evaluation stages of the problem-solving methodology. Details of this methodology are contained in the Study Design. Area of Study 1 focuses on the design and development stages of the problem-solving methodology when solving problems suitable for use with mobile devices. Area of Study 2 focuses on the final stage of the methodology, evaluation.

For the full course outline, please visit the Information Technology Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

#### **Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students’ level achievement will be determined by: School-Assessed Coursework (SAC):

- 25% (in each Unit) and an end-of-year exam: 50%

<b>SPECIAL NOTE: Software Development Units 3 &amp; 4 will NOT be offered in 2013. However, the Year 12 Study will be offered in 2014.</b>
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## VET INTERACTIVE DIGITAL MEDIA

VET Interactive Digital Media is a two-year program. The general skills acquired through this course have applications across a range of industry sectors, including graphic design, advertising, film / video / TV production / software design & publishing. This course also articulates into a series of emerging qualifications at TAFE and university level. Work Tasks to be completed include: Designing Web Pages; Making Animations; Manipulation of Images; Desktop Publishing; Illustration; Character Design, Manipulation of Audio and Video, and Multimedia programming for interactivity.

### Entry Prerequisites:

There are no prerequisites for entry into this course however all four units must be completed in sequential order to gain a certificate and credits towards VCE or VCAL. This is due to the linkages between modules in order to develop skills. For VCAL students this option is available as an external VET option.

### Course Outline

The study is made up of 13 modules. Students must complete all modules to be eligible for the award of the certificate.

VCE VET Units 1 - 2		VCE VET Units 3 - 4	
Code	Unit of competency	Code	Unit of competency
BSBCRT301A	Develop and extend critical and creative thinking skills	CUFANM301A	2D digital animations
CUFIND301A	Work effectively in the screen and media industries	CUFWRT301A	Write content for a range of media
BSBOHS201A	Participate in OHS processes	BSBDES302A	Explore and apply the creative design process to 2D forms
CUFDIG303A	Produce and prepare photo images	CUFDIG302A	Author interactive sequences
CUFSOU301A	Prepare audio assets	CUFDIG301A	Prepare video assets
CUFDIG201A	Maintain interactive content	CUFDIG304A	Create visual design Components
CUFRES201A	Collect for broadcast or publication		

### Satisfactory Completion and Assessment Tasks:

Students must complete the first 7 modules to achieve a “Satisfactory Completion” for the equivalent VCE Units 1 & 2. Competency is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

On successful completion students will be awarded the certificate from Box Hill TAFE. A VCAA study score is available for students who successfully complete all modules. The study score will contribute directly to the ATAR.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students' level achievement will be determined by:

- School-Assessed Tasks (SAT) 66%
- end-of-year exam 34%

## VCE LANGUAGES

- VCE FRENCH
- VCE INDONESIAN
- VCE ITALIAN

These Studies focus on deepening knowledge and skills acquired in previous years. Study of these languages relates to a language, its various forms, the people that speak it and the cultures associated with it. In Units 1-4, the emphasis is on developing the skills of listening, speaking, reading and writing in the Target languages that have been initiated in Years 7-10. The Units are designed to enable students to use the LOTE to seek out and understand information conveyed orally, visually or in writing; to conduct practical aspects of everyday life and to understand, describe and respond to events, emotions, ideas, opinions, values and beliefs.

### **Entry Prerequisites:**

The VCAA Study Designs state that there are no pre-requisite levels for entry to Units 1, 2 and 3. In practice, the Study Designs presume a level of competence for entry to Unit 1 that is the equivalent to strong completion of Year 10 (or equivalent) in that LOTE. Entry to Units 2 and 3 effectively require satisfactory completion of the previous units. Units 3 and 4 must be taken as a sequence.

### **Course Outline – Each Study is made up of four Units.**

The following information applies to all three languages.

*The Aims* of the syllabus are to develop students’:

- ability to use the LOTE to communicate with others;
- understanding and appreciation of the cultural contexts in which the LOTE is used;
- ability to reflect on their own culture(s) through the study of other cultures;
- understanding of language as a system;
- ability to make connections between the LOTE and English, and/or other languages;
- cognitive, learning and social skills; and
- ability to apply the LOTE to work, further study, training or leisure.

*The content* of the syllabus for each LOTE is delivered through themes, topics, tasks, text types, vocabulary and grammar.

*Themes and Topics.* In this syllabus, there are three prescribed themes:

- The Individual
- The Communities that Speak the LOTE
- The Changing World

These themes have a number of associated topics and suggested sub-topics. It is expected that, by the end of Year 12, the student will have acquired the linguistic resources to function effectively as a non-specialist within all three themes.

For the full course outline, please visit the LOTE Study Designs on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

### **Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for each Unit is based upon a decision that the student has demonstrated achievement of the set of outcomes specified for the Unit according to the Study Design and the VCAA Assessment Advice document. This decision will be based on the teacher's assessment of the student's overall performance on Assessment Tasks designed for the Unit and assessed against the Performance Descriptors contained in the VCAA documentation.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students' level of achievement will be determined by:

- Unit 3 School-Assessed Coursework (SACs) 25%
- Unit 4 School-Assessed Coursework (SACs) 25%
- Examinations:
  - Oral component 12.5%
  - Written component 37.5%

<p><b>SPECIAL NOTE: LOTE studies require a minimum number of students to be conducted at VCE level. Where this number is not obtained students will be offered enrolment through the Victorian School of Languages with timetabled teacher support at school.</b></p>
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## VCE LEGAL STUDIES

Legal Studies provides students with an analytical evaluation of the processes of law-making and the methods of dispute resolution. Students develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on the Australian society. The Study assists in the development of students' knowledge of their legal rights and responsibilities.

This Study is designed for students who have an interest in current affairs and the world around them, with an emphasis on participating as an active citizen.

### **Entry Prerequisites:**

There are no prerequisites for entry into Units 1, 2 or 3. However, it is strongly recommended that both units 1 and 2 be undertaken prior to beginning Unit 3.

### **Course Outline – The Study is made up of four Units**

#### **Unit 1: Criminal law in action**

The law influences all aspects of society-at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature. Following an overview of the law in general, this unit focuses on criminal law.

Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal system in achieving justice.

Areas of study – Law in society, Criminal law, The criminal courtroom.

#### **Unit 2: Issues in civil law**

The civil law regulates the rights and responsibilities that exist between individuals, groups and organisations. If legal rights have been infringed, the aggrieved party may pursue legal action through the court system, through a tribunal, or by using one of the methods of dispute resolution.

Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals.

The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness.



Individuals can influence a change in the law by taking a case to court. Students focus on cases that have had a broader impact on the legal system and on the rights of individuals. Students develop an appreciation of the role played by such cases and undertake an analysis of relevant legal issues.

Areas of study – Civil law, The civil law in action, The law in focus, A question of rights.

### **Unit 3: Law-making**

In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society.

Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament, and influences on law-making, with a focus on the role of the individual.

Central to the investigation of law-making is the role played by the Commonwealth Constitution. Students develop an understanding of the importance of the Constitution in their lives and on society as a whole, and undertake a comparative analysis with another country. They learn of the importance of the role played by the High Court of Australia in interpreting and enforcing the Constitution, and ensuring that parliaments do not act outside their areas of power nor infringe protected rights.

Students investigate the nature and importance of courts as law-makers and undertake an evaluation of their effectiveness as law-making bodies. They also investigate the relationships that exist between parliaments and courts.

Throughout this unit, students examine relevant cases to support their learning and apply legal principles to these cases.

Areas of study-Parliament and the citizen, The Constitution and protection of rights, Role of the courts in law-making.

### **Unit 4: Resolution and Justice**

The legal system provides mechanisms by which legal disputes of both a criminal and a civil nature can be resolved in a fair and just manner. Dispute resolution bodies such as courts and tribunals employ a range of means and processes that enables the resolution of legal disputes.

Students examine the institutions and adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation.

Throughout this unit, students examine current or recent cases to support their learning, and apply legal principles to these illustrative cases.

Areas of study - Dispute resolution processes, Court processes and engaging in justice.

For the full course outline, please visit the Legal Studies Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

### **Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

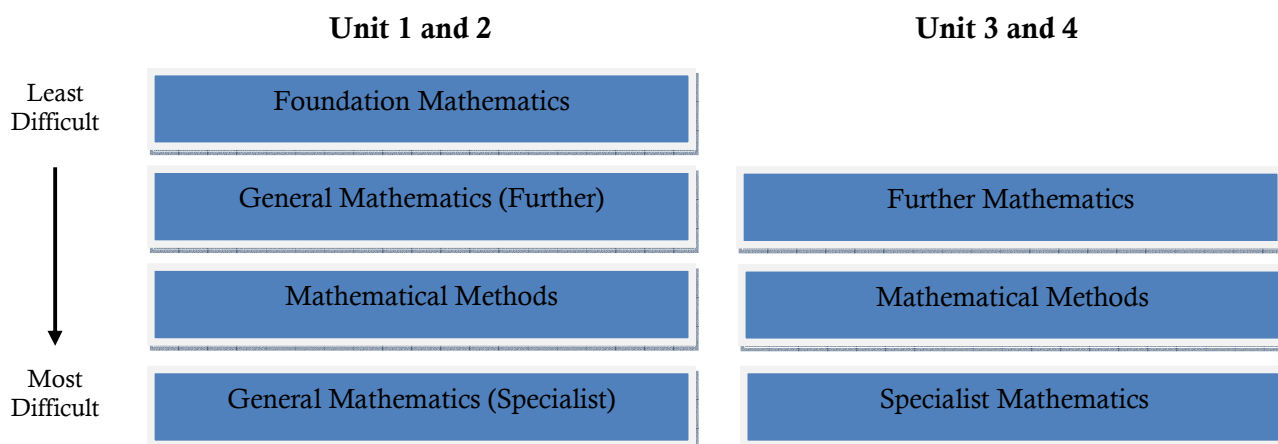
School-based course work will be assessed through newspaper file, field reports, mock courts and role-plays, essays, structured assignments, case studies and topic tests. Units 1 and 2 will have end-of-semester examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students’ level achievement will be determined by:

- Unit 3 School-Assessed Coursework (SACs)      25%
- Unit 4 School-Assessed Coursework (SACs)      25%
- End-of-year examination                              50%

# VCE MATHEMATICS

The structure of VCE Mathematics is summarised below.



## Some important considerations:

- Students currently enrolled in the **Year 10 Further Mathematics** will only be eligible to elect to study General Mathematics Further or Foundation Mathematics in Year 11.
- Foundation Mathematics terminates at Year 11 meaning that if selecting this, you will not be studying any mathematics units in Year 12
- Students currently enrolled in the **Year 10 Methods** course may choose any single Unit 1 and 2 VCE Mathematics study, however, if intending to study Specialist Mathematics at Year 12, they must select BOTH Mathematical Methods and General Specialist Mathematics at Year 11.
- Students currently excelling in the **Year 10 Mathematical Methods** may be eligible to study Units 3 and 4 Further Mathematics as an accelerated unit. This needs to be carefully considered as if your intention is to also study Specialist Mathematics at Year 12, it will mean that **three of your Year 11 subject choices** will be taken by mathematics units.

# FOUNDATION MATHEMATICS

## UNIT 1 AND 2

### **Overview:**

Foundation Mathematics provides for the continuing mathematical development of VCE students needing mathematical skills to support other VCE subjects including VET studies. It is designed for students who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year.

### **Areas of Study:**

1. Space, shape and design
2. Patterns and number
3. Handling data
4. Measurement

### **Outcomes:**

On completion of this Unit, students should be able to:

- confidently and competently use mathematical skills and concepts from the areas of study of ‘Space, shape and design’, ‘Patterns and number’, ‘Handling data’, and ‘Measurement’;
- apply and discuss mathematical procedures to solve practical problems in familiar and new contexts, and communicate their results; and
- select and use technology to apply mathematics in a range of practical contexts.

### **Examination:**

Students will complete an examination covering the semester’s work.

### **Assessment:**

Assessment tasks include:

- analysis task;
- application task; and
- topic tests.

For each assessment task, demonstration of Outcomes 1, 2 and 3 must be achieved to gain satisfactory completion.

# GENERAL MATHEMATICS (FURTHER)

## UNITS 1 AND 2

### Overview:

**General Mathematics (Further)** is designed for students who plan to undertake Units 3 and 4 of Further Mathematics. General Mathematics (Further) provides courses of study for diverse groups of students and may be implemented in a number of ways. Some students will not study Mathematics beyond Units 1 and 2, while others intend to study Further Mathematics Units 3 and 4 in Year 12.

### Areas of Study:

1. Arithmetic
2. Data Analysis and Simulation
3. Algebra
4. Graphs of linear and non linear relations
5. Decision and business mathematics

### Outcomes:

On completion of this Unit, students should be able to:

- define and explain key concepts, in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures;
- apply mathematical processes in non-routine contexts and analyse and discuss these application of mathematics in at least three of the areas of study; and
- use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in at least three of the areas of study.

### Examination:

Students will complete an examination covering the semester's work.

### Assessment:

Assessment tasks include:

- analysis task;
- application task; and
- topic tests.

For each assessment task, demonstration of Outcomes 1, 2 and 3 must be achieved to gain satisfactory completion.

# GENERAL MATHEMATICS (SPECIALIST)

## UNITS 1 AND 2

### Overview and Entry Requirements:

**General Mathematics (Specialist)** is designed to be taken in tandem with Mathematical Methods Units 1 and 2 with a view to undertaking Units 3 and 4 of Mathematical Methods and, potentially, Units 3 and 4 of Specialist Mathematics in Year 12. To have a reasonable chance of success, students should have obtained strong scores in Year 10 Mathematics (Methods stream). As a guide, at least an 80% course average in the Year 10 Methods course is recommended.

### Areas of study:

1. Real and complex number systems
2. Sequences and series
3. Variation
4. Kinematics
5. Coordinate geometry
6. Vectors
7. Trigonometric ratios and their applications

### Outcomes:

On completion of this Unit, students should be able to:

- define and explain key concepts, in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures;
- apply mathematical processes in non-routine contexts and analyse and discuss these application of mathematics in at least three of the areas of study; and
- use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in at least three of the areas of study.

### Examination:

Students will complete an examination covering the semester's work.

### Assessment:

Assessment tasks include:

- analysis task;
- application task; and
- topic tests.

For each assessment task, demonstration of Outcomes 1, 2 and 3 must be achieved to gain satisfactory completion.

## MATHEMATICAL METHODS (CAS)

### Overview:

Mathematical Methods (CAS) Units 1 and 2 are designed as a preparation for Mathematical Methods Units 3 and 4. The areas of study given below, are designed so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections among and across the areas of study being developed consistently throughout both Units 1 and 2. Computer Algebra Systems (CAS) technology is employed using the CASIO CLASSPAD calculator.

### Entry Prerequisites:

To have a reasonable chance of success, students should have obtained strong scores in the Year 10 Methods course. As a guide, at least a 60% course average would be expected. Furthermore, it is necessary to have a good level of skill in the areas of Factorising, all Algebra work, Sketch Graphs (Linear and Quadratic) and Trigonometry.

### Areas of Study:

1. Functions and graphs
2. Algebra
3. Rates of change and calculus
4. Probability

### Calculator:

Students will require a CASIO CLASSPAD (CAS) calculator

### Outcomes:

On completion of this Unit, students should be able to:

- define and explain key concepts, as specified in the content from the 'Functions and graphs', 'Algebra', 'Rates of change and calculus' and 'Probability' areas of study and to apply a range of related mathematical routines and procedures;
- apply mathematical processes on non-routine contexts to analyse and critically discuss these applications of mathematics; and
- use technology to produce results and carry out analyse in situations requiring problem-solving, modelling or investigative techniques or approaches.

### Assessment:

Assessment tasks include:

- analysis task;
- application task;
- topic tests and an examination covering each semester's work.

For each assessment task, demonstration of Outcomes 1, 2 and 3 must be achieved to gain satisfactory completion.

# FURTHER MATHEMATICS

## UNITS 3 AND 4

### **Entry Prerequisites:**

To have a reasonable chance of success, students should have satisfactorily completed two units of Mathematical Methods at Year 11, or obtained a strong mark in General Mathematics (Further) at Year 11. As a guide, at least a 60% average test result would be expected. Further Mathematics Units 3 and 4 may be taken on its own or with Mathematical Methods Units 3 and 4 by students who have taken Mathematical Methods Units 1 and 2.

This unit is available to current Year 10 Methods students who have maintained a course average of over 80% and have demonstrated a highly organized approach to their studies in general.

### **Areas of Study:**

1. Data analysis (Core Material)
2. Geometry and Trigonometry
3. Graphs and Relations
4. Business Mathematics

### **Outcomes:**

On completion of this Unit, students should be able to:

- define and explain key terms and concepts as specified in the content from the areas of study, and use this knowledge to apply related mathematical procedures to sole routine application problems;
- use mathematical concepts and skills developed in the 'Data analysis' area of study to analyse a practical and extended situation and interpret the outcomes of this analysis in relation to key features of that situation; and
- select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modeling or investigative techniques or approaches in the 'Data analysis' area of study and the selected modules from the 'Applications' area of study.

### **Assessment:**

#### *Assessment of levels of achievement*

The student's level of achievement for Units 3 and 4 will be determined by school-assessed coursework and two end-of-year examinations.

#### *Contribution to final assessment*

School-assessed coursework for Unit 3 will contribute 20 per cent and for Unit 4 will contribute 14 per cent to the final assessment. Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 66 per cent. Each examination contributes 33 per cent to the final assessment.



# MATHEMATICAL METHODS (CAS)

## UNITS 3 AND 4:

### **Entry Prerequisites:**

Mathematical Methods (CAS) Units 3 and 4 will assume knowledge from Mathematical Methods (CAS) Units 1 and 2. Students must have completed at least 2 units of Mathematics in Year 11, including Mathematical Methods (CAS) Units 1 and 2. To have a reasonable chance of success, students should have obtained strong scores in Mathematical Methods Units 1 and 2. As a guide, at least a 60% average test result in the Year 11 Maths Methods course would be expected.

In Unit 3, a study of Mathematics Methods (CAS) would typically include a selection of content from the areas of study given below. Each area of study must be covered in a progression from Unit 3 to Unit 4, with an appropriate selection of content from each unit.

Mathematical Methods (CAS) Units 3 and 4 may be taken on its own or with one of Specialist Mathematics Units 3 and 4 or Further Mathematics Units 3 and 4.

### **Areas of Study:**

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

### **Calculator:**

Students will require a CASIO CLASSPAD (CAS) calculator

### **Outcomes:**

On completion of this Unit, students should be able to:

- define and explain key concepts as specified in the content from the areas of study, and to apply a range of related mathematical routines and procedures.
- apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics; and
- select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modeling or investigate techniques or approaches.

**Assessment:**

*Assessment of levels of achievement*

The student's level of achievement for Units 3 and 4 will be determined by school-assessed coursework and two end-of-year examinations.

*Contribution to final assessment*

School-assessed coursework for Unit 3 will contribute 20 per cent and for Unit 4 will contribute 14 per cent to the final assessment. Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 66 per cent.

# SPECIALIST MATHEMATICS

## UNITS 3 AND 4:

### **Entry Prerequisites:**

Specialist Mathematics Units 3 and 4 is to be taken with Mathematical Methods (CAS) Units 3 and 4 as assumed knowledge will largely be material being studied concurrently in Mathematical Methods (CAS) Units 3 and 4. As a guide, students should have obtained an average test mark of 65% or better in their level of performance in both of these subjects at Year 11 in order to have a reasonable chance of success at Year 12.

### **Areas of Study:**

1. Functions, relations and graphs
2. Algebra
3. Calculus
4. Vectors
5. Mechanics

### **Outcomes:**

On completion of this Unit, students should be able to:

- define and explain key terms and concepts as specified in the content from the areas of study and to apply a range of related mathematical routines and procedures.
- apply mathematical processes, with an emphasis on general cases, in non-routine contexts and to analyse and discuss these applications of mathematics; and
- select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

### **Assessment:**

#### *Assessment of levels of achievement*

The student's level of achievement for Units 3 and 4 will be determined by school-assessed coursework and two end-of-year examinations.

#### *Contribution to final assessment*

School-assessed coursework for Unit 3 will contribute 14 per cent and for Unit 4 will contribute 20 per cent to the final assessment. The student's level of achievement for Units 3 and 4 will also be assessed by two examinations which together will contribute 66 per cent of the final assessment.

## VCE MEDIA

VCE Media is designed to provide students with the opportunity to develop critical and creative knowledge and skills. Media texts, technologies and processes are considered from various perspectives including their structure and features, their industry production and distribution context, audience and reception and the impact of the media on society. VCE Media is relevant to students with a wide range of expectations, including those who wish to pursue further formal study at a tertiary level or in vocational education and training settings, as well as providing valuable knowledge and skills for the participation in contemporary society.

### **Entry Prerequisites:**

There are no prerequisites for entry into Units 1, 2 or 3. However, it is strongly recommended that both units 1 and 2 be undertaken prior to beginning Unit 3.

### **Course Outline – The Study is made up of four Units**

#### **Unit 1: Representation and Technologies of Representation**

Students learn about the relationship between the media, technology and representations in media forms. The Unit covers the study of the implications (impact) of media technology for the individual and society. Students also develop practical and analytical skills. They also explore the effects that new technologies have had and continue to have on media products. Technological change affects both the production process of creating media and the way in which audiences experience media.

#### **Unit 2: Media Production and the Media Industry**

Students develop an understanding of the specialist production stages and roles within the collaborative organisation of media production. Students will develop practical skills by undertaking assigned roles during your participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. They will also develop an understanding of media industry issues and developments relating to production stages and roles, and the broader framework within which Australian media organisations operate.

#### **Unit 3: Narrative and Media Production Design**

Students study the narrative organisation of fictional film, radio, or television programs. Students will analyse the nature and function of production and story elements in fictional media texts and discuss how combinations of these elements structure the narrative and engage the audience. The Unit also focuses on the development of specific media production skills and technical competencies using media technologies in one or more media forms. Students will develop a media production design plan in a media form which will constitute their final School Assessed Task (completed in Unit 4).

#### **Unit 4: Media: processes, Influence and Society's values**

Students will complete one media based product based on their production design plan developed in Unit 3. The media product will vary depending on the particular media form chosen. Media forms can include an animation, audiovisual and or film text, a radio sequence, a photographic presentation, a print production, a multimedia production or a product that crosses all boundaries, such as a webpage. Students also study social values represented in media texts and the relationship between social values, media texts and society. One media text is analysed in detail as part of the ways in which media texts in general are shaped by social values. Students also analyses media influence and debates in assessing

this influence. During this focus students study various theories of media influence and analyse the nature and extent of media influence.

For the full course outline, please visit the Media Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

### **Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

Assessment tasks include written reports, visual presentations, media products, written analysis and a production design plan

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students’ level of achievement will be determined by:

- School-Assessed Coursework (SACs): 20%
- School Assessed Task: 35%
- End-of-year exam: 45%

## VCE MUSIC PERFORMANCE

Music at VCE focuses on performance in solo and group contexts, studying approaches to performance and performing, analysis of music, developing language to talk about music and developing skills in aural comprehension. Each semester, students present solo and group performances; demonstrate prepared technical work and work that demonstrates unprepared performance; analyse music and music performance; and explore written and aural music concepts.

### **Entry Prerequisites:**

*Units 1 & 2:*

- Grade 3 AMEB
- Enrolled in private music lessons (at DLS or elsewhere)
- Interview/Audition required

*Units 3 & 4*

- Satisfactory completion Units 1 & 2  
(Interview/Audition in special circumstances)
- Enrolled in private music lessons (At DLS or elsewhere)

### **Course Outline - The Study is made up of four Units.**

#### **Unit 1: Music**

This Unit focuses on developing students' performance and musicianship skills. They present performance of selected group and solo music works using one or more instrument(s). They study other performers' works and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practice technical work to address these challenges. They develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

#### **Unit 2: Music**

In this Unit students build on performances and musicianship skills developed in Unit 1. They continue to study other performers' work through listening and analysis and use specific strategies to optimise their own approach to performance. They present performances of selected group and solo music works using one or more instruments. Students extend their study of strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practice related technical work. They continue to develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills.

#### **Unit 3: Music Performance**

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

#### **Unit 4: Music Performance**

In this Unit students refine their ability to present convincing performances of group or solo works. Students select solo works that complement works selected in Unit 3. They develop and refine instrumental techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, music theory, analysis and unprepared performance. Australian music continues to be the focus for analysis in the Musicianship Area of Study.

For the full course outline, please visit the Music Performance Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

#### **Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. Students must present a technical performance and an ensemble performance to satisfy School Assessed Course work. Students present a 25 minute performance program with repertoire selected from a prescribed list, this is assessed externally. Students complete a written and theory test during the end of year exam period.

The students’ level achievement will be determined by:

- School-Assessed Coursework (SAC), Technical Unit 3 10%
- Aural Unit 3 10 %
- School-Assessed Coursework (SAC), Technical Unit 4 10 %
- Solo Performance Exam 50%
- Aural and Written end-of-year exam 20%

## VCE PHYSICAL EDUCATION

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Physical Education focuses on the complex interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, together with the wider social attitudes to and understanding of physical activity.

### **Entry Prerequisites:**

*Unit 1:* 50% overall average in PE and S in Year 10 English

*Unit 2:* Unit 1&2 PE not required but must have been passed if taken. S in English if Unit 1 &2 PE not taken.

### **Course Outline - The study is made up of four Units.**

#### **Unit 1: Bodies in motion**

In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway. Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

#### **Unit 2: Sports coaching and physically active lifestyles**

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome.

#### **Unit 3: Physical activity participation and physiological performance**

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



#### **Unit 4: Enhancing performance**

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

For the full course outline, please visit the Physical Education Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

#### **Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

Assessment instruments:

- tests
- oral presentations
- laboratory reports
- data analysis
- case study analysis
- multimedia presentations
- reports of participation in a practical activity

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students’ level achievement will be determined by:

- Unit 3 School-Assessed Coursework (SACs)      25%
- Unit 4 School-Assessed Coursework (SACs)      25%
- End of year examination:                              50%

# VCE PHYSICS

The study of Physics, by increasing understanding of the physical and social environment, has led to developments which have profoundly influenced the world. This Study covers the areas that traditionally are the basis of courses at this level, with an emphasis on the foundation areas of mechanics and electricity. A contextual approach to the Study has been adopted so that students appreciate the relevance of physics to the physical, technological and social worlds.

## **Entry Prerequisites:**

The prerequisites for entry into VCE Physics are:

**Entry for Units 1/2:** Satisfactory completion of Year 10 Science

**Entry for Units 3/4:** Satisfactory completion of Units 1/2 Physics

**Entry for Units 3/4 where 1/2 not completed:** Not available

## **Course Outline**

The Study is made up of four Units. Units 3 and 4 are designed to be taken as a sequence. The development of practical skills in investigating physical phenomena is an essential part of all Units.

### **Unit 1 – Nuclear Physics and Electricity**

This unit looks at three areas: Nuclear Physics, Electricity and Astronomy. It includes the study of atoms, isotopes and radioisotopes and investigates the debate about the use of Nuclear energy as a replacement energy source for fossil fuels. Electricity investigates charges, forces and fields, DC & AC energy and power, household electricity. Astronomy gives a modern interpretation of the universe as we see it and this is compared to the views of the ancient astronomers

### **Unit 2 – Motion and Light**

Unit 2 covers the ideas attached to Motion; straight line motion, graphs, equations and vertical motion, vectors, Newton's laws, momentum, energy and power. This very practical based unit is a major foundation for the course in Yr 12. It is followed by an investigation of the properties and behaviours of light. The potential for the development and implementation of renewable energy resources to provide energy needs is also covered.

### **Unit 3 – Motion and Electronics**

Motion in one and two dimensions: This includes Newton's laws of Motion, Gravity, Circular Motion and Projectiles.

Electronics and Photonics: This includes basic electronic circuits, voltage dividers and amplifiers. Photonics includes the conversion of electrical signals to light pulses and back again.

Materials and their uses in Structures: This is a very basic introduction to basic engineering concepts.

### **Unit 4 – Power, Light and Sound**

Electrical Power: The generation, transmission and distribution of electrical power.

Interactions of Light and Matter: An investigation of the wave and particle models for the behaviour of Light and Matter.

Sound: incorporating aspects of Electromagnetism in the recording and reproducing of sound.

For the full course outline, please visit the Physics Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

### **Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

In all Units the range of tasks will include: practically based investigations; analysis and interpretation of data; scientific report writing; research; tests and examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students’ level achievement will be determined by:

- Unit 3 School-assessed Coursework: 16 per cent
- Unit 4 School-assessed Coursework: 24 per cent
- End-of-year examination: 60 per cent

## VCE POLITICS (AUSTRALIAN AND GLOBAL)

In the twenty-first century, political decisions and actions taken by individuals, groups, organizations and governments are increasingly global in their impact. Politics will enable students to understand and reflect on contemporary, national and international political issues, problems and events, and the forces that shape them.

The study of Politics prepares students for further study at tertiary level or in vocational education and training settings, as well as broadens students' knowledge of, and ability to participate in, key global issues.

### **Entry Prerequisites:**

Units 1 & 2: 'S' in Year 10 English

Units 3 & 4: Unit 1&2 Politics not required but must have been passed if taken

### **Course Outline - The Study is made up of four units**

#### **Unit 1: The National Citizen**

Unit 1 introduces students to the broad nature of politics and the types and use of power. The title reflects the primarily Australian content of the unit and is designed to provide a background for Australian Politics Units 3 & 4:

- Area of Study 1: Power, politics and democracy
- Area of Study 2: Exercising and challenging power.

#### **Unit 2: The Global Citizen**

Unit 2 contains a 21<sup>st</sup> Century rather than an historical approach to global politics. It approaches globalisation from the perspective of the students and introduces students to forms of global participation and the roles of global actors.

- Area of Study 1: Global threads
- Area of Study 2: Global cooperation and conflict

#### **Units 3 and 4: Australian Politics**

##### **Unit 3: Evaluating Australian Democracy**

- Area of Study 1 examines the nature of democracy and its most significant values and principles as a benchmark for evaluating Australian institutions. It covers the role and effectiveness of the electoral system, the Commonwealth Parliament and the Commonwealth Constitution.
- Area of Study examines the strengths and weaknesses of another democratic system and what aspects of another system might be adopted by Australia.

##### **Unit 4: Public Policy**

- Area of Study 1, *Domestic Policy* covers factors which influence the effectiveness of public policy implementation including Government institutions, elections, the opposition, minor parties and independents, opinion polls, the media and interest groups.

- Area of Study 2, *Foreign Policy* covers the difference between domestic policy and foreign policy, key objectives, key instruments and key challenges.

For the full course outline, please visit the International Politics Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

### **Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

### **Assessment Instruments**

#### *Units 1 and 2*

- Essays
- Document Analysis
- Research activities on political systems
- Oral Presentations
- Semester Examination

#### *Units 3 and 4*

- Short answer responses
- Essays

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students’ level achievement will determined by:

- |                                  |     |
|----------------------------------|-----|
| • Unit 3 school-based assessment | 25% |
| • Unit 4 school-based assessment | 25% |
| • End-year examination           | 50% |

# VCE PRODUCT DESIGN AND TECHNOLOGY

In VCE Product Design and Technology students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation. Students use resources include a range of materials, and the tools, equipment and machines needed to transform materials in a safe manner into useful products.

Students have the opportunity to go onto further study including Bachelor of Engineering (Product Design Engineering) and Bachelor of Design (Industrial Design)

## **Entry Prerequisites:**

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

## **Course Outline – The Study is made up of four Units**

### **Unit 1: Product re-design and sustainability**

In this area of study students are introduced to the Product design process, IP and the Product design factors, with an emphasis on materials and sustainability.

Students examine how an existing product currently fulfils the need of a user. They consider how the product could be improved.

Students develop evaluation criteria for design options, the completed product, and to judge the efficiency and effectiveness of design and production activities.

### **Unit 2: Collaborative design**

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

In this unit students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics. They design a product within a range, based on a theme, or a component of a group product.

### **Unit 3: Applying the Product design process**

In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors.

This unit examines different settings and takes students through the Product design process as they design for others

Students commence the application of the Product design process for a product design for a client and/or an end-user, including writing their own design brief which will be completed and evaluated in Unit 4.

**Unit 4: Product development and evaluation**

In this unit students learn that evaluations are made at various points of product design, development and production.

Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. Students evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria and client and/or end-user feedback. Students make judgments about possible improvements.

For the full course outline, please visit the Design and Technology Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

# VCE PSYCHOLOGY

Psychology is the systematic study of thoughts, feelings and behaviour. As a science, psychology aims to describe, explain and predict behaviour; in doing so it relies on empirical procedures rather than intuition. The application of research methods in psychology allows students to develop useful skills in analytical and critical thinking and in making inferences. VCE Psychology is not intended as a prerequisite for tertiary studies in psychology. Rather, it provides a challenging yet accessible introduction to the science of psychology, allowing students to increase their knowledge of human behaviour.

## **Entry Prerequisites:**

The prerequisites for entry into VCE Psychology are:

**Entry for Units 1/2:** Satisfactory completion of Year 10 Science

**Entry for Units 3/4:** Satisfactory completion of Units 1/2 Psychology

**Entry for Units 3/4 where 1/2 not completed:** Satisfactory completion of Units 1/2 English

## **Course Outline**

The Study is made up of four Units. Units 3 and 4 are designed to be taken as a sequence. The development of research methodologies and data interpretation is an essential part of all Units.

### **Unit 1 – What is Psychology?**

In this Unit students are introduced to the nature and scope of psychology as a scientific discipline, and the evidence-based nature of findings in psychology. Life span psychology, the development of individual behaviour and mental illness are also studied.

### **Unit 2 – Self and Others**

In this Unit interpersonal and group behaviour is studied along with intelligence testing and theories of personality.

### **Unit 3 – The Brain and Nervous System**

This Unit will focus on the role of the brain and nervous system in greater detail. The anatomy of the brain and the different functions between the left and right cerebral hemispheres will be examined. Students will also become familiar with the processes of visual perception and the states of consciousness. Research methodology is incorporated throughout the Unit.

### **Unit 4 – Memory and Learning**

This Unit will introduce students to the study of memory, learning and research investigation. The research investigation component will include developing an understanding of the formulation of a hypothesis, application of a research method, the use of an ethical framework and the collection, analysis and interpretation of data.

For the full course outline, please visit the Psychology Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)



### **Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

In all Units the range of tasks will include: practically based investigations; analysis and interpretation of data; scientific report writing; research; tests and examinations.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students’ level achievement will be determined by:

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 20 per cent
- End-of-year examination: 60 per cent

## VCE RELIGIOUS EDUCATION

VCE students at De La Salle College undertake a single VCE Unit as part of their core studies. This single Unit is delivered over two semesters (two periods per week). The units offered are:

**Core Year 11 – Religion in Society, Unit 1**  
**Core Year 12 - Ethics and Morality, Unit 2**

**Option: Year 11 or 12 - Religion and Society, Units 3 & 4**

Students may choose to select Religion and Society Units 3 & 4 as a full Year 12 subject which is assessed and scored by the VCAA. This can be selected by Year 12 students and by Year 11 students who successfully apply for acceleration. Students taking Religion and Society units 3 & 4 are not required to take the core Religious Education Unit that year.

## VCE RELIGION AND SOCIETY – UNIT 1 YEAR 11 CORE RELIGIOUS EDUCATION

In this unit students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Students examine how religious traditions are affected and changed by individuals and groups. The unit provides the opportunity for students to understand the often complex relationships that exist between individuals, groups, religious traditions and the society in which they live.

### **Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

The student will be assessed by a variety of written assignments.

## VCE RELIGION AND SOCIETY UNIT 2 - ETHICS YEAR 12 CORE RELIGIOUS EDUCATION

Ethics is a discipline that investigates morality; it involves reflection on what ‘right’ and ‘wrong’ and ‘good’ and ‘bad’ mean when applied to human decisions and actions. Ethics is particularly concerned with the justification for moral choices – the argument and reasoning behind them. Ethical questions are raised at the personal, family, local, wider community, national and global level.

Today, religious traditions compete with powerful alternative sources of values represented in the media and popular culture. Nevertheless, society still relies on a cultural heritage that contains a variety of ethical perspectives as well as numerous commonly held moral values centred on human dignity and basic justice.

The areas of study cover an exploration and analysis of different ethical methods, a comparison of the ethics of two different religions and the study of a contemporary ethical issue.

### **Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

The student will be assessed by a variety of written assignments.

## VCE RELIGION AND SOCIETY - UNIT 3 & 4

Students may choose to select Religion and Society Units 3 & 4 as a full Year 12 subject which is assessed and scored by the VCAA. This can be selected by Year 12 students and by Year 11 students who successfully apply for acceleration. Students taking Religion and Society units 3 & 4 are not required to take the core Religious Education Unit that year.

### **Entry Prerequisites:**

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

### **Unit 3: The search for meaning**

In this unit students begin by studying the religious beliefs developed by one or more than one religious tradition in response to the big questions of life. They explore the ways in which these religious beliefs create meaning for religious traditions and their members. The religious beliefs of any religion arise from the beliefs held about ultimate reality, and these in turn inform particular beliefs about human existence; about its meaning, purpose and destiny. Religious beliefs may be expressed through the other aspects of religion, such as myths and other stories, sacred texts and other religious writings (such as formal creeds), rituals, symbols, social structures, ethical principles and oral or written codes of behaviour, religious experience and spirituality.

The Religious tradition chosen for study will be Roman Catholicism.

Students undertake a general investigation of this tradition in Unit 3. Within this investigation, they will focus on a particular example from the Roman Catholic tradition for each area of study.

### **Unit 4: Challenge and response**

The focus of Unit 4 is the interaction of religious traditions and the societies of which they are a part. Religious traditions are dynamic, living institutions that contribute in many ways, both positively and negatively, to wider societies – stimulating, supporting, as levers for change or resisting changes in those societies. Religious traditions also change over time; this change may be in the form of growth or decline or both. The eight aspects of religion provide a framework for understanding these changes that happen as religious traditions respond to the internal challenges arising from the needs and insights of their membership, and to the external challenges provoked by changes in the wider society. The impetus for these changes in society may come from religious traditions themselves or from other groups, individuals, events or movements within the wider society.

In this unit students explore challenge and response in historical and contemporary contexts. Students investigate historical challenges to religious traditions arising internally and externally. They explore the challenge to religious traditions in contemporary pluralistic society for action on behalf of social justice and for assessment of new problems arising from social and technological change.

For the full course outline, please visit the Texts and Traditions Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## Satisfactory Completion and Assessment Tasks

### Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In VCE Religion and Society the student's level of achievement will be determined by School-assessed Coursework and an end-of-year examination. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year's *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Religion and Society are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

## VCE STUDIO ARTS (MIXED MEDIA)

Studio Arts provides a framework for the establishment of effective art practices through an understanding and application of the process of design. It enables students to specialise in a particular form of studio production. Students generate, explore and communicate ideas through specific studio forms and develop and use specialised skills in a range of media and techniques. The theoretical component of the Study informs students; practice through an investigation of how selected studio have developed, an examination of artists; working methods and study of professional practices and art industry issues.

The course is designed for enthusiastic, self-motivated students who have aspirations to take up Art/design as a career, to augment folios they may be building in Visual Communication and/or Media Studies, or for those who have an appreciation for painting, drawing and sculpting techniques – and the great master artists who pioneered them – and wish too employ them for their own self expression.

### **Entry Prerequisites:**

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

### **Course Outline - The Study is made up of four Units:**

#### **Unit 1: Artistic Inspiration and Techniques**

The focus of this Unit is the investigation of sources of inspiration which generate creative activity and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques, and interpretation of sources of inspiration by artists from different times and locations is also learned.

#### **Unit 2: Design Exploration and Concepts**

The focus of this Unit is to establish an effective design methodology for the production of works and develop skills in the analysis of artworks.

#### **Unit 3: Studio Production and Professional Practice**

The focus of this Unit is the implementation of the design process leading to the production of a range of solutions. Students also examine traditional and contemporary practices of artists together with the ways in which artists develop distinctive styles and approaches to subject matter.

#### **Unit 4: Studio Production and Industry Contexts**

The focus of this Unit is to produce a cohesive folio of finished artworks which resolves the aims and intentions set out in the work brief formulated in Unit 3. Students also examine different components of the arts industry and issues relating to the public display, promotion and critique of artworks.

For the full course outline, please visit the Studio Arts Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

### **Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students’ level achievement will be determined by:

- Unit 3 School-Assessed Task (SAT): 33%
- Unit 4 School-Assessed Task (SAT): 33%
- Unit 4 examination: 34%

NB. Students may choose between Studio Arts Mixed Media and Studio Arts Photography. They can not enroll in both.

## VCE STUDIO ARTS (PHOTOGRAPHY)

Studio Arts provides a framework for the establishment of effective art practices through an understanding and application of the process of design. It enables students to specialise in a particular form of studio production. Students generate, explore and communicate ideas through specific studio forms and develop and use specialised skills in a range of media and techniques. The theoretical component of the Study informs students; practice through an investigation of how selected studio have developed, an examination of artists; working methods and study of professional practices and art industry issues.

The course is designed for enthusiastic, self-motivated students who have aspirations to take up photography/design as a career, to augment folios they may be building in Visual Communication and/or media studies, or for those who have an appreciation for photographic composition and techniques – and the master photographers who pioneered them – and wish too employ them for their own self expression.

### **Entry Prerequisites:**

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

### **Course Outline - The Study is made up of four Units:**

#### **Unit 1: Artistic Inspiration and Techniques**

The focus of this Unit is the investigation of sources of inspiration which generate creative activity and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques, and interpretation of sources of inspiration by artists from different times and locations is also learned.

#### **Unit 2: Design Exploration and Concepts**

The focus of this Unit is to establish an effective design methodology for the production of works and develop skills in the analysis of artworks.

#### **Unit 3: Studio Production and Professional Practice**

The focus of this Unit is the implementation of the design process leading to the production of a range of solutions. Students also examine traditional and contemporary practices of artists together with the ways in which artists develop distinctive styles and approaches to subject matter.

#### **Unit 4: Studio Production and Industry Contexts**

The focus of this Unit is to produce a cohesive folio of finished artworks which resolves the aims and intentions set out in the work brief formulated in Unit 3. Students also examine different components of the arts industry and issues relating to the public display, promotion and critique of artworks.

For the full course outline, please visit the Studio Arts Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)



### **Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students’ level achievement will be determined by:

- Unit 3 School-Assessed Task (SAT): 33%
- Unit 4 School-Assessed Task (SAT): 33%
- Unit 4 examination: 34%

NB. Students may choose between Studio Arts Mixed Media and Studio Arts Photography. They can not enroll in both.

# VCE SYSTEMS ENGINEERING

Technological systems play an increasingly significant role in the human world. They mediate or control many aspects of human experience. Systems Engineering provides an opportunity for students to develop capabilities in, and knowledge about, the design, operation, construction, assembly, maintenance, diagnosis, repair and evaluation of technological systems, applicable to a diverse range of fields such as engineering, manufacturing, automation, control technologies, mechatronics, electrotechnology, robotics, and energy management. Students gain awareness and understanding of the interactions of these systems with human society and natural ecosystems.

## **Entry Prerequisites:**

Units 1 & 2: 'S' in Year 10 Systems Technology

Units 3 & 4: 'S' in Units 1 & 2 OR Year 10 Systems Technology

## **Course Outline - The Study is made up of four Units.**

### **Unit 1: Mechanical engineering fundamentals**

This unit focuses on mechanical engineering fundamentals as the basis of understanding the underlying principles and the building blocks that operate in the simplest to more complex mechanical devices.

While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the main focus is on the construction of a system. The construction process draws heavily upon design and innovation within all the interrelated applied learning activities.

### **Unit 2: Electrotechnology engineering fundamentals**

This unit focuses on building understanding of the fundamental principles of electrical and electronic circuits, collectively and commonly referred to as electrotechnology.

In this unit students study fundamental electrotechnology engineering principles. Through the application of their knowledge students produce basic operational systems. The systems produced by the students should employ a level of integration between mechanical and electronic components. Students also apply their knowledge and skills to research and produce technical reports.

### **Unit 3: Systems engineering and energy**

In Unit 3 students commence work on the design and construction of one substantial controlled integrated system. This project has a strong emphasis on designing, manufacturing, testing and innovation. Students manage the project throughout all the phases of designing, planning, construction and evaluation. The engineering principles underpin students' understanding in the fundamental physics and applied mathematics needed to provide a comprehensive understanding of mechanical and electrotech systems and how they function.

In this Unit, students develop their engineering knowledge and undertake the construction of a substantial system. They also explore contemporary energy issues in relation to powering systems.

### **Unit 4: Integrated and controlled systems engineering**

This Unit combines the contemporary focus of systems control and provides opportunities for students to build on their understanding and apply it to practical solutions through the construction of controlled integrated systems. In recent times, commercial integrated systems have increased function, control and internal monitoring subsystems within them.

For the full course outline, please visit the Systems Technology Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

### **Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes.

*Types of assessment / Assessment instruments:*

- Test.
- Short written or oral report.
- Practical demonstrations.
- Test or written report or multimedia presentation.
- Planning, production, testing and evaluation.
- Written report.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students’ level achievement will be determined by:

- |                                      |      |
|--------------------------------------|------|
| • Unit 3 School-Assessed Coursework: | 12 % |
| • Unit 4 School-Assessed Coursework: | 8 %  |
| • School-Assessed Task:              | 50 % |
| • End-of-year examination:           | 30 % |

# VCE THEATRE STUDIES

Theatre Studies focuses on the interpretation of play scripts and the production of plays from the pre-modern era to the present day. Students apply stagecraft including acting, to study the nature, diversity and characteristics of theatre as an art form. Students work with play scripts in both their written form and in performance. They learn about times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre. Students work collaboratively on stagecraft areas and interpret play scripts in performance. Students contribute to the production of plays and performance of a monologue and develop knowledge and an understanding of theatrical styles. Students analyse and evaluate their own productions and productions by professional theatre practitioners.

## **Entry Prerequisites:**

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

## **Course Outline**

### **Unit 1 – Theatrical Styles of the Pre-Modern Era**

This Unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with play scripts from the pre-modern era of theatre, focusing on works prior to the 1880's in both their written form and performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play from the pre-modern era in performance.

### **Unit 2 – Theatrical Styles of the Modern Era**

This Unit focuses on studying theatrical styles and stagecraft through working with play scripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with play scripts from the modern era focusing on the works from the 1880's to the present. Students study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance from the modern era. Students apply stagecraft to interpret a play script and consider the impact of stagecraft on audience.

### **Unit 3 – Production Development**

This Unit focuses on an interpretation of a play script through four designated stages of production: planning, production development, production season and production evaluation. Students specialize in two areas of stagecraft, working collaboratively in order to realise the production a play script. Students analyse the influence of stagecraft on the shaping of the production. Students also attend a performance selected from the prescribed Theatre Studies Unit 3 Playlist published annually by VCAA.

### **Unit 4 – Performance Interpretation**

This Unit focuses on students studying a scene and associated monologue from the Theatre Studies Performance Examination (monologue list) published annually by VCAA. Students develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities and appropriate research. Students interpret a monologue from within a specified scene through acting and other appropriate acting in the production.

For the full course outline, please visit the Theatre Studies Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

### **Satisfactory Completion and Assessment Tasks:**

The award of “Satisfactory Completion” for a Unit is used on the student satisfactorily completing a series of designated tasks. Some of these tasks will be used to assess the student’s achievement in regard to specific outcomes.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students, the students’ level of achievement will be determined by:

- Units 3 and 4 school assessed coursework 45%
- Units 3 and 4 end of year performance examination 25%
- Units 3 and 4 end of year written examination 30%

# VCE VISUAL COMMUNICATIONS DESIGN

Visual communicators in the fields such as architecture, engineering, graphic design, multimedia, typography, advertising and fashion all depend on graphics to develop and communicate ideas and information. The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages.

Throughout the study students explore manual and digital drawing and design methods to develop and refine presentations. Students have the opportunity to investigate the work and practices of Australian and international designers from a variety of social, cultural, historical and contemporary contexts, and build an understanding of the important role of visual communication design within society. They are able to draw upon this knowledge as inspiration to support the development of their own visual communication design work. With practice, students gain confidence in using visual language and are supported to reflect on and critique their own and others' visual communications.

The course is designed for students who are motivated and enthusiastic to design, to problem solve and create. This is a popular subject where most students who undertake Visual Communication Design pursue a career in Design.

## **Entry Prerequisites:**

There are no prerequisites for entry to Units 1, 2 and 3. However, it is strongly recommended that both units 1 and 2 be undertaken prior to beginning Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

## **Course Outline - The Study is made up of four Units**

### **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
- drawing skills to develop concepts.

Students practise their ability to draw what they observe and use visualisation drawing methods to explore their own ideas and concepts.

### **Unit 2: Applications of Visual Communication Design**

This unit focuses on the application of visual communication

- design knowledge,
- design thinking skills
- drawing methods to meet specific purposes in designated design fields.

Students use technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design.

### **Unit 3: Design Thinking and Practice**

In this area of study students explore a range of existing visual communications in the communication, environmental and industrial design fields. 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.

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

### **Unit 4: Design Development and Presentation**

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

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

For the full course outline, please visit the Visual Communication Design Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

### **Satisfactory Completion and Assessment Tasks:**

**Units 1 and 2.** The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Assessment tasks include visual presentations, written analysis, and a Folio.

**Units 3 and 4.** The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. The students’ level of achievement will be determined by School assessed Coursework, a School-assessed Task and an end-of-year examination. To receive a study score, students must achieve two or more graded assessments and receive “S” for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study.

Percentage contributions to the study score in VCE Visual Communication Design are as follows:

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 5 per cent
- School-assessed Task: 40 per cent
- End-of-year examination: 35 per cent.

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

For further details on assessment visit Visual Communication Design Study Design on the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)



## VCAL LITERACY SKILLS

Literacy Skills enables learners to develop the skills and knowledge to read and write a range of texts on everyday subject matter. Learners will also be able to use and respond to spoken language. It broadly enables the development of skills, knowledge and attitudes in literacy that allow progression in the main social contexts of: family and social life, workplace settings, education and training contexts and community and civic life. The overall purpose is to provide an applied 'real life' approach to literacy development. Literacy includes reading, writing and oral communication skills.

### **Entry Prerequisites:**

There are no prerequisites for entry into VCAL. However this subject choice is only available as part of a VCAL program which requires compulsory involvement in Literacy, Numeracy, Work Related Skills and Personal Development Skills. Places within the program are limited and will be restricted to those students who have, and continue to, demonstrate a commitment to learning and development of a post-school pathway.

### **Course Outline**

De La Salle College offers Literacy Skills units at two levels – Intermediate and Senior. Two units exist at each level. Learning outcomes addressed at each level are:

### **Reading and Writing**

1. Writing for Self Expression - Write a recount, narrative or expressive text.
2. Writing for Practical Purposes - Write an instructional or transactional text.
3. Writing for Knowledge - Write a report, explanatory or expository text.
4. Writing for Public Debate - Write a persuasive, argumentative or discursive text.
5. Reading for Self Expression - Demonstrate that meaning has been gained from reading a narrative, recount or expressive text.
6. Reading for Practical Purposes- Demonstrate that meaning has been gained from reading an instructional or transactional text.
7. Reading for Knowledge - Demonstrate that meaning has been gained from reading an explanatory, expository or informative text.
8. Reading for Public Debate - Demonstrate that meaning has been gained from reading a persuasive, discursive or argumentative text.

### **Oracy**

1. Oracy for Self Expression - Use and respond to spoken language to communicate to others story and life experience.
2. Oracy for Knowledge - Use and respond to spoken language in informative talks.
3. Oracy for Practical Purposes - Use and respond to spoken language in instructions and transactions.
4. Oracy for Exploring Issues and Problem Solving - Use and respond to spoken language in discussions to explore issues or solve problems.

### **Satisfactory Completion and Assessment Tasks:**

All activities designed for assessment of VCAL Unit learning outcomes should be assessed by the teacher to verify successful completion. The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes. For VCAL units, students will receive a satisfactorily completed (S) or not yet complete (N) result for each Unit.

A range of assessment methods can be used to verify successful completion of the learning outcomes of each VCAL Unit in the VCAL learning program. Assessment methods must be flexible, valid, reliable and fair and may include a compilation of a student portfolio of evidence that can include, but is not restricted to, documented evidence of:

- student self-assessment
- teacher observation
- reflective work journals
- student log books
- oral presentations
- oral explanation of text
- written text
- physical demonstration of understanding of written or oral text discussion
- debates
- role-plays
- folios of tasks or investigations
- performing of practical tasks
- photographic/video productions
- Microsoft PowerPoint presentations

A student will receive an **S** (satisfactory achievement) for Literacy Skills units when they have demonstrated competence in **all** learning outcomes for the Unit.

## VCAL NUMERACY SKILLS

Numeracy Skills enables learners to undergo development and experiences that are important for the vocational, employability and personal development outcomes of VCAL students. Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields. Curriculum selected for Numeracy in this strand should develop skills to facilitate the practical application of mathematics at home, work and in the community.

### Entry Prerequisites:

There are no prerequisites for entry into VCAL. However this subject choice is only available as part of a VCAL program which requires compulsory involvement in Literacy, Numeracy, Work Related Skills and Personal Development Skills. Places within the program are limited and will be restricted to those students who have, and continue to, demonstrate a commitment to learning.

### Course Outline

De La Salle College offers Numeracy Skills at three levels – Intermediate, Senior and Advanced Senior. Two units exist at each level. Learning outcomes addressed at each level are:

Numeracy Skills Intermediate	Numeracy Skills Senior	Advanced Numeracy Skills Senior
1. Numeracy for Practical Purposes - Design	1. Numeracy for Practical Purposes - Design	
2. Numeracy for Practical Purposes - Measuring	2. Numeracy for Practical Purposes - Measuring	
3. Numeracy for Personal Organisation – Money and Time		
4. Numeracy for Personal Organisation – Location	3. Numeracy for Personal Organisation – Location	
5. Numeracy for Interpreting Society – Data	4. Numeracy for Interpreting Society – Data	1. Numeracy for Interpreting Society – Data
6. Numeracy for Interpreting Society – Numerical Information	5. Numeracy for Interpreting Society – Numerical Information	2. Numeracy for Interpreting Society – Numerical Information
	6. Numeracy for Knowledge – Further Study in Maths (formulae)	3. Numeracy for Knowledge – Further Study in Maths (formulae and graphs)
		4. Numeracy for Knowledge – Further Study in Maths (algebraic techniques)
		5. Numeracy for Knowledge – Further Study in Maths (Area A)
		6. Numeracy for Knowledge – Further Study in Maths (Area B)
	7. Numeracy for Knowledge – Further Study in Maths (problem solving)	7. Numeracy for Knowledge – Further Study in Maths (problem solving)

Rather than the learning outcomes having as their focus the traditional mathematical areas (number, space and shape, data, measurement, and algebra) the purposes or functions to which the mathematics may be put, are given prominence. The learning outcomes still ensure that the skills and knowledge of the mathematics strands are included but they are arranged under a different organisational structure. The specific mathematical skills and knowledge required are embedded in the learning outcomes and specified within the elements.

Underpinning the Numeracy Skills units is the notion that curriculum should be developed to meet the needs of the students. The Numeracy Skills units are aligned with AQF levels I, II and III and provide a link to vocational pathways at those AQF levels which are used in TAFE training. The Numeracy Skills units are designed specifically to allow for such flexibility and courses can be less traditional in design and delivery.

### **Satisfactory Completion and Assessment Tasks:**

All activities designed for assessment of VCAL Unit learning outcomes should be assessed by the teacher to verify successful completion. The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes. For VCAL units, students will receive a satisfactorily completed (S) or not yet complete (N) result for each Unit.

Assessment should be undertaken as an ongoing process which integrates knowledge and skills with their practical applications over a period of time. It will require a combination of evidence collected mainly through teacher observations and some collection of written records of students’ work.

A range of assessment methods can be used to verify successful completion of the learning outcomes of each VCAL Unit in the VCAL learning program. Assessment methods must be flexible, valid, reliable and fair and may include a compilation of a student portfolio of evidence that can include, but is not restricted to, documented evidence of:

A folio of evidence could be collected through a combination of the following:

- records of teacher observations of students’ activities, oral presentations, practical tasks etc.
- samples of students’ written work
- student self-assessment sheets, reflections or journal entries (where appropriate)
- pictures, diagrams, models created by students

In the Numeracy Skills units, students must demonstrate competence in five of the six learning outcomes at the Foundation and Intermediate level and six out of the seven learning outcomes at the Senior level.

## VCAL PERSONAL DEVELOPMENT SKILLS

Personal Development Skills (PDS) aim to develop improved self-esteem and personal qualities developed through valuing personal achievement and contributions for the benefit of the community or personal growth. This may involve demonstration of leadership, teamwork skills, accepting responsibility for goal achievement and reflecting on knowledge and skills for decision making and problem solving.

Curriculum selected for study in this strand is based on youth development principles and focus on themes that aim to develop: environmental awareness; commitment to, and achievement of, personal goals; civil and civic responsibility and improved health and physical wellbeing and is taught through timetabled involvement in homeroom, sport and religious education (with a focus on community service) and involvement in a broad range of activities within the school and broader community.

### Entry Prerequisites:

There are no prerequisites for entry into VCAL. However this subject choice is only available as part of a VCAL program which requires compulsory involvement in Literacy, Numeracy, Work Related Skills and Personal Development Skills. Places within the program are limited and will be restricted to those students who have, and continue to, demonstrate a commitment to learning.

### Course Outline

De La Salle College offers Personal Development Skills at two levels – Intermediate and Senior. Two units exist at each level. Learning outcomes addressed at each level:

Learning Outcome	WRS Intermediate Unit 1	WRS Intermediate Unit 2	WRS Senior Unit 1	WRS Senior Unit 2
1	Plan and organise a complex activity.	Identify planning and organisation skills relevant for the management of health or community service activities.	Plan and organise to completion a complex project involving a range of related activities.	Develop personal goal/s involving strategies, sequences and time constraints related to a personal area of interest.
2	Demonstrate self-management skills for goal achievement.	Demonstrate skills relevant to complex problem solving.	Apply an awareness of cultural values within a complex project	Apply evaluative and problem-solving skills to planning.
3	Demonstrate knowledge, skills and abilities in the context of an activity or project.	Demonstrate knowledge and skills related to a hobby, study or interest.	Apply strategies to improve organisational communication.	Demonstrate knowledge of facts and concepts specific to a specialist and/or technical activity.
4	Describe leadership skills and responsibilities	Utilise research and development skills to present information to an audience.	Demonstrate leadership skills for group and team work.	Manage the coordination of an activity or program.
5	Utilise interpersonal skills to communicate ideas and information.	Use spoken language and active listening skills to communicate complex ideas and information.	Use decision-making skills in a group or team context.	Present and communicate ideas and information.

### **Satisfactory Completion and Assessment Tasks:**

All activities designed for assessment of VCAL Unit learning outcomes should be assessed by the teacher to verify successful completion. The award of satisfactory achievement for a Unit is based on a decision that the student has demonstrated achievement of the learning outcomes specified for the Unit. For VCAL units, students will receive a satisfactorily completed (S) or not yet complete (N) result for each Unit.

A range of assessment methods and task types may be used. These include:

- a portfolio of accumulated evidence
- teacher observation and/or checklists
- evidence accumulated through project or program participation
- awards from recognised programs
- self-assessment inventories
- oral or written reports
- evidence of information and communications technology, including Internet usage.

Teachers must develop learning programs that provide opportunities for students to demonstrate achievement of learning outcomes. A holistic approach to the development of skills through project-based activities that integrate the learning outcomes will ensure that learners are able to identify and apply these skills within authentic social and working environments.

A student will receive an **S** (satisfactory achievement) for Work Related Skills units when they have demonstrated competence in **all** learning outcomes for the Unit.

## VCAL WORK RELATED SKILLS

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

A particular focus of this study is integrated learning about work skills with prior knowledge and experiences and enhancement of the development of employability skills through work related contexts. Students are encouraged to develop critical thinking skills, learn problem solving and planning skills as well as OH&S awareness.

### Entry Prerequisites:

There are no prerequisites for entry into VCAL. However this subject choice is only available as part of a VCAL program which requires compulsory involvement in Literacy, Numeracy, Work Related Skills and Personal Development Skills. Places within the program are limited and will be restricted to those students who have, and continue to, demonstrate a commitment to learning.

### Course Outline

De La Salle College offers Work Related Skills units at two levels – Intermediate and Senior. Two units exist at each level. Learning outcomes addressed at each level are:

Learning Outcome	WRS Intermediate Unit 1	WRS Intermediate Unit 2	WRS Senior Unit 1	WRS Senior Unit 2
1	Learn about basic conditions and entitlements of a specific industry.	Learn to analyse and organize information for a work related goal.	Research information about the career pathways, functions and layout of a specific industry or workplace.	Collect, analyse and evaluate information in a work environment.
2	Obtain and communicate information in response to a work related OH&S issue.	Communicate information and ideas for a work related goal.	Communicate ideas and Information about OH&S requirements for a work environment.	Communicate ideas and information in a work environment.
3	Develop knowledge and understanding of OH&S in a work related context.	Plan, organise and manage activities for a work related goal.	Assist in the Hazard Identification Risk Assessment and Control Planning Process to meet OH&S requirements in a work related context.	Plan, organize and manage activities in a work environment, incorporating quality assurance processes.
4	Identify problems or safety hazards that can affect the safety of the work environment.	Identify and solve problems for a work related purpose.	Develop an OH&S plan for a work environment that addresses at least five OH&S issues.	Identify and solve problems in a work environment.
5	Contribute to team objectives to achieve safe work procedures	Work with others and in teams to achieve a work related goal	Work with others and in teams in a work environment in accordance with defined workplace procedures	Work with others and in teams in a work environment.
6	Use information and communications technology in relation to a work related activity.	Use information and communications technology in relation to a work related activity.	Use information and communications technology in relation to a complex work related activity.	Use information and communications technology in relation to a complex work related activity.
7			Use technology in accordance with OH&S guidelines in a work related context.	Identify, apply and evaluate technology in a work environment.
8				Show enterprise and identify opportunities in work processes.

### **Satisfactory Completion and Assessment Tasks:**

All activities designed for assessment of VCAL Unit learning outcomes should be assessed by the teacher to verify successful completion. The award of “Satisfactory Completion” for a Unit is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes. For VCAL units, students will receive a satisfactorily completed (S) or not yet complete (N) result for each Unit.

A range of assessment methods and task types may be used. These include:

- teacher observation and/or checklists
- self-assessment inventories
- written text
- discussion
- debates
- role-plays
- folios of tasks or investigations
- performing practical tasks
- reflective work journals
- student logbooks.
- a portfolio of accumulated evidence
- physical demonstration of understanding of written or oral text
- evidence accumulated through project or program participation
- awards from recognised programs
- oral or written reports and presentations
- oral explanation of text
- evidence of information and communications technology, including Internet usage

Teachers must develop learning programs that provide opportunities for students to demonstrate achievement of learning outcomes. A holistic approach to the development of skills through project-based activities that integrate the learning outcomes will ensure that learners are able to identify and apply these skills within authentic social and working environments.

A student will receive an **S** (satisfactory achievement) for Work Related Skills units when they have demonstrated competence in **all** learning outcomes for the Unit.



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# SECTION THREE

## SELECTION PROCESSES AT DLS DURING 2013

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## DE LA SALLE COLLEGE VCE COURSE SELECTION TIMELINE FOR 2012 YEAR 10 STUDENTS

### Work Experience:

- 18 – 22 June

### Term 3:

- **VCE/VCAL Expo Night – Wednesday 25 July (week 2)**
  - Held in the College Gymnasium (Tiverton Campus) at 7.30 pm
  - VCE/VET Student Handbook explained
  - Subject displays for all Learning areas with expert staff to answer questions.
  - Online subject process explained.
- **Research and getting advice (weeks 1-4)**
  - Class visits by Ms Smart and Ms Fitzpatrick
  - Appointments available with Ms Smart, Ms Fitzpatrick
  - Students urged to meet with other staff with specific questions (see list below)
  - Students wishing to select VCAL or external VET **must** meet Ms Martin or Ms Fitzpatrick before submitting preliminary subject selection form on 17 August.
- **Friday 3 August – Applications to Study a Unit 3/4 subject due**

Please note this is prior to the preliminary subject selection. Missing this deadline will be seen as evidence of unsuitability to manage Acceleration.
- **Wednesday 8 August**

Students advised approval/non-approval of Acceleration applications.
- **Friday 17 August – Final Date Year 11 Selections.**

Please note:

  - Timetabling decisions commence using this data. Students who miss this date risk missing out on subjects desired.
  - Selections of VCAL and External VET **must** have Ms Martin or Ms Fitzpatrick's signature (to show prior consultation.)
  - Forms need to have been printed, signed by parents and returned to HRTs by this date.

### Term 4:

- **Post examination review**

At the end of Term 4 each student's proposed course is reviewed in the light of his final Year 10 results. Students may be required to return to the College for an interview, early in December, to review and finalise a more appropriate course of study

**Whilst De La Salle College intends to offer the studies listed in this book, the provision of studies and programs is subject to viable student numbers and timetabling constraints.**

## DE LA SALLE COLLEGE VCE COURSE SELECTION TIMELINE FOR 2012 YEAR 11 STUDENTS

### Term 3:

- **Research and getting advice (weeks 1 - 7)**
  - Appointments available with Ms Smart and Ms Fitzpatrick
  - Students urged to meet with other staff with specific questions (see list below)
  - Students wishing to select Year 12 VCAL **must** meet Ms Martin before submitting subject selection form.
  
- **Wednesday 7 September -- Year 12 Final Subject Selections MUST be received by this date.**
  - Timetabling decisions commence using this data. Students who miss this date risk missing out on subjects desired
  - Selections of VCAL and External VET **must** have Ms Martin or Ms Fitzpatrick's signature (to show prior consultation.)

### Term 4:

- **Headstart Program 28 November to 4 December**

The program is compulsory for all Year 2013 Year 12 students. Full participation is a prerequisite for taking up the course selection. The program has two components:

  - Year 11 Closing Mass and Awards Assembly Thursday 22 November.
  - Year 12 subject classes Wednesday 28 November to Tuesday 4 December. There will be at least four periods of classes for each Unit 3/4 subject. The first outcome will be commenced and significant holiday preparation work will also be set.

Confirmation of 2013 subject selections is subject to final assessment results **including Year 11 exam results**. Students may be required to return to the College for an interview, early in December, to review and finalise a more appropriate course of study

## 2013 COLLEGE PERSONNEL TO CONTACT REGARDING VCE/VCAL SUBJECT SELECTION

Assistant Principal Curriculum	-	Ms Sally Buick
Head of Campus (Kinnoull)	-	Mr Tim Ford
VCE Coordinator	-	Mr Frank Goricanec
VCAL Coordinator	-	Ms Kerry Martin
Counsellors	-	Ms Carmel Smart (Pathways Coordinator)
	-	Ms Caroline Fitzpatrick (VET Coordinator)
	-	Ms Maree Keel

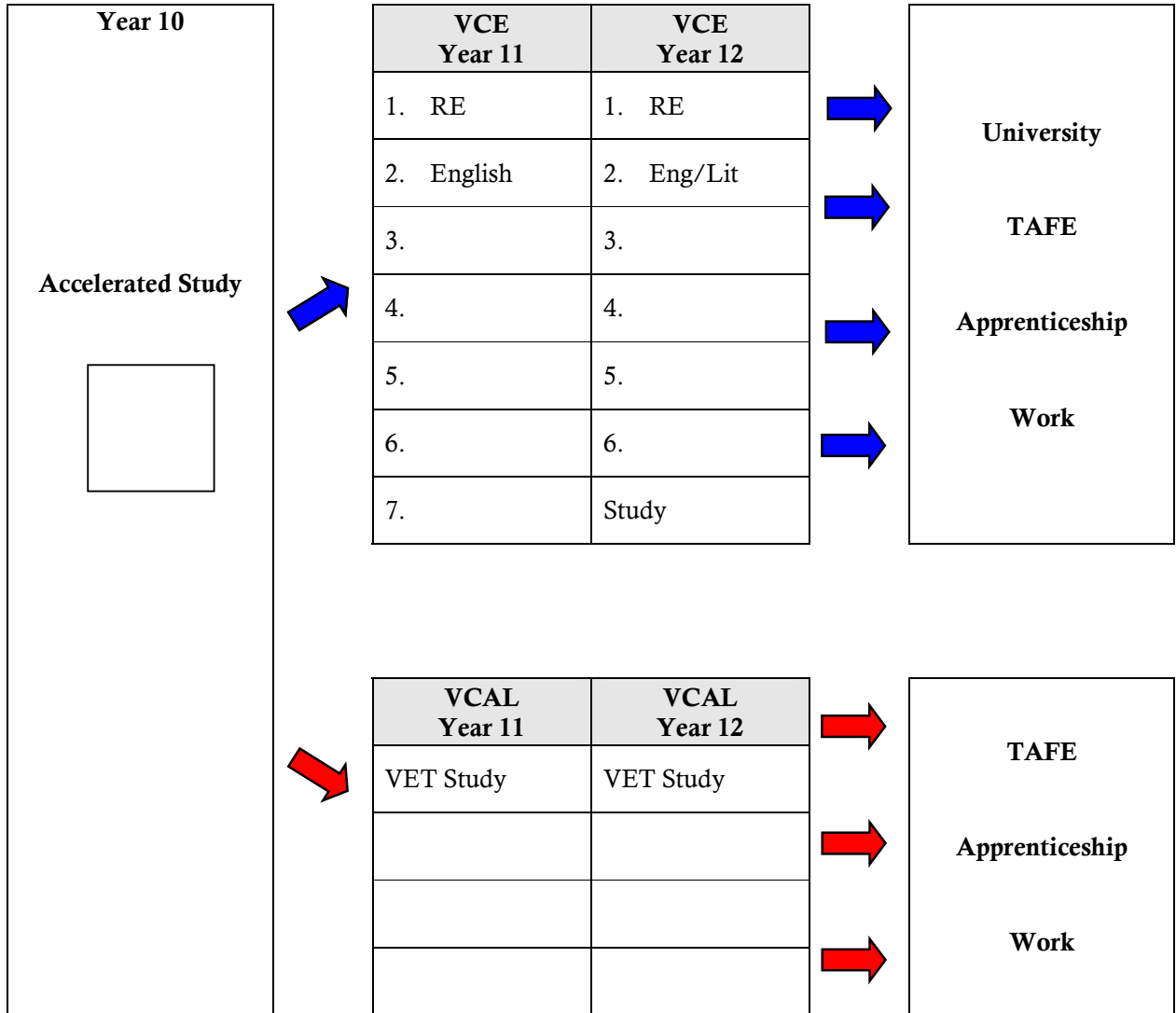
### **Learning Area Coordinators**

Arts	-	Mr David Happ
English	-	Mr James Walton
Information Technology	-	Mr Paul Maxted
LOTE Languages	-	Ms Kath Marino
Mathematics	-	Mr Luke Martin
Music	-	Ms Cindy Frost
Physical Education	-	Mr David Alexander
Religious Education	-	Mr Graeme Pender
Science	-	Mr Peppe Di Ciccio
SOSE (Business Studies)	-	Mr Norman Stewart
SOSE (Humanities)	-	Mr Chris Fleming
Technology	-	Mr Warren Walker

## PATHWAY PLAN FOR YEAR 11 AND 12

Name: \_\_\_\_\_

Year: \_\_\_\_\_





**DE LA SALLE COLLEGE  
APPLICATION TO STUDY A UNIT 3 & 4  
IN YEAR 11 2013**

Student Name

Homeroom

1. Units you wish to study: \_\_\_\_\_

2. Reasons you wish to study these units? Include information about any accelerated studies in Year10.

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3. Comment from parent/guardian

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4. Intended course 2013. Show all Unit 1,2 subjects including any VET subjects:

1. English 1,2	2. Religious Education	3.	4.
5.	6.	7.	

5. Which additional Unit 1, 2 will you select if this application is not successful?

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6. Student Signature:

7. Parent Signature:

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8. Provide average results in relevant related studies *(please note, these marks will be checked with our records):*

Semester 2, 2011		Semester 1, 2012	
Subject	Mark	Subject	Mark
1.		1.	
2.		2.	
3.		3.	
4.		4.	

**PLEASE RETURN TO KINNOULL CAMPUS OFFICE BY**

**Friday 3 August, 2012**



DE LA SALLE COLLEGE  
EXTERNAL VET 2013  
EXPRESSION OF INTEREST

Student Name

Homeroom

Home address

1. VET study name:

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2. Certificate Level: Indicate if this is 1<sup>st</sup> year or 2<sup>nd</sup> year of the VET study \_\_\_\_\_

3. Is your VET study likely to be part of a program in VCE or VCAL? (*circle one option*)

4. Reason for choosing this VET?

5.

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6. Consultation with VET Coordinator

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*Ms. Caroline Fitzpatrick*

7. Student Signature

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8. Parent Signature

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PLEASE RETURN TO YOUR HOMEROOM TEACHER  
ATTACHED TO YOUR PRELIMINARY SUBJECT SELECTION FORM BY



## GLOSSARY OF ACRONYMS

ASbAs	<b>Australian School-based Apprenticeships</b>
ATAR	<b>Australian Tertiary Admission Rank. Replaced the ENTER from 2010</b>
LOTE	<b>Languages other than English</b>
RTO	<b>Registered Training Organisation</b>
SACs	<b>School-Assessed Coursework</b>
SATs	<b>School-Assessed Tasks</b>
SWL	<b>Structured Workplace Learning</b>
TAFE	<b>Technical and Further Education</b>
VCAA	<b>Victorian Curriculum and Assessment Authority</b>
VCAL	<b>Victorian Certificate of Applied Learning</b>
VCE	<b>Victorian Certificate of Education</b>
VET	<b>Vocational Education and Training</b>
VRQA	<b>Victorian Registration and Qualifications Authority</b>

# ONLINE SUBJECT SELECTION INSTRUCTIONS

Web Preferences is a web application that allows students to enter their subject preferences on-line. This

Access Guide details the procedures to access and use Web Preferences.

Before you begin, make sure that you have access to a computer that has the following:

- An Internet connection.
- A web browser – Microsoft Internet Explorer 5.5 or higher, or Netscape Navigator or higher, or Apple Safari 1.2 or higher.
- Access to a printer.

## Step One – Accessing Web Preferences

To use Web Preferences you must open your web browser and open the following internet site.

[www.webpreferences.com.au/StudentPortal](http://www.webpreferences.com.au/StudentPortal)



The screenshot shows the 'Web Preferences Student Portal - Welcome' page. At the top right is the 'Timetabling SOLUTIONS' logo. Below the header, it says 'Please enter your login details in the boxes below.' In the center is a 'System Login' box containing two input fields: 'Student Access Code:' and 'Password:'. Below these fields is a blue button labeled 'Enter the Web Preferences Student Portal'.

## Step Two – Logging into Web Preferences

You will be required to enter an access code and password to log in to this website. These details are case sensitive and match your current school network login details. Students will receive login codes from Homeroom teachers if required.

## Step Three – Selecting Preferences

To use or change your preferences press the “Add Preferences” button located near the top left corner of the page and the “Preference Selection” page will appear. Follow the instructions on this page to select subjects from the drop down list boxes. When you have finished, press the “Submit Preferences” button.

If a subject you wish to choose is not listed in a drop down box it means that you have not met the subject prerequisite. In this case you will be unable to select this study unless you download and follow the Subject Appeals Form process(available on our college website).

### **Step Four – Validating Preferences**

The “Preference Validation” page will display all your preferences in the order you selected them. If you are happy with your preferences then continue by pressing the “Submit Preferences” button which will open a page titled “Preference Receipt”.

### **Step Five – Finishing Up**

You can print your “Preference Receipt” page by pressing the “Print Receipt” button. Sign the printed receipt and return it to your Homeroom teacher. Continue by pressing the “Finish” button, which will return you to the home page. If you want to change your preferences, repeat the process by processing the “Add Preferences” button, otherwise exit by pressing the “Log Out” button.



## SUBJECT SELECTION APPEALS FORM

The College has published details concerning the usual selection requirements needed to gain access to certain subjects. In extraordinary circumstances involving: a serious health or family-related issue; bereavement; or other exceptional circumstance, these requirements may be waived. If exceptional circumstances meant it was not reasonably possible to meet the subject selection requirement, students may apply to choose the subject by completing this Subject Selection Appeal Form.

Please note:

- The onus is on the student to provide compelling evidence to support his Appeal
- All Appeals will be seriously considered by the Academic Progress Panel
- The Academic Progress Panel reserves the right to request additional evidence
- The completed Form is to be handed to the Year Level Coordinator by FRIDAY 17, AUGUST.
- The Principal's eventual decision regarding access to particular subjects will be final.

### TO BE COMPLETED BY THE STUDENT WITH THEIR PARENT(S)

Student Name \_\_\_\_\_ Homeroom Teacher \_\_\_\_\_ H.Room \_\_\_\_\_

I wish to appeal my exclusion from [insert subject name(s)] \_\_\_\_\_  
for the following reasons:

Reason(s)

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**How did the above reason(s) impact?** Clearly outline how the different reasons disadvantaged your studies.

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**Supporting documentation**

Documentation must be provided to have the best chance of a successful appeal. Collect documentation of the reasons you have identified, preferably with a description of how they affected your studies (eg. doctor/counselor letter.) If you cannot get supporting documentation from a doctor/counselor, ask a parent/guardian to write a detailed supporting statement. Attach any supporting documentation to this Form.

**Solutions**

For each reason you have identified, find a realistic solution or set of strategies that will allow you to perform to the required level in the future. You must be able to demonstrate that you can overcome the problems you have identified.

**Reasons Solutions**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Additional Comments (optional)**

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**Student Declaration**

I certify that the information I have supplied is complete and correct.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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**OFFICE USE ONLY**

Decision of Academic Progress Panel:

Signature: \_\_\_\_\_

Date of Decision: \_\_\_\_\_