Introduction

This handbook provides information on the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL), specific details on courses and subjects offered by the College for 2017.

Several sample VCE programs are also offered to provide clear guidance regarding pathways between the final years of secondary education, further training and the workforce. These programs encourage students to look to the future and provide examples of courses, which are relevant to the workplace and further study while meeting University Entrance Requirements for 2018 and 2019.

Although students are encouraged to plan a course over two years, the flexibility of the VCE and VCAL allows for students to change the direction or emphasis of their studies as individual aspirations grow and develop. The Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training Courses (VET) within the VCE allow students to develop approved industrial skills and competencies.

Success in the VCE and VCAL programs is often a combination of clear goals, a solid work ethic and careful planning. Along with parents, the teaching staff of the College is committed to providing students with the support needed to achieve their full potential. The involvement of students, teachers and parents in the course selection process is often the first step to success.

Attendance Requirements & Processes

Greensborough College has an attendance requirement of 90% for VCE students. Those students with an attendance rate below this will be at risk of failing on attendance. School approved excursions and illnesses with an accompanying medical certificate are NOT considered “unexplained” and therefore do not contribute towards a student’s absences. All other reasons will count towards absences unless approved by the Senior School Management Team or Principal.

The VCAL program requires a 90% attendance rate for students to complete all required tasks in class for an ‘S’. If tasks are not completed to a satisfactory level, a NYC or N will be recorded.

Late to school and Early Leavers.

If your son / daughter is going to be late please call the school or write a note in their planner. The student must go to room B4 and sign in immediately on arrival. If your son / daughter needs to leave school early please write a note in their planner. The student must sign-out by going to room B4 and presenting the note to the Attendance Officer. Students who do not follow this process will receive a consequence for truancy.

Scheduled and Unscheduled Spares

Students are expected to be on school grounds for the entire school day, regardless of their timetabled spares. They are expected to use both scheduled and unscheduled spares for completing private study.

Victorian Curriculum Assessment Authority Requirements

A VCE program is usually made up of 22 units taken over two years. Students must satisfactorily complete at least 16 units in all. These 16 units must include at least 3 units from the English group and three pairs of unit 3 and 4 sequences in studies other than English. For example, Units 3 and 4 of Chemistry, Business Management and History.

At Greensborough College students are required to attempt 12 units in Year 11, i.e. 6 units each semester and 10 units in Year 12, i.e. 5 units each semester.
While the majority of Year 11 selections will be made from Units 1+2, highly motivated or capable students will be offered the opportunity to select a Unit 3+4 Sequence to enhance the range and scope of their VCE studies.

Outcomes and Assessment Tasks

A unit of study within the VCE is the equivalent of 100 hours of study. It is expected that schools will offer about 50-60 hours of formal class time for each unit of study. A unit is designed to be completed in 1 semester. Satisfactory achievement of the learning outcomes as specified in each study design is the basis on which a student will be judged to have completed a unit of work and receive an “S”.

“S” means that;

• The student has demonstrated the learning outcomes for that unit according to the Description in the study design of each subject.
• The achievement of learning outcomes has been completed in a satisfactory manner i.e. in a way which meets the specifications stated in the study design.
• The teacher is able to attest that the work upon which the judgment is based is the student’s own work.

“N” means

Students who do not satisfactorily display the learning outcomes for a unit of work receive “N”, Unsatisfactory. Students receiving “N” will not be credited with completion of that unit.

Satisfactory Completion of Work

1. **Classwork**: If students do not satisfactorily complete class-work and home-work tasks assigned by their teachers then their teacher will assign a consequence, such as detention, an alternative task, contacting home, etc.

2. **A Designated Outcome Task**: If a teacher designates a task as specifically contributing to the assessment of an outcome then it is a requirement for successful completion of the unit. If this task is not completed and submitted to a satisfactory standard by the due date, or if it cannot be authenticated as the student’s own work, then an N may be given. The student may be offered a redemption (see redemption policy).

3. **Scored Assessment**: If a student achieves a mark of less than 40% on any Scored Assessment (SAC or SAT) then they will be awarded a UG and the work will be considered unsatisfactory. An N may then be given for the associated Outcome. The student may be offered a redemption (see redemption policy).

If the Scored Assessment is not completed by the due date the student will receive a grade of “Not Assessed”, and may be offered a redemption.

If you are away when a designated outcome task, or scored assessment is due, your work will be accepted without penalty if:

A doctor’s certificate is provided

**AND** the work is submitted immediately upon your return to school [do not wait for the next class]

**AND** the outcome / assessment task has not been returned to other students

*If there are extenuating circumstances talk to your teacher, coordinator or student welfare staff.* Senior school students involved in co-curricular activities such as participating in sports teams, coaching, musical performances etc. should, unless there are exceptional circumstances, give priority to their timetabled studies and are required to attend any assessment of coursework. Where there is a clash between a co-curricular activity and an assessment task it is the student’s responsibility to give at least five school-days’ notice to both their classroom teacher and the Senior School Management Team seeking an extension, or alternative arrangements.

<table>
<thead>
<tr>
<th>Marking Category</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90%+</td>
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</tr>
<tr>
<td>80%+</td>
<td>A</td>
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<tr>
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<td>45%+</td>
<td>E+</td>
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<tr>
<td>40%+</td>
<td>E</td>
</tr>
<tr>
<td>&lt;40%</td>
<td>UG</td>
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</table>
Redemption [turning an N into an S for Units 1-4]

Students who have failed an Outcome (and therefore failed the unit) may be given the opportunity of redemption. When the Senior School Management Team are made aware of a student’s unsatisfactory performance in an Outcome, they will arrange a meeting with the student to discuss the causes and relevant circumstances. The opportunity for redemption will be considered by members of the Senior Management Team, who may consult with the student and the classroom teacher.

If redemption is granted you may be required to re-submit the task which was unsatisfactory; to complete a similar, but different task; or to make another arrangement which will demonstrate that you have satisfactorily met the requirements of the task. Redemption will not alter the original mark given for scored assessment. Redemption will be deemed either to be satisfactorily completed (in which case the student will receive an S) or not satisfactorily completed (in which case will receive an N and fail the unit). No further extensions of time will be given. Students may be offered the opportunity to redeem for two subjects per semester.

Students may appeal any decision made under the redemption policy to the Greensborough VCE Appeals Board.

Greensborough College VCE Appeals Board

Providing your appeal has some merit, you may apply in writing (form from Senior School) to either the Senior Programs Leader or the Senior School Student Management Leader to convene the Appeals Board. The board has the authority to uphold the original decision, to accept all or part of the original decision, to provide alternative ways to redeem the work for assessment, or to determine that the student should receive an N for the Outcome and therefore the Unit.

The board will consist of at least 2 of the following:

- Member of Principal Class
- Senior Programs Leader
- Senior Student School Manager (or representative)
- A representative of the faculty from the area of concern (other than the classroom teacher)

Statement of Results

The Victorian Curriculum and Assessment Authority (VCAA) will provide students with three types of statement, each on an A4 sheet of paper.

1. Statement of Satisfactory Completion: a list of all units attempted, with S or N shown and year in which the result was obtained.
2. Statement of Grades for each Unit 3 and 4: a list of Unit 3 and 4 sequences with the grade obtained. For each study, the sum of grades will also be converted to a standardised mark out of 50.
3. Detailed Results for each Assessment Task: a statement for each Unit 3 and 4 sequences taken. This will include a brief description of each unit and the grade obtained for each assessment Component.

The VCAA will also supply the Victorian Tertiary Admissions Committee (VTAC) with all assessment results. For students seeking entrance to tertiary courses, VTAC will provide an Australian Tertiary Admission Rank - ATAR, out of 100 (formally called ENTER), which will be used as a basis by both Universities and TAFE Colleges in the student selection process.

Senior School Certificates

Over the coming months, students in Years 10 and 11 will make important decisions about their future. For students who choose to continue with their education, VCE and VCAL usually means a commitment to a two-year program of study. (See ‘Learning Pathways’ chart on next page). A key objective for students when choosing a VCE course of study should be to keep as many opportunities or pathways for the future open. The college has
designed a program to assist students through the process of making informed decisions about their VCE. Each student will be counselled on an individual basis to discuss issues such as:

- Career interests and aspirations
- School performance to date
- Proposed subject choice for 2017 (discussed later in this booklet)

**Realistic Expectations**

Before you make a commitment to your subject choice, ask whether the subject is within your capability and interest? Make sure your expectations are realistic.

**Subject Choice and Career Path**

Certain Tertiary Courses list one or more subjects as prerequisites. You must achieve a satisfactory standard in a prerequisite subject before your application for entry into some courses will be considered. Some courses specify a particular study score must be achieved in a prerequisite subject before considering an application. The VTAC Internet site, [www.vtac.edu.au](http://www.vtac.edu.au) provides up to date information on Courses and Course Prerequisites for all University and TAFE Colleges available to students on the completion of their VCE.

**Progression to Yr 12**

Students need to achieve a satisfactory result in a minimum of SIX Unit 1 and 2 subjects, one of which must come from the English group, before they may be offered a Yr 12 program at the College.
Learning Pathways
The VCE and Post School Options
The VCE aims to provide all students with an appropriate pathway through post compulsory schooling. So:

- the pursuit of higher education
- a desire to gain employment
- the pursuit of further training

are all pathways, which can be catered for. These pathways should be viewed as a beginning. In some cases the VCE will be the start of a very long journey through school, university, professional training and development. In other cases the pathway might lead to a combination of training and work.

The Pursuit of Higher Education
Higher education is a goal for many, but remember Universities and other tertiary institutions have prerequisites for entry to particular courses. When choosing examine prerequisites and specific requirements carefully. The VTAC has printed the prerequisites and special requirements for entry to courses in 2015. This information can be obtained from the Careers Office.

Organising Your Program
What is a program?

Your program is the collection of studies you elect to do over the two or more years it takes you to complete your VCE or VCAL. Your program is the pathway to your future, and should reflect your main interests and goals, whether these include further study or employment. For example, if you hope to study at a University, College of Advanced Education or a TAFE College after leaving school, you must check carefully that you are taking studies that are required by the institution you wish to enter.

When organising your program you should:

- Consider your career options and ensure that your study selections will help you to reach your goal
- You should be aware of any requirements for a specific career or course you have in mind
- Consult your Careers teacher and other teachers who may be of help
- Carefully assess your interests and skills, and your capacity for sustained work
- Include studies that will add depth of understanding as well as breadth and variety

Sample Student Programs

Sample Student Programs are provided in:

| Behavioural Science | Business Studies | Catering |
| Creative Art | Humanities | Physical Science |
| Sport Science |

These programs provide a guide in organising your VCE program and give examples of the types of studies and order of selection over the next two years.

It is not compulsory to do the programs listed provided you satisfy Board of Studies requirements for the VCE. You may develop your own program of studies.
### Behavioural Science
This program leads to further studies in the areas of Behavioural Science, Psychology, Nursing, Social Work and Community Welfare.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>ENGLISH 1</th>
<th>PSYCHOLOGY 1</th>
<th>HEALTH 1 or CHEMISTRY 1</th>
<th>MATHS METHODS 1</th>
<th>BIOLOGY 1</th>
<th>GENERAL MATHS 1</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>ENGLISH 2</td>
<td>PSYCHOLOGY 2</td>
<td>HEALTH 2 or CHEMISTRY 2</td>
<td>MATHS METHODS 2</td>
<td>BIOLOGY 2</td>
<td>GENERAL MATHS 2</td>
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<thead>
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<th>Year 12</th>
<th>ENGLISH 3</th>
<th>PSYCHOLOGY 3</th>
<th>HEALTH 3 or CHEMISTRY 3</th>
<th>MATHS METHODS 3</th>
<th>BIOLOGY 3</th>
</tr>
</thead>
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<tr>
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<td>ENGLISH 4</td>
<td>PSYCHOLOGY 4</td>
<td>HEALTH 4 or CHEMISTRY 4</td>
<td>MATHS METHODS 4</td>
<td>BIOLOGY 4</td>
</tr>
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</table>

### Business Studies
This program leads to further studies in the areas of Commerce, Business Studies and Financial Planning.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>ENGLISH 1</th>
<th>BUSINESS MANAGEMENT 1</th>
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<th>MATH METHODS 1</th>
<th>ECONOMICS 1 or ACCOUNTING 1</th>
<th>GENERAL MATHS 1</th>
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<td>LEGAL STUDIES 2</td>
<td>MATH METHODS 2</td>
<td>ECONOMICS 2 or ACCOUNTING 2</td>
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<td>LEGAL STUDIES 4</td>
<td>MATHS METHODS 4</td>
<td>ECONOMICS 4 or ACCOUNTING 4</td>
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</table>
### Hospitality
This program leads to further studies in the areas of Hospitality, Hotel Management, Food Preparation, Tourism and Business Management.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>ENGLISH 1</th>
<th>VET HOSPITALITY 1</th>
<th>FOOD TECHNOLOGY 1</th>
<th>HEALTH 1</th>
<th>BUSINESS MANAGEMENT 1</th>
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<td>FOOD TECHNOLOGY 4</td>
<td>HEALTH 4</td>
<td>BUSINESS MANAGEMENT 4</td>
<td></td>
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</tbody>
</table>

### Creative Arts
This program leads to further study in the areas of Fine Arts, Graphic Design, Media Studies and Merchandising.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>ENGLISH 1</th>
<th>VISUAL COMMUNICATION DESIGN 1</th>
<th>STUDIO ART 1</th>
<th>PSYCHOLOGY 1</th>
<th>COMPUTING 1</th>
<th>FREE CHOICE 1</th>
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<td>STUDIO ART 4</td>
<td>PSYCHOLOGY 4</td>
<td>INFORMATICS 4</td>
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</table>
### Humanities

This course leads to further study in the Arts, Humanities, Social Sciences, Teacher Education, Youth Affairs and Community Services.

<table>
<thead>
<tr>
<th>Year</th>
<th>ENGLISH 1 and/or ENGLISH LITERATURE 1</th>
<th>BUSINESS MANAGEMENT 1</th>
<th>HISTORY 1</th>
<th>LEGAL STUDIES 1</th>
<th>ECONOMICS 1 or ACCOUNTING 1</th>
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<th>HISTORY 3</th>
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<td>HISTORY 4</td>
<td>LEGAL STUDIES 4</td>
<td>ECONOMICS 4 or ACCOUNTING 4</td>
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</table>

### Physical Sciences

This course leads to further study in areas of Medicine, Engineering, Chemistry and Physical Science, Surveying, Technology and Computers.

<table>
<thead>
<tr>
<th>Year</th>
<th>ENGLISH 1</th>
<th>PHYSICS 1</th>
<th>CHEMISTRY 1</th>
<th>ADVANCED GENERAL MATHS 1</th>
<th>MATH METHODS 1</th>
<th>COMPUTING 1</th>
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<td>SPECIALIST MATHS 4</td>
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</tbody>
</table>
**Sport Science**

This course leads to further studies in the areas of Physiotherapy, Sport Science, Physical Education, Human movement, Behavioural Science, Outdoor education, Sport Management and Health Sciences.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>ENGLISH 1</th>
<th>PHYSICAL EDUCATION 1</th>
<th>VET SPORT &amp; RECREATION 1</th>
<th>GENERAL MATHS 1 or MATHS METHODS 1</th>
<th>BIOLOGY 1 or CHEMISTRY 1</th>
<th>HEALTH 1</th>
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<td>HEALTH 2</td>
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<td>BIOLOGY 4 or CHEMISTRY 4 or HEALTH 4</td>
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</table>

**Performing Arts**

This program leads to further study in the areas of Dance, Drama, Music Performance, Media and IT.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>ENGLISH 1</th>
<th>DRAMA 1</th>
<th>MUSIC PERFORMANCE 1</th>
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<td>VET DANCE 3</td>
<td>MEDIA 3</td>
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<td>DRAMA 4</td>
<td>MUSIC PERFORMANCE 4</td>
<td>VET DANCE 4</td>
<td>MEDIA 4</td>
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</tbody>
</table>
**Victorian Certificate of Applied Learning (VCAL)**

**VCAL a vocational Program**

VCAL is an accredited Senior Secondary Certificate designed to improve the pathways for young people in the post compulsory years. This certificate is an alternative to VCE and is offered to students who believe they need a course based more on practical experience than study specific skills.

VCAL provides pathways into:
- further VCE study
- TAFE training
- Apprenticeships and traineeships
- employment

Essentially, students studying VCAL spend some time at school, sometime in work placement and some time at TAFE or training with an RTO, participating in a VET certificate course.

Students, together with the VCAL Manager, will devise a course of study that covers the following areas:
- Literacy and numeracy
- Industry specific skills
- Work related skills
- Personal Development skills
- VCE Units

**Once students have nominated to be part of VCAL, a program will be devised that best suits their needs.**

The Victorian Certificate of Applied Learning (VCAL) provides a vocational focus and establishes a connection between the final years of secondary education and a student’s intended vocational future. Students undertaking a VCAL program will develop a range of competencies, which can lead to employment in the particular vocational area but can also lead to broader educational and work outcomes.

The College offers a VCAL program that forges a direct link between the senior year’s program and the workforce. This program combines VCAL, VCE and TAFE (VET) units relevant to students’ vocational futures as well as a compulsory work placement component. Students must successfully complete a minimum of 10 credits. Students must demonstrate competency in each unit to achieve an ‘S’. Students must complete a portfolio of evidence for each unit and have a 90% attendance rate.

Students who complete this program will obtain the Victorian Certificate of Applied Learning issued by the VCAA as well as several TAFE modules towards a nationally recognised Vocational Training Certificate.

**VCAL**

VCAL has been developed to prepare students who wish to enter the workforce. We are offering the VET components of VCAL in the areas of Automotive, Hospitality, Sport and Recreation and possibly Education Support, at Greensborough, but through arrangement with other schools in the region, have access to a far greater range of VET courses. This information will become available later in the year. A key component of the course is for the student to organise a one day a week work placement in a suitable Industry Area.

Students at the Intermediate level (usually Yr 11) need to select which VET course they wish to study, if it is one of the four offered at Greensborough please indicate which one at the course counselling interviews. If it is an external VET course enrolment and course details will be finalised later in the year.
Students at the Senior level (usually Yr 12) will undertake a VCAL program that may consist of: Literacy, Numeracy, Personal Development skills, Work related skills and VET certificate studies as well as a Structured Workplace Learning Placement or School Based Apprenticeship and Training (SBAT).

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<tr>
<th>Year 11</th>
<th>INTERMEDIATE LITERACY</th>
<th>INTERMEDIATE NUMERACY</th>
<th>VET SUBJECT</th>
<th>INTERMEDIATE PERSONAL DEVELOPMENT SKILLS 1</th>
<th>INTERMEDIATE WORK RELATED SKILLS 1</th>
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<td>SENIOR WORK RELATED SKILLS 1</td>
<td>SENIOR WORK RELATED SKILLS 2</td>
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</table>

**TAFE (VET) Modules**

VET programs contain a number of Modules developed and delivered under the auspices of external training authorities.

Students wishing to undertake this course will be required to pay for some of the costs associated with the delivery of the VET components and a reduced enrolment charge to the TAFE authority. These costs are subsidised by the Department of Education, but as an indication for parents, it is expected that each student undertaking the Program would be required to contribute fees charged by the TAFE providers.

The VCAL gives you practical work related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work and like the VCE it is a recognised qualification.

**A VCAL learning program must include:**
- at least two VCAL units
- at least one literacy unit
- at least one numeracy unit
- at least one unit from the Industry

**Specific Skills strand:**
At the intermediate (usually Yr 11) and Senior levels (usually Yr 12) this must include a unit of study from a VET qualification and at least one unit from the Work Related Skills strand:
- at least one unit from the Personal Development Skills strand
- at least SIX credits at the level or above, of which one must be literacy and one VCAL Personal Development Skills unit.
THE FOLLOWING UNITS ARE OFFERED FOR UNIT 1+2 (NORMALLY YEAR 11) OR FOR UNIT 3+4 (NORMALLY YEAR 12) OR BOTH. A LIST OF COLLEGE LEVIES ASSOCIATED WITH STUDIES FOR NEXT YEAR WILL BE AVAILABLE DURING THE TERM 4 WITH THE BOOKLIST. YOU WILL FIND AN INDICATION OF THE CHARGE BELOW.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Unit 1+2 (normally Year 11)</th>
<th>Unit 3+4 (normally Year 12)</th>
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</thead>
<tbody>
<tr>
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<td>Code</td>
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<tr>
<td>Accounting</td>
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<tr>
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<tr>
<td>Business Management</td>
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<tr>
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<tr>
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<tr>
<td>Specialist Maths</td>
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<tr>
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<tr>
<td>Music (Performance)</td>
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<tr>
<td>Physical Education</td>
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<td>Physics</td>
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<tr>
<td>Product Design &amp; Technology - Wood</td>
<td>PDT1</td>
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<td>Psychology</td>
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<td>Visual Communication Design</td>
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<tr>
<td>VET - taken at other schools</td>
<td>VCM</td>
<td>$150</td>
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</table>

Please note: Greensborough College makes every effort to run a program that caters to the curriculum needs of its students. The subjects listed here are all offered, but while we endeavour to provide for the subject selections of every student, there are limitations which will affect our ability to do so. The decision to run a subject in 2017 is dependent on a range of factors, including staffing, resourcing and the number of students who have selected the subject. Where a preferred subject cannot run the College will offer further course counselling and support.
ACCOUNTING

VCE Accounting focuses on the procedures of accounting and finance. How the accounting processes of recording and reporting financial information are used to provide users with appropriate information for planning, control and effective decision making, assessing business performance. Accounting is important if students intend to undertake tertiary studies in Accounting, Economics, Commerce, Finance, Management and Property as Accounting is a compulsory first year subject in most tertiary courses.

There is a broad and extensive range of employment opportunities available for those with accounting qualifications. Career opportunities include: Accounting, marketing, small business ownership, law, journalism, real estate, insurance, banking and financial, computing, engineering, stock broking, teaching, community service and welfare work.

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 process of gathering, recording, reporting and analysing financial data and information used by internal and external users.

Unit 2: Accounting for a trading business
This unit focuses on accounting for a single activity sole trader. Students use a single entry recording system for the recording and reporting of cash and credit and the accrual method for determining profit. They evaluate the performance of a business using financial and non-financial information and make recommendations 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 a double entry system using the accrual basis of accounting.

Unit 4: Control and analysis of business performance
This unit further develops the role of accounting in providing information, with the main focus on accounting information for management. It covers recording and reporting for trading businesses, using perpetual inventory recording and reporting on the accrual basis. Budgeting for cash, financial performance and financial position are also covered.

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

Assessment
Satisfactory completion is determined by demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Each unit will specify particular work tasks and tests for assessment of achievement.

Units 3 and 4
School-assessed coursework, a mid-year examination and an end-of-year examination.

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

All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.
BIOLOGY

Biology is the science of living organisms. A broad and ever-growing subject, it provides the foundation for many of the developments in medicine, genetics, forensics and environmental science. Branches of biology include anatomy, biotechnology, botany, cell biology, ecology, genetics, medicine, microbiology, molecular biology and zoology. The range of courses and careers open to those who study biology is also large, from traditional subjects such as nursing, botany and zoology to bioinformatics and microbiology. Biology students will study the diversity of living organisms, the structure and function of cells, immunity and diseases, aspects of physiology, the biochemistry of life and how living organisms interact with each other and their environment, heredity, genetic technologies and hominid evolution. Students will learn through practical discovery and will develop the observational and laboratory skills necessary for a career in science or medicine.

Unit 1: How do living things stay alive?
In Unit 1 students explore how organisms stay alive. They will examine the structure and functions of cells. They will analyse adaptations and investigate communities and ecosystems and factors that affect populations.

Unit 2: How is continuity of life maintained?
In Unit 2 students will focus on how DNA enables the transmission of biological information to each new generation. This includes sexual and asexual reproduction. Students will explore the relationship between genes, the regulation of genes and the environment. They will use Chromosome theory to explain inheritance and consider the ethics of genetic technologies.

Unit 3: How do cells maintain life?
Unit 3 focuses on the cell as a dynamic system of interacting molecules that define life. Students investigate the workings of the cell from several perspectives including; signaling, communication, structure and role in the immune system

Unit 4: How does life change and respond to challenges over time?
Unit 4 focuses on the continual change and challenges to which life on earth is subjected. Students investigate the relatedness between species and the impact of various change events on a population’s gene pool and evolutionary trends. The social and ethical implications of manipulating DNA and applying biotechnologies is also explored.

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

Assessment
Satisfactory completion is determined by demonstrated achievement of the set of outcomes specified for the unit.
Levels of Achievement
Units 1 and 2: Each unit will specify particular work tasks and tests for assessment of achievement.

Units 3 and 4: School-assessed coursework and an end-of-year examination.
- Unit 3 school-assessed coursework: 16 per cent
- Unit 4 school-assessed coursework: 24 per cent
- End-of-year: 60 per cent
BUSINESS MANAGEMENT

The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of small, medium and large-scale organisations and learn about management theories and compare them with management in practice. Students develop knowledge and skills that will help them to participate more effectively as socially responsible and ethical members of the business community and as informed citizens. Business Management is an excellent pathway for the workforce or career areas such as business, marketing, tourism and retail.

Unit 1: Planning a business
In this unit students explore the factors affecting business ideas and the internal and external environment within which businesses operate and the effect of these on planning a business.

Unit 2: Establishing a business
This unit focuses on the establishment phase of a business. This involves looking at legal requirements, finance and record keeping, establishing a customer base and making decisions about staff and how to market your business.

Unit 3: Managing a business
This unit explores key processes and issues associated with managing a business effectively and efficiently in order to achieve the business objectives. Students will look at different types of businesses and their respective objectives as well as corporate culture, management styles and management skills.

Unit 4: Transforming a business
In this unit students will consider the issue of managing change for business and the importance of leadership in change management. They will also look at key performance indicators used by businesses.

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

Assessment
Satisfactory completion is determined by demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Each unit will specify particular work tasks and tests for assessment of achievement

Units 3 and 4
School-assessed coursework and end-of-year examination
- Unit 3 school Assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 20 per cent
- End of Year examination: 60 per cent.
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 all things. Chemistry is relevant to numerous fields of endeavour, including agriculture, art, biochemistry, dietetics, engineering, environmental studies, food, forensic science, forestry, horticulture, law, medicine, oceanography, pharmacy, sports science and winemaking. The chemistry undertaken in VCE Chemistry is representative of the discipline and the major ideas of chemistry. This includes study of the periodic table, materials, water, the atmosphere, chemical analysis, industrial chemistry and chemical energy.

Unit 1: How can the diversity of materials be explained?
In Unit 1 students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Students will be able to explain the relationships between molecules, atoms and nanoparticles in terms of their structure and bonding and will be able to relate their structures to specific applications. Students will be introduced to the mole concept and use chemistry terminology and notation to represent and explain observations.

Unit 2: What makes water such a unique chemical?
In Unit 2 students study the amazing physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. This will involve exploring the polar nature of water, its solubility and the role of water in acid-base reactions and redox reactions.

Unit 3: How can chemical processes be designed to optimise efficiency?
Unit 3 focuses on the global demand for energy and materials as the world population increases. Students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimization of their impact on the environment.

Unit 4: How are organic compounds categorized, analysed and used?
Unit 4 focuses on the unique characteristics of the carbon atom to explain the diversity and number of organic compounds that not only constitute living tissue but are also found in the fuels, foods, medicines and the many materials we use in everyday life. Students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Unit 2 or 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.

Assessment
Satisfactory completion is determined by demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2: Each unit will specify particular work tasks and tests for assessment of achievement.

Units 3 and 4: School assessed coursework and an end-of-year examination.
Unit 3 School-assessed Coursework: 16 per cent
Unit 4 School-assessed Coursework: 24 per cent
End-of-year examination: 60 per cent
Every job, every industry, every person in the developed world uses ICT in some way to go about their daily business. Although you may know how to use a computer, search the internet and send a text message, it is the study of ICT that made that technology available to you and everyone else. In this subject, we look at how to use computing technology and software to create solutions to problems faced by organisations. If an organisation needs to keep records in an efficient manner they would need to develop a good database. If they wanted to promote their business to the wider community they would need a good website. If they needed all their staff to be able to communicate and share files easily they would need a good network. Would you know how to make any of these? If you chose to study IT you will learn how to make them all and more. The subject also looks into issues that have arisen due to information and communication technologies such as the invasion of privacy from social networking and the demise of the entertainment industry due to illegal file sharing.

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

Unit 2:
This unit focuses on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students will develop their computational thinking skills when using a programming or scripting language to create solutions. They will also engage in the design and development stages of the problem-solving methodology. Students will develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. Students will learn to apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

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

Students will complete project where they frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. Students will then draw on the analysis and conclusion of their hypothesis, and design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project. Lastly, students will explore how different organisations manage the
storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information

Entry
No prerequisites for entry to Units 1, 2 and 3.
Students must undertake Unit 3 prior to undertaking Unit 4.
It is strongly recommended that any student choosing Computing and Informatics have opted in to the One to One Netbook program.

Assessment
Satisfactory completion is by demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
The individual school will determine the level of achievement.

Units 3 and 4
Percentage contributions to the study score in Information Technology: IT applications are as follows:
- Unit 3 school-assessed coursework: 10 per cent
- Unit 4 school-assessed coursework: 10 per cent
- Unit 3 & 4 school-assessed task: 30 per cent
- End-of-year examination: 50 per cent
VCE DRAMA

VCE Drama uses the body and mind to make performance. In particular, the study of Drama focuses on continuing to develop expressive skills. By looking at dramatic works, students analyse how skills are used to develop and perform imagined characters. Students look at refining their own skills, techniques, and processes in the creation and presentation of their own dramatic works. Students demonstrate their understanding and use of context, application of stagecraft elements, and analysis of development and performance of their own and others' dramatic works. A range of social, political, cultural, and historical situations can be explored more fully as Drama can provide a form and meaning to examine the material in more detailed and a personal level.

Unit 1: Dramatic storytelling
Students examine storytelling through the creation of their own ensemble performance. The Unit is about creating, presenting, and analysing devised performances. This includes making characters that are based on personal, cultural, and/or community experiences. Students consider options from a range of stimulus material, gain greater awareness of how performance can be created and improve their control of expressive skills. Students learn more about stagecraft, theatrical conventions, and performance styles from a range of social and cultural situations.
Unit 1 Drama students must also attend and analyse professional theatrical performances.

Unit 2: Creating Australian Drama
This Unit holds a spotlight on the documenting of steps in fashioning a prepared solo performance. Students create, present, and analyse a performance from an Australian contemporary or historical context, based on a person, an event, an issue, a place, an art work, a text, and/or an icon. Students build on skills and knowledge introduced in Unit One, using the range of stimulus material to create the solo performance. They also learn how to manipulate theatrical conventions and dramatic elements that belong to chosen performance styles.
Unit 2 Drama students must also attend and analyse professional theatrical performances.

Unit 3: Ensemble performance
This unit focuses on non-naturalism. Collaboration is used to create, develop, and present an ensemble drama performance using stimulus from a diversified range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and conventions are explored in the creation, development, and presentation of the performance. Students strengthen performance through the use and manipulation of dramatic elements, expressive skills, and performance styles. Appropriate stagecraft and theatrical conventions are used. Students document each of the stages involved in the creation, development, and presentation of the ensemble performance.
Unit 3 Drama students must also attend and analyse professional theatrical performances.

Unit 4: Solo performance
This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated. Students complete two solo performances. For the short solo performance, they fine tune their practical skills of researching, creating, presenting, documenting, and analysing a solo performance work. In the second solo performance, an extended solo performance is required in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority which they must devise, rehearse, and perform.
Unit 4 Drama students must also attend and analyse professional theatrical performances.

Entry
There are no prerequisites for entry to Units 1, 2, and 3; however, student entry into Unit 3 is preferred through Units 1 and 2.
Assessment

Satisfactory completion is determined by demonstrated achievement of the set of outcomes specified for the unit.

**Levels of Achievement:** Units 1 and 2: Each unit will specify particular work tasks and tests for assessment of achievement.

**Units 3 and 4**

The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4. School assessed task, School assessed coursework and an end-of-year examination.

- Units 3 and 4 school-assessed coursework: 40 per cent
- End-of-year performance examination: 35 per cent
- End-of-year written examination: 25 per cent

Students who are enrolled in this subject are expected to attend specific excursions to pass this subject, as this is a requirement set out from the Victorian Curriculum and Assessment Authority.
ECONOMICS

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.

Unit 1: The behaviour of consumers and businesses
Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.

Unit 2: Contemporary economic issues
As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Trade-offs, where the achievement of one economic or public policy goal may come at the expense of another, are the subject of much debate in economic circles.

Unit 3: Australia’s Economic Prosperity
In this unit, students investigate the role of the market in allocating resources, the Australian Government’s economic goals and the importance of our international economic relationships and trade.

Unit 4: Managing the economy
In this unit, students investigate how the Australian Government uses a wide range of policies to influence economic goals and living standards.

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

Assessment
Satisfactory completion is determined by demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Unit 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4
School-assessed coursework and an end-of-year examination
- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent
ENGLISH

The VCE provides students with the opportunity to select a course and subjects that reflect their talents, interests and pathways. It also however mandates the completion of an English subject, not only because sound communication skills underpin an ability to be successful in all other subjects, but also because an understanding of how to use English for a variety of purposes is necessary to meet the demands of life post-school – be it in further study, employment or simply as a citizen of our country and of the world. English as a subject emphasises the integration of reading, writing, speaking, listening, and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

Units 1 and 2
This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education, and participation in a democratic society. These units ask students to read and respond to texts, both creatively and analytically, and be able to discuss their writing choices using appropriate metalanguage. Students will also need to demonstrate their ability to compare the ideas, themes and values of two texts in an analytical piece of writing. In addition students will need to analyse and compare the way authors use language to persuade and create their own persuasive texts. Students complete both written and oral responses, demonstrating a sound knowledge of the conventions of English.

Units 3 and 4
This study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community. This study will build on the learning established through Unit 1 and 2 English in the key discipline concepts: analysing and creating texts, analysing and presenting argument (including through an oral presentation) and comparing texts.

Assessment
Satisfactory Completion is by demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Unit 1 and 2
Demonstrated achievement of set of outcomes specified for the unit.

Units 3 and 4
School-assessed coursework and examinations.
- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent.

English as an Additional Language (EAL)
Students who have arrived in Australia in the past seven years, or are hearing-impaired, may be eligible to apply for EAL status. Students granted EAL status undertake the same coursework outlined in the English Units with a modified program.
ENGLISH LITERATURE

English Literature may be studied either instead of English, or alongside it. It is targeted at those who particularly
enjoy the close reading and critical analysis of literary texts: classical, popular, traditional and modern. Its
distinctive focus is on the use of language to illuminate and give insight into the nature of human experience.
Literature is an interactive study between the text, the social/political/economic context in which the text was
produced, and the experience of life and of literature that the writer and the reader bring to the text. The study of
literature encourages students to develop their ability to think independently and critically. These skills are
refined throughout the course in students’ analytical and creative responses to texts, which will assist them in the
workforce and in future academic study.

Unit 1
This unit enables students to develop effective reading strategies, to examine the ideas and views of life which are
presented in the literature studied and relate what they read to their own lives. The unit covers various kinds of
literature with a special focus on post 1950 texts. SACs in Unit 1 involve a reader response essay, a creative
response and a comparative essay.

Unit 2
This unit focuses on developing reading strategies and personal responses to literature, and to an understanding
of how themes and ideas in texts relate to personal and social experiences. It covers a variety of literature with an
emphasis on works from periods prior to 1950. SACs in Unit 2 involve a creative response and accompanying
commentary and comparative essay.

Unit 3 and 4
The study of literature is a means of exploring human experience. It involves asking questions such as: whose
experiences and what experiences are given voice in the text? How are they created through the texts use of
language and literary devices? What does the text’s representation of characters and events suggest about the
values and views of the text?
These units examine such questions and involve students in analysing a range of texts, developing skills in reading
closely and critically, and discussing and debating various ways of interpreting and evaluating texts. SACs in Unit 3
and 4 include a comparative essay, literature review, close analysis, creative response and accompanying
commentary.

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

Levels of Achievement
Units 1 and 2
Demonstrated achievement of set of outcomes specified for the unit.

Units 3 and 4
School assessed coursework and an end-of-year examination
• Unit 3 school-assessed coursework: 25 per cent
• Unit 4 school-assessed coursework: 25 per cent
• Unit 3 and 4 examination: 50 percent.
FOOD & TECHNOLOGY

VCE Food Technology provides students with the opportunity to learn about the health and safety issues related to preparing food as a small scale operation. A deeper understanding of key food ingredients and their sensory, chemical and functional properties will be gained. Students will have the opportunity to apply the knowledge of key foods when preparing a range of food products in their weekly practical classes. The knowledge acquired can assist them to make healthy life choices. Technological advancements in the development and use of tools and equipment to carry out food preparation will be investigated. Students will use the design process to create their own dishes to suit various design briefs. Other topics covered include ethical issues related to food production and waste management. Studying VCE Food Technology may provide a pathway to careers in food science and technology, consumer science, home economics, child care and education, community services, aged care, the hospitality and food manufacturing industries and nutrition and health studies.

Unit 1
This unit will enable students to study the physical and chemical properties of food, focusing on each food group and the way these properties influence the food preparation, storage and presentation within a small scale operation, which includes a small business, food technology laboratory or a domestic setting. Students are required to complete practical tasks most weeks.

Unit 2
This unit will enable students to study the preparation of food for small-scale operations, including planning considerations, implementation and evaluation of outcomes and product changes to suit specific requirements. Students undertake to solve design problems following the design process and this involves planning and producing their own food items. They will also study the impact of technological developments on all phases of food production. Students are required to complete practical tasks most weeks.

Unit 3 and 4
In these units students study food preparation and production on an industrial scale, exploring the development, analysis and marketing of food products. This includes the development of new food products, and different methods of preparing and processing food. It will also study controls on food supply that influence the type of food available in Australia. Students also complete their School Assessed Task based on a design problem of their choice. Students are required to complete practical tasks most weeks.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Units 3 & 4 must be taken as a sequence.

Assessment
Satisfactory completion is determined by demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Unit 1 and 2
Demonstrated achievement of set of outcomes specified for the unit.

Units 3 and 4
School-assessed coursework, school assessed task and end of year examination.
- Unit 3 school-assessed coursework: 15 per cent
- Unit 4 school-assessed coursework: 15 per cent
- Unit 3/4 school-assessed task: 40 per cent
- End-of-year examination: 30 per cent.
HEALTH & HUMAN DEVELOPMENT

VCE Health and Human Development provide students with the skills and knowledge to make informed decisions about their own health and to recognise the importance of health in society. In undertaking this study, they will be able to actively participate in making appropriate choices that allow for good health and be able to seek appropriate advice.

VCE Health and Human Development enable students to understand the current ideologies of health and human development in contemporary society. Students critically evaluate the health and development of the individual across the lifespan in the context of both Australia’s and global health and human development.

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

Unit 1: The health and development of Australia’s youth.
This unit focuses on the health and human development of Australia’s youth. In the unit students identify issues that impact on the health and human development of Australia’s youth and investigate one health issue in detail.

Unit 2: Individual human development and health issues.
This unit focuses on the lifespan stages of childhood and adulthood, with emphasis on the physical, social, emotional and intellectual changes. The determinants of health and human development are examined, including the biological, behavioural, physical and social environments.

Unit 3: Australia’s health.
This unit examines the health status of Australians including the ways it can be measured, the National Health Priority Areas, the variations in health status of different groups and the funding for the Australian health system.

Unit 4: Global health and human development.
This unit takes a global perspective on achieving sustainable improvements in health and human development. Students will investigate the United Nations’ Millennium Developmental Goals and the role of the World Health Organisation in achieving sustainable improvements to health and human development.

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

Assessment
Satisfactory completion is determined by demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Unit 1 and 2
Each unit will specify particular work tasks and tests for assessment of achievement.

Units 3 and 4
School-assessed coursework and an end-of-year examination.
- Unit 3 School-Assessed Coursework: 25 per cent
- Unit 4 School-Assessed Coursework: 25 per cent
- End of Year Examination: 50 per cent
HISTORY

History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. As historians ask new questions, revise interpretations or discover new sources, fresh understandings come to light. Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of sources and the capacity of historians to interpret those sources. VCE History reflects this range of inquiry by enabling students to engage with a range of times, people, places and ideas.

Unit 1: Twentieth century history 1918 –1939
In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

Unit 2: Twentieth century history 1945 –2000
In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

Units 3 and 4: Revolutions
In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution.
- The French Revolution of 1789.
- The Russian Revolution of October 1917.

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

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

Levels of achievement
Units 1 and 2
 Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4
School-assessed coursework and an end-of-year examination
- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.
Studying a language other than English is invaluable. It not only offers students the ability to advance their linguistic skill and cognitive ability but is also beneficial for employment and travel. It is a subject that enables students to enter various career paths in education and teaching, hospitality, interpreting services and various aspects of travel, just to name a few. The ability for an employee to speak a second language is valued in many professions and therefore can also improve job prospects for students. The study of a language other than English at the VCE level is also advantageous for entry into tertiary institutions.

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

**Unit 1**
This unit gives students the opportunity to explore themes such as Personal World and Technology. On completion of the unit students should be able to; establish and maintain a spoken or written exchange related to personal areas of areas; listen to, read and obtain information from spoken and written texts and; produce a personal response to a text focusing on real or imaginary experience.

**Unit 2**
This unit gives students the opportunity to explore themes such as Education and Aspirations, The working world and Technology. On completion of the unit students should be able to; participate in a spoken or written exchange related to making arrangements and completing transactions; listen to, read and extract and use information and ideas from spoken and written texts and; give expression to real or imaginary experiences in spoken or written form.

**Unit 3**
This unit gives students the opportunity to explore themes such as Health and Leisure, Social and Contemporary Issues and Historical Perspectives. On completion of the unit students should be able to; express ideas through the production of original texts; analyse and use information from spoken texts and; exchange information, opinions and experiences. Furthermore, this unit will maintain a strong focus on preparing students for the oral component of their final exam.

**Unit 4**
This unit gives students the opportunity to explore themes such as Environmental Issues, Historical Perspectives, Personal World and Trade and Commerce. On completion of the unit students should be able to; analyse and use information from written texts and respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities. Furthermore, this unit will maintain a strong focus on preparing students for the oral component of their final exam.

**Entry**
No prerequisites for entry into units 1, 2 or 3. Students must undertake Unit 3 prior to undertaking Unit 4.

**Assessment**
Demonstration of the set outcomes for the unit will be based on the teacher assessment of the student's overall performance assessment tasks.
Levels of Achievement

Unit 1 and 2
The school will determine the level of achievement.

Unit 3
- School Assessed Coursework: 25 per cent

Unit 4
- School Assessed Coursework: 25 per cent
- Examinations:
  - Oral component: 12.5 per cent
  - Written component: 37.5 per cent
LEGAL STUDIES

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society. Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the everyday lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens. Legal Studies caters and appeals to students who have a keen interest in the law and social justice. The subject supports further tertiary education or employment in the legal field (e.g. lawyer, forensic scientist, police officer or legal officer).

Unit 1: Criminal law in action
This unit introduces sources of law, the need for law, the nature of criminal and civil law, and the role of law enforcement agencies.

Unit 2: Issues in civil law
This unit explores legal issues relating to the law in society. In particular, it focuses on the factors involved in the determination of legal rules.

Unit 3: Law-making
This unit focuses on the institutions, which determine laws, and the processes by which laws are made.

Unit 4: Resolution and justice
This unit focuses on the courts, tribunals and alternative avenues of dispute resolution, and processes and procedures, which operate within the legal system.

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

Assessment
Satisfactory Completion is determined by demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Unit 1 and 2
Each unit will specify particular work tasks and tests for assessment of achievement

Units 3 and 4
School-assessed coursework and an end-of-year exam
- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent
MATHEMATICS

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, proving, applying, investigating, modelling and problem solving. This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes. All students in all the mathematical units offered will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

Multiple VCE mathematics subjects are available to cater to the varying abilities and aspirations of a wide range of students. A strong understanding of mathematics underpins most industries and occupations in modern society and allows students to function effectively in their future careers and be in control of their own personal finances. Across all subjects are three key components: (1) applying knowledge and skills, (2) problem solving, and (3) use of technology.

The study is made up of the following units:

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<tr>
<td>Maths Methods</td>
<td>Maths Methods</td>
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<tr>
<td>Specialist Maths</td>
<td>Specialist Maths</td>
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Units 1 and 2: General Mathematics

General Mathematics is designed for Year 11 students who wish to continue with the study of Mathematics in their VCE program in preparation for a wide variety of occupations and careers. The areas of study for General Mathematics are:

- Algebra and Structure,
- Arithmetic and Number,
- Discrete Mathematics,
- Geometry, Measurement and Trigonometry
- Graphs of linear and non-linear relations
- Statistics

The study is particularly useful for those students who also intend to study Science, Business, Physical Education, or Technology.

Units 1 and 2: Mathematical Methods

Maths Methods is designed for students with strong algebraic skills who wish to complete a higher-level maths subject. The areas of study are

- Functions and Graphs
- Algebra,
- Calculus
- Probability and Statistics

Maths Methods is particularly useful for those students who also intend to study Chemistry, Economics, Physics and/or Specialist Mathematics. A strong understanding of Maths Methods is required in many university courses including Computing, Dentistry, Engineering, Medicine and the majority of Science degrees. This subject is recommended for students who have completed in Advanced Maths in year 10.
Units 1 and 2: Specialist Mathematics
Specialist Maths is the highest level maths subject in Unit 1 and 2 and should be completed alongside Maths Methods. It prepares students to complete a double-maths course of Maths Methods / Specialist Maths in Units 3 and 4. The areas of study are

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics.

Even though the areas of study match General Maths the course strongly emphasises modelling, problem solving and mathematical reasoning and covers different topics (e.g. Vectors.) Students with a high level of mathematical ability are encouraged to consider this subject.

Units 3 and 4: Further Mathematics
Further Mathematics is the continuation of General Mathematics. The areas of study comprise of a compulsory core and two application modules. The compulsory core areas of study are:

- Data Analysis
- Recursion and Financial Modelling

Two application modules are to be studied. These are selected by the teacher. The possible application modules are

- Matrices
- Networks and decision mathematics
- Geometry and measurement
- Graphs and relations

Unit 3 and 4: Mathematical Methods
Mathematical Methods Units 3 and 4 is the continuation of Maths Methods 1 and 2. It extends the concepts and applications taught in Unit 1 and 2. The areas of study are

- Functions and graphs
- Calculus
- Algebra
- Probability and statistics

Unit 3 and 4: Specialist Mathematics
Specialist Mathematics Units 3 and 4 is a continuation of Specialist Maths 1 and 2. Specialist Maths Unit 3 & 4 is recommended for students with a high level of mathematical ability and should be completed in conjunction with Maths Methods Unit 3 & 4. The areas of study are:

- Functions and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and statistics

Use of technology
The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout each unit and course. In particular, students are encouraged to use Computer Algebra Systems (CAS) calculators to meet the required outcomes, as well as enhance the learning of new material and the application of this material in a variety of different contexts.
Entry
There are no prerequisites for entry to General Mathematics or Mathematical Methods Units 1 and 2.
Students attempting Mathematical Methods, in particular, are expected to have a sound background in algebra, function, and probability.
Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study.
Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Unit 3 and 4.

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

Levels of Achievement
Units 1 and 2
The assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Board of Studies. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4
The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4. The student's level of achievement will be assessed through school-assessed coursework and examination as follows:

Further Mathematics
- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 14 per cent
- Unit 3 and 4 examination (Facts, skills and applications): 33 per cent
- Unit 3 and 4 examination (Analysis task): 33 per cent

Mathematics Methods
- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 14 per cent
- Unit 3 and 4 examination (Facts, skills and applications): 22 per cent
- Unit 3 and 4 examination (Analysis task): 44 per cent

Specialist Mathematics
- Unit 3 school-assessed coursework: 14 per cent
- Unit 4 school-assessed coursework: 20 per cent
- Unit 3 and 4 examination (Facts, skills and applications): 22 per cent
- Unit 3 and 4 examination (Analysis task): 44 per cent
Pathway for VCE Mathematics at Greensborough College

Year 10
- Skills

Units 1 & 2
- No Maths
- General Maths
- Further Maths
- Further Maths & Maths Methods
- Maths Methods
- Maths Methods & Specialist Maths
- Specialist Maths and Maths Methods

Units 3 & 4
- No Maths
This study is intended to assist students in the application and interpretation of a range of media texts and theories; from magazines and internet sources to film and television. Students generate, explore and communicate ideas through specific media forms and develop skills and techniques including scriptwriting, filming, editing and advertising. The theoretical component of the study involves investigating the historical and cultural importance of media as it relates to society and specific industry organisations.

Unit 1: Representation and Technologies of Representation
The purpose of this unit is to enable students to develop an understanding of the media. The unit involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills, including an understanding of the contribution of meaning in media products.

Unit 2: Media Production and the Media Industry
This unit will enable students to develop their understanding of the roles within the collaborative organisation of media production. Students develop practical skills during their participation in specific stages of a media production. Students also develop an understanding of media industry issues and the broader framework within which Australian media organisations operate.

Unit 3: Narrative and Media Production Design
The purpose of this unit is to enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional film, radio or television programs. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production for a specific media form with the relevant specifications presented as a written planning document.

Unit 4: Media Process, Social Values and Media Influence
The purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Organisational and creative skills are refined and applied throughout this process. In this unit students also analyse the ways in which media texts are shaped by social values. The role and influence of the media is also critically analysed in this unit.

Levels of Achievement:
Units 1 and 2
Each unit will specify particular work tasks and tests for assessment of achievement.

Units 3 and 4
School-assessed coursework, school-assessed task and an end-of-year examination.
1. Unit 3 school-assessed coursework: 6 per cent
2. Unit 4 school-assessed coursework: 12 per cent
3. Units 3 and 4 school-assessed task: 37 per cent
4. Units 3 and 4 end-of-year examination: 45 per cent
MUSIC PERFORMANCE

VCE Music enables students to perform, compose, arrange and/or improvise music from diverse styles and traditions; demonstrate musicianship; access pathways for further education, training and employment in music.

Each unit of VCE Music includes:
- Music making: the study of making music through developing skills in playing one or a number of instruments;
- Listening and aural perception: developing skills in listening, aural comprehension and making a critical response to music by analysing the characteristics of music of a wide range of styles and geographical locations;
- Music language: the elements of music, compositional devices, and ways of preserving a record of works;
- The study of music works and approaches to music making in diverse historical and cultural contexts.

Structure - The study includes six units. The units in the study are:
- Music Performance Units 1, 2, 3 and 4
- Music Investigation Units 3 and 4

Entry - There are no prerequisites for entry to Units 1, 2 and 3. Students must complete Unit 3 prior to undertaking Unit 4. Students are strongly advised that as part of aural comprehension component they need to be familiar with rhythmic and pitch notation conventions using the treble clef, bass clef and other recognized notation systems applicable to the student’s instrument (e.g. tablature). To undertake Units 3 and 4 in Music Performance, students should have about three years experience prior to Year 11 on a musical instrument or in voice. Grade 4 AMEB or equivalent is required for Music Performance, or by audition. Music Investigation Units 3 and 4 are designed for students with considerable music experience.

Levels of Achievement

Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

VCE Music Performance Units 3 and 4
- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 10 per cent
- External end-of-year performance examination: 50 per cent
- External end-of-year aural and written examination: 20 per cent

VCE Music Investigation Units 3 and 4
- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- External end-of-year performance examination: 50 per cent

Equipment and Resources
Students must have an instrument to practise at home. Ear plugs must be worn when using a drum kit and amplified equipment. For the performance program the original sheet music of prescribed solo and ensemble works will be purchased by the students. Exercise book with manuscript paper, grey lead and eraser are needed for musicianship training.

Students who are enrolled in this subject are expected to attend specific excursions to pass this subject, as this is a requirement set out from the Victorian Curriculum and Assessment Authority.
VCE Physical Education explores the complex relationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

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

Unit 1: The human body in motion
Area of Study 1: How does the musculoskeletal system work to produce movement?
Area of Study 2: How does the cardiorespiratory system function at rest and during physical activity?

Unit 2: Physical activity, sport and society
Area of Study 1: What are the relationships between physical activity, sport, health and society?
Area of Study 2: What are the contemporary issues associated with physical activity and sport?

Unit 3: Movement skills and energy for physical activity
Area of Study 1: How are movement skills improved?
Area of Study 2: How does the body produce energy?

Unit 4: Training to improve performance
Area of Study 1: What are the foundations of an effective training program?
Area of Study 2: How is training implemented effectively to improve fitness?

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

Assessment
Satisfactory completion is determined by demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Each unit will specify particular work tasks and tests for assessment of achievement.

Units 3 and 4
School-assessed Coursework and an end-of-year examination.
- Unit 3 School-Assessed Coursework: 25 per cent
- Unit 4 School-Assessed Coursework: 25 per cent
- End of Year Examination: 50 per cent.
PHYSICS

Physics is the basis of all scientific knowledge. Physics is seeks to understand how objects interact from the very small to the very large. It has led to the understanding of how galaxies and atoms are formed and the associated forces that keep things together or moves things apart. Choosing Physics will help you understand all sciences and is often a useful pre-requisite for many courses including Engineering, Medicine and Architecture.

Unit 1: What ideas explain the physical world?
In this unit students explore some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. They consider thermal concepts by investigating heat and assessing the impact of human use of energy on the environment. Students evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilised. They examine current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Unit 2: What do experiments reveal about the physical world?
This unit requires that students undertake a core study related to motion, one option from a choice of twelve options, and a student-designed investigation related to motion and/or one of the twelve options. In this unit, students explore the power of experiments in developing models and theories. They make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored including through indirect observations. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Unit 3: How do fields explain motion and electricity?
In this unit, students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. They explore the interactions, effects and applications of gravitational, electric and magnetic fields including the design and operation of particle accelerators. Students use Newton’s laws and Einstein’s theories to investigate and describe motion.

Unit 4: How can two contradictory models explain both light and matter?
Light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and analyse its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students are challenged to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.

Entry
There are no prerequisites for entry into Units 1, 2 and 3, although students are advised to take Unit 2 before Unit 3. Students who enter the study at Unit 3 should be willing to undertake some preparation as specified by the teacher. Students must undertake Unit 3 prior to Unit 4.

Assessment
Satisfactory completion is determined by demonstrated achievement of the set of outcomes specified for the unit.
Levels of Achievement  
Unit 1 and 2: Each unit will specify particular work tasks and tests for assessment of achievement.

Units 3 and 4: School-assessed coursework and examination
- Unit 3 School-assessed Coursework: 21 per cent
- Unit 4 School-assessed Coursework: 19 per cent
- End-of-year examination: 60 per cent

PRODUCT DESIGN & TECHNOLOGY – WOOD

This subject engages students in technological tasks that call on their knowledge and understanding of materials and production processes to design and make products suitable for their intended purpose. Students also have opportunities to undertake production activities often related to industrial and commercial practices. This study allows students with design aspirations to express and develop their skills through the development of new products. The folio that is produced has the potential to support future study / career opportunities.

Unit 1
This unit focuses on analysis, modification and improvement of a product design.

Unit 2
In this unit students design and develop a product range or contribute to the design of a group product.

Unit 3 and 4
In these units students design and develop a product that meets the needs and expectations of a client or end user.

Students evaluate the product design, development and production. They judge the suitability and viability of design ideas and options. Designers refer to the design brief and evaluation criteria in collaboration with the client.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Units 3 and 4 must be taken as a sequence.

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

Levels of Achievement  
Units 1 and 2
Each unit will specify particular work tasks and tests for assessment of achievement.

Units 3 and 4
School assessed task, School assessed coursework and an end-of-year examination.
- Unit 3 school-assessed coursework: 12 per cent
- Unit 4 school-assessed coursework: 8 per cent
- School assessed task: 50 per cent
- Unit 3 and 4 examination: 30 per cent
Humans are complex! In Psychology we develop an empathetic understanding of the complexity of human behaviours and thoughts. Students are given the opportunity to apply psychological principles to everyday situations ie. social relationships. Studying Psychology helps students to understand and explain the interactions between biological, behavioural, cognitive and socio-cultural factors that influence people’s thoughts, emotions and behaviours. The study of Psychology leads to opportunities in a range of careers that involve working with children, adults, families and communities in a variety of settings. It can also help students gain a better understanding of themselves and improve their ability to relate to others and have a positive influence in other people’s lives.

**Unit 1: How are behaviour and mental processes shaped?**
In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

**Unit 2: How do external factors influence behaviour and mental processes?**
In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

**Unit 3: The conscious self**
The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

**Unit 4: Psychology**
Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual’s mental functioning and wellbeing.
Entry:
There are no prerequisites for entry in Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at unit 3 may need to undertake preparatory work.

Assessment
Satisfactory completion is determined by demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2: Each unit will specify particular work tasks and tests for assessment of achievement.

Units 3 and 4: School-assessed coursework and examination
- Unit 3 School-assessed Coursework: 16 per cent
- Unit 4 School-assessed Coursework: 24 per cent
- End-of-year examination: 60 per cent
STUDIO ARTS

VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists’ perceptions, beliefs and actions and their relationship with the viewer. Through the subject, Studio Arts 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.

Unit 1: Artistic inspiration and techniques
In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms.

Unit 2: Design exploration and concepts
In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.

Unit 3: Studio production and professional practice
In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas.

Unit 4: Studio production and industry contexts
In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4.

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

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

Levels of Achievement
Unit 1 and 2
Each unit will specify particular work tasks and tests for assessment of achievement

Units 3 and 4
School-assessed tasks and an end-of-year examination
1. Unit 3 school-assessed coursework: 5 per cent
2. Unit 4 school-assessed coursework: 5 per cent
3. Unit 3 and 4 school-assessed task: 60 per cent
4. Units 3 and 4 examination: 30 per cent
Visual Communication Design is a subject that covers all aspects of design in a range of fields such as Industrial (product) design, Environmental (architectural) design and Communication (graphic) design. Visual Communication is something that is all around us and we make decisions about it every day; from choosing a drink or a box of chocolates, to understanding a range of symbols used on signs around the world, to noticing a movie poster on a bus shelter.

Through this subject, students explore a range of digital and manual methods to generate and develop their own visual communications. Through a range of outcomes, students will be taught a variety of drawing techniques such as observation, visualisation and technical drawing, as well as digital means to create their own typography and computer rendered images. Throughout the design stages, students will learn to incorporate design thinking into the creation of their designs through the application of creative, critical and reflective thinking techniques.

**Unit 1: Introduction to Visual Communication Design**
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves the students acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Throughout this area of study students will complete both digital and manual designs.

**Unit 2: Application of Visual Communication Design**
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields of Industrial, Environmental and Communication design. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information. They investigate how typography and imagery are used in visual communication design and apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in a new ways. Throughout this unit students develop an understanding of the design process.

**Unit 3: Design Thinking and Practice**
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles create effective visual communications for specific audiences and purposes. They then create their own design brief and follow the design process through the stages of research and idea generation and experiment with the use of manual and digital methods, media and materials to make informed decisions when developing their own design ideas and concepts in accordance to their brief.

**Unit 4: Design Development and Presentation**
Having completed their brief, research and generation of ideas in Unit 3, the students continue the design process in this unit by developing and refining their concepts for each need as stated in their brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials and incorporate a range of design elements and design principles in their concepts and include a range of design thinking techniques and strategies to make informed decisions. The students then produce two final presentations of visual communications to meet the requirements of the brief and present their work in a pitch to their teacher and peers.
Levels of Achievement

Units 1 and 2
Each unit will specify particular work tasks and tests for assessment of achievement.

Units 3 and 4
School-assessed coursework, school-assessed task and an end-of-year examination.

1. Unit 3 school-assessed coursework: 20 per cent
2. Unit 4 school-assessed coursework: 5 per cent
3. Unit 3 and 4 school-assessed task: 40 per cent
4. Units 3 and 4 examination: 35 per cent
VET - AUTOMOTIVE CERTIFICATE II

Want to get your hands dirty building and repairing all types of automotive machines?

In VET Automotive students get the chance to learn all about the Automotive industry and apply that knowledge to a wide range of modern and old automobiles, using an extensive range of sophisticated tools and equipment. VET Auto gives students the opportunity to either further their studies from Year 9 and 10 or start afresh at Year 10, 11 or 12. The course is designed to mirror the workplace environment and in doing so provides not only pathways to further TAFE and university studies but also excellent job opportunities with School Based Apprenticeships and full-time apprenticeships available via recommendations to willing employers over all areas of the Automotive industry.

VET Automotive is an invaluable subject for those wanting to learn about cars and how they operate with knowledge about how to repair and service them once they own a vehicle, to pursue working on automobiles as a hobby and to those thinking of a career within any part of the auto industry.

Unit 1 Areas of Study:
AURC270103A Apply safe working practices
NCS003 Carry out industry research
VBN657 Dismantle and assemble fuel pump
VBN675 Recharge batteries

Unit 2 Areas of Study:
NCS003 Job seeking skills
AURT270278A Use and maintain workplace tools and equipment
VBN652 Dismantle and assemble engine, four-stroke multi cylinder
VBN666 Remove and replace wheel and tyre assemblies

Unit 3 Areas of Study:
VBN653 Remove and replace engine cylinder head
VBN668 Operate electrical test equipment
VBN676 Construct basic electronic circuits
VBN655 Dismantle and assemble carburettor

Unit 4 Areas of Study:
VBN662 Remove and replace clutch assembly
VBN659 Dismantle and assemble transmission, manual (conventional)
VBN663 Remove and replace suspension, front springs
VBN692 Remove and replace steering assembly

Entry
Completion of the Certificate in Automotive takes 2 years.

Levels of Achievement and Assessment
Training packages used by Greensborough College to facilitate Certificate II in Automotive Studies have been devised by Kangan Batman TAFE and have specific requirements regarding demonstration of competence and appropriate assessment of competence. As a competency-based program, this means that students must demonstrate required competencies at an appropriate industry standard. Assessment is ongoing and students are graded as "competent (S)" or "not yet competent (NYC)".

Entry
VET - HOSPITALITY Certificate II

The Hospitality course is run over two years and concentrates on the skills and knowledge required to work in a commercial kitchen. The course is competency based and requires all units completed to a competent standard to attain a pass. There are 11 core units and 6 elective units that are covered over the two years. At the completion, and satisfactory pass of all 17 units of work, students will receive a Certificate II in Hospitality (Kitchen Operations). They will also sit an end of year exam which will contribute to their ATAR score. The subject is largely hands on requiring skills that translate to a work environment. It would appeal to students who either already have a strong knowledge base in cooking or who enjoy cooking and want to improve their skills. Whilst this course is hospitality based, the skills and work ethic required can transfer to any work environment.

Structure
- Unit 1 and 2 (offered for 2017)
- Use Basic Methods of Cookery
- Organisation and Prepare Food
- Present Food
- Working with Colleagues and Customers
- Working in a Socially Diverse Environment
- Following Health, Safety and Security Procedures
- Develop and Update Hospitality Industry Knowledge
- Follow Workplace Hygiene Procedures
- Receive and Store Kitchen Supplies
- Clean and Maintain Kitchen Premises

Levels of Achievement and Assessment
This is a competency-based program, which means that students must demonstrate required competencies at an appropriate industry standard. Students are graded as “competent” or “not yet competent”. Assessment is ongoing and may be in the form of observation, written tasks, practical demonstrations or satisfactory completion of a project. Students may be expected to attend structured work placement to have skills and competencies assessed on the job. Please check with the program coordinator for expected work placement dates. Note these may be outside of normal school hours.
VET - SPORT AND RECREATION Fitness Certificate III

The Certificate III in Sport and Recreation is a nationally accredited Certificate for designed for students who are interested in pursuing a career in the sport and recreation industry. The program has a strong focus on the fitness industry utilising the college fitness room and equipment. It has a very ‘hands on’ approach using practical activities and a fitness camp to meet the competencies of the certificate.

This two year program gives a satisfactory completion of VCE Units 1 & 2 (end of year 1) and Units 3 & 4 (end of year 2). The scored assessments allow students to gain a Study Score in Units 3 and 4.

STRUCTURE

VCE VET Units 1 & 2
VCAA Core Units
BSBCRT301A Develop and extend critical and creative thinking skills
BSBWOR301B Organise personal work priorities and development
ICAWEB201A Use social media tools for collaboration and management
SISXCCS201A Provide customer service
SISWXHS101 Follow work health and safety policies
HLTAID003 Provide first aid
SISXEMR201A Respond to emergency situations

Chosen Electives
30 hours of electives are required to be chosen from the VCAA Sport and Recreation Booklet. The elective chosen for 2017 is:
SISSSCO101 Develop and update knowledge of coaching practices

VCE VET Units 3 & 4
VCAA Core Units
SIXCAI303A Plan and conduct sport and recreation sessions
SITXCOM401 Manage conflict
SISXR5K301A Undertake risk analysis of activities
SISSSPT303A Conduct basic warm-up and cool-down programs
SISXCAI306A Facilitate groups
SISXRES301A Provide public education on the use of resources

Elective Subjects
40 hours of electives are required to be chosen from the VCAA Sport and Recreation Booklet. The electives chosen for 2017 are:
SISFFIT301A Provide fitness orientation and health screening
SISFFIT304A Instruct and monitor fitness programs

Entry
Completion of the Certificate III in Sport & Recreation takes 2 years.

Levels of Achievement and Assessment
This is a competency-based program, which means that students must demonstrate required competencies at an appropriate industry standard. Students are graded as "competent" or "not yet competent". Assessment is ongoing and may be in the form of observation, written tasks, practical demonstrations or satisfactory completion of a project. Students may be expected to attend structured work placement to have skills and competencies assessed on the job. Please check with the program coordinator for expected work placement dates. Note these may be outside of normal school hours.