

**VCE/VCAL STUDENT  
HAND BOOK  
2019**



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# POINTS OF CONTACT

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## **SENIOR PATHWAYS COORDINATOR**

*Responsibilities include:*

- ◆ Overall VCE/VCAL program overview for students.
- ◆ Enrolment and Information on Vocational Education and Training (VET).
- ◆ Enrolment in Distance Education subjects.
- ◆ Point of contact for External Language studies.
- ◆ Subject Selection.
- ◆ Liaising with the Year 10, 11 and 12 Co-ordinators and parents regarding the needs of students.
- ◆ Alternative Pathways Co-ordinator.

## **YEAR 12 STUDENT DEVELOPMENT LEADER**

*Responsibilities include:*

- ◆ Pastoral and Learning needs of Year 12 students.
- ◆ Implementing examination process.
- ◆ Overseeing with the Careers Teacher the Tertiary Selection process.

## **YEAR 11 STUDENT DEVELOPMENT LEADER**

*Responsibilities include:*

- ◆ Pastoral and Learning needs of Year 11 students.
- ◆ Overseeing transition of Year 10 students into Year 11 and the VCE.
- ◆ Initiating the Year 11 into 12 subject selection process.

## **YEAR 10 STUDENT DEVELOPMENT LEADER**

*Responsibilities include:*

- ◆ Pastoral and Learning needs of Year 10 students.
- ◆ Overseeing the transition process of Year 10 students into the VCE via the subject selection process.

## **CAREERS CO-ORDINATOR**

*Responsibilities include:*

- ◆ Point of contact with students re. Tertiary Requirements and Subject Selection
- ◆ Assisting students to investigate career pathways.
- ◆ Overseeing Tertiary Selection process.
- ◆ Contact point for parents seeking information.
- ◆ Contact point for Australian School Based New Apprenticeships (ASbA's).
- ◆ Work experience co-ordination

## **VET/VCAL CO-ORDINATORS**

*Responsibilities include:*

- ◆ Management of VCAL Program.
- ◆ Point of contact for parents/students re: VCAL.
- ◆ Co-ordination of work placements.
- ◆ Information, Enrolment and co-ordination of VETis.

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# WELCOME TO VCE/VCAL

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*This is an important time for you as you enter the final stages of your secondary schooling. The VCE/VCAL is not something to be “scared” of, or become “stressed” about. If you approach it with COMMON SENSE, you have an excellent chance of achieving rewarding results. The key things to success in are:*

- Organisation
- Commitment
- A healthy and balanced lifestyle

*Below are some pointers about how to use this book and how to go about subject selection.*

*All these points are again, common sense, but are often forgotten when students are working through the maze of information. So when you start to get confused, remember, seek advice and re-read this page for helpful hints.*

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## POINTERS

- ⇒ This book is only one source of information. Decisions should be made after RESEARCHING A VARIETY OF SOURCES such as:
  - Written material, eg: VTAC guide, DEETWA Job guides, University and TAFE guides.
  - Careers Counsellors.
  - Teachers/Parents/Other significant people.
  - The Age Careers Expo.
  - People who work in the field of work which interests you.
  - Web Sites on Career Options.
  - Open Days.
  - Attending Information Sessions
- ⇒ Take your time and RE-READ information often. It is difficult to absorb everything the first time.
- ⇒ ASK QUESTIONS.
- ⇒ LISTEN carefully when people give you information.
- ⇒ IDENTIFY WHAT YOU LIKE. When thinking about careers and subject choices, work out what you enjoy doing and what you are good at doing. As a general rule, we succeed in things we like. So why not choose a career which involves the things you enjoy and are good at, then you will probably be a much happier and successful member of the workforce in the future!
- ⇒ Choose a VCE/VCAL programme which gives you as many options as possible. DON'T FOCUS ON JUST ONE CAREER. It is important to have alternatives and be flexible.
- ⇒ Choose the subjects you enjoy and that you do well in, as this will enable you to achieve success.

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# What is a VCE Program?

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A “VCE Program” is a set of semester units undertaken over a minimum period of two years.

This program is designed by you to meet your needs within the rules laid down by the Victorian Curriculum and Assessment Authority (VCAA) and within College policies.

## VCAA REQUIREMENTS

*You can freely choose which other units will make up your program.*

*You must satisfactorily complete at least 16 units.*

The 16 units can include VET (Vocational, Education and Training) subjects.

The units must include:

- At least 3 units from the English group: English units 1 – 4; ESL (English and a Second Language) Units 3 and 4; English Language Units 1 – 4; Literature Units 1 – 4.
- Three sequences of Units 3 and 4 studies other than English.

## KILLESTER POLICIES

In addition to the VCAA requirements above, this college requires all VCE students to undertake a minimum of two units over the two years from either Religion and Society or Text and Traditions. All Year 11 students will study Unit 2 Texts and Traditions or Religion and Society. In Year 12 students have the option of doing Unit 2 Religion and Society or Unit 3/4 Text and Traditions.

It is Killester's expectation that students in Year 11 will undertake English or English Literature, Texts and Tradition plus 5 other subjects selected from the College's VCE program.

The College has developed policies in line with VCAA guidelines which students are bound by when enrolling to study VCE. See VCE Guidelines

## CHOOSING A PROGRAM

All discussions you have should be guided by the need to identify your interests, abilities and strengths and to link these with appropriate work/career choices.

This will help you make sensible VCE unit choices as you work through the VCE Planning Chart.



# What is the VCAL?

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## THE VCAL: AN INTRODUCTION

Students at senior secondary level now have the choice of two certificates, the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). Students must complete a written application if intending to do VCAL.

### **What are the aims of VCAL?**

The VCAL aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education.

### **What is the VCAL?**

It is the Victorian Certificate of Applied Learning (VCAL). It is aimed for students in Years 11 and 12. Like the VCE the VCAL is a recognised senior qualification. Unlike the VCE which is widely used by students as a pathway to university, the VCAL focuses on 'hands on learning'. Students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12. The VCAL's flexibility enables students to design a study program that suits their interests and learning needs.

***Students select accredited VCE and Vocational Education and Training (VET) modules and units from the following four compulsory strands:***

#### **STRAND 1 - LITERACY AND NUMERACY SKILLS**

The VCAL program must include literacy and numeracy subjects. These can be selected from VCAL literacy skills and VCAL numeracy skills units and/or VCE English and Maths.

#### **STRAND 2 - INDUSTRY SPECIFIC SKILLS**

The VCAL program, at the Intermediate and Senior levels must include components of nationally recognised VET programs. Students can gain experience in different vocational pathways, especially if they are not certain which direction to follow after year 12. The range of VET options is extensive and some examples of where our students have studied are hospitality, retail, multimedia, information technology, horticulture, hair and beauty, personal training, community service and electro technology.

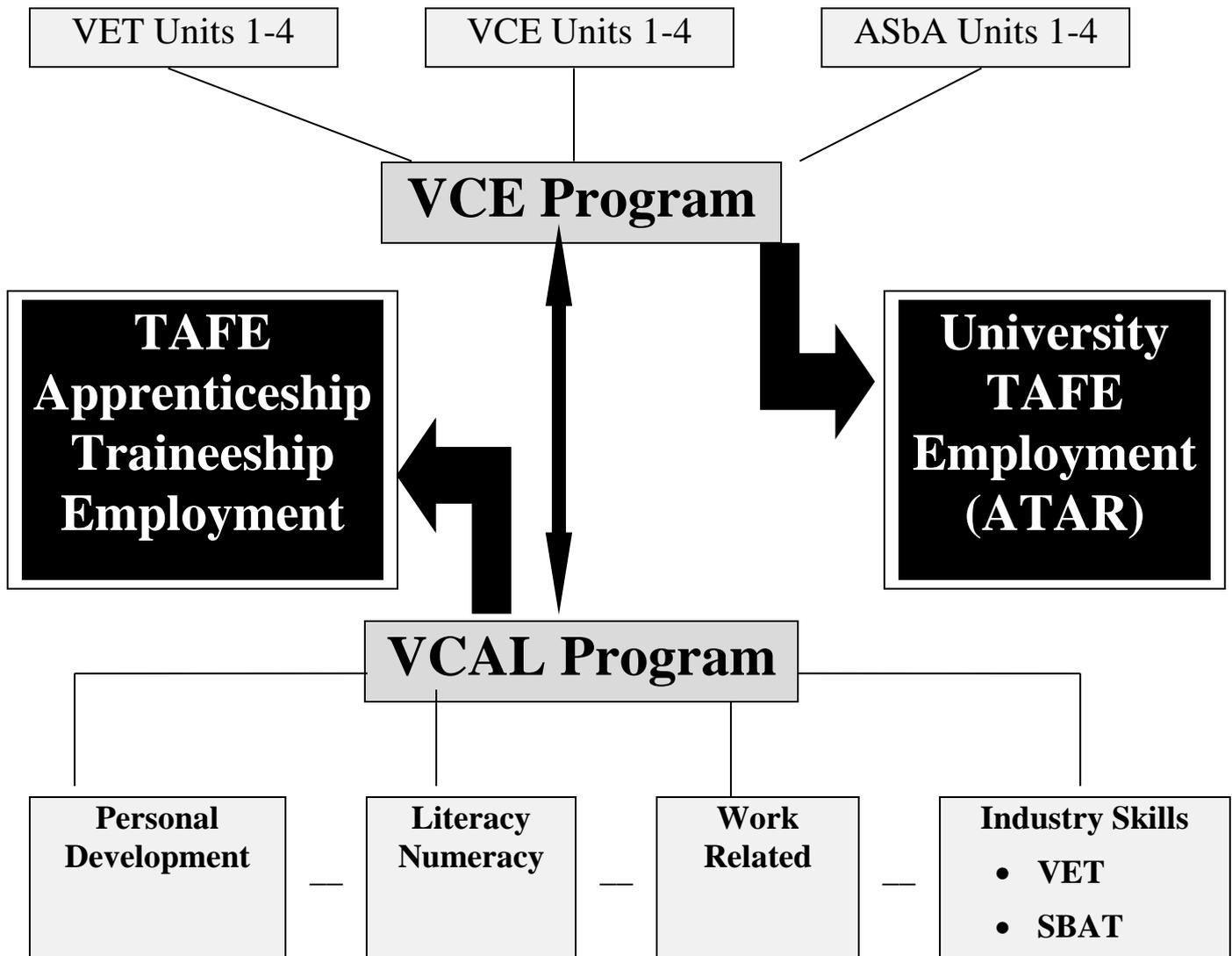
#### **STRAND 3 - WORK RELATED SKILLS**

In order to develop employability skills, VCAL gives students the choice of undertaking a structured work placement or a part-time apprenticeship/traineeship, or part-time work. They can also study units and modules that will help prepare them for work, for example occupational health and safety or job interview skills.

#### **STRAND 4 - PERSONAL DEVELOPMENT SKILLS**

As part of the VCAL program students will participate in projects and activities in the local community or school that will help develop their teamwork skills, self-confidence and other skills important for life and work. The learning the students gain doing this can now be counted towards the VCAL.

# PATHWAY OPTIONS BEYOND YEAR 10



<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Can Include:</p> <ul style="list-style-type: none"> <li>• VCE Units 1-4</li> <li>• VET Units 1-4</li> <li>• SBAT Units 1-4</li> <li>• Provides pathway to university, TAFE and employment through ATAR system.</li> </ul>	<p><b>Vocational Education and Training (VET)</b></p> <p>Offers:</p> <ul style="list-style-type: none"> <li>• A vocational certificate with credits towards VCE &amp; ATAR</li> <li>• Provides pathway to further training at TAFE</li> <li>• Improves chances of employment</li> </ul>
<p><b>Victorian Certificate of Applied Learning (VCAL)</b></p> <ul style="list-style-type: none"> <li>• A “hands on” option that includes VET related work experience as well as literacy, numeracy and personal development skills.</li> <li>• Can include VET and SBAT</li> </ul>	<p><b>School Based Apprenticeship and Training (SBAT)</b></p> <ul style="list-style-type: none"> <li>• Allows students to work as a part time apprentice whilst completing secondary schooling</li> </ul>

## ***WHAT QUALIFICATIONS WILL I RECEIVE?***

The VCAL is accredited at three levels:

- Victorian Certificate of Applied Learning (Foundation).
- Victorian Certificate of Applied Learning (Intermediate).
- Victorian Certificate of Applied Learning (Senior).

The three qualification levels cater for a range of students with different abilities and interests. They also provide a progression of skills, knowledge and attitudinal development. It depends on the student as to how long it takes to complete the appropriate VCAL certificate.

The VCAL students complete a Food Handling Certificate every year and then participate in other short courses, campaigns or activities where further certificates are granted.

## ***WHAT COUNTS TOWARD MY VCAL?***

- Successful completion of any VCAL units that cover the four compulsory strands
- VCE studies that have successfully been completed
- VET units that have successfully been completed
- SBAT – an apprenticeship that has begun while still at school
- Traineeship Certificate units that have been completed while working in casual or part time employment
- Voluntary work can contribute to the Industry Specific Skill Strand

## ***DO I NEED TO SIT FOR THE GENERAL ACHIEVEMENT TEST (GAT)?***

The GAT is a test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. It is done by all students doing one or more VCE Unit 3 and 4 sequences. Students doing a scored VCE VET Unit 3–4 sequence are required to sit the GAT. Students whose only enrolment consists of VCAL units are not required to sit the GAT. However, you can choose to sit the GAT if it is appropriate to your pathway into further education, training or employment. VET training programs provide an opportunity for schools, training institutes and industry to work together in preparing students for employment and further training. Most secondary schools offer Vocational Education and Training (VET) courses that contribute to satisfactory completion of the VCAL and provide a vocational education and training credential that is recognised nationally.

## ***I HAVE ALREADY DONE A VCE SUBJECT. WILL THIS COUNT TOWARDS MY VCAL?***

Yes, if you have an ‘S’ result for the satisfactory completion of a VCE unit it will count towards your VCAL. You should speak with the Post Compulsory or VCAL Co-ordinator to plan the remainder of your VCAL program.

## ***ASSESSMENT***

To achieve an S in all units of VCAL, the student needs to demonstrate an understanding of each learning outcome. Students will be engaged in projects or thematic activities, and these will link up to the learning outcomes. The tasks assigned will have taken into account the different learning styles of all students. The students will fulfill their roles and responsibilities in relation to each task. Assessment can occur at anytime during the unit. This could be done through observation, participation, oral presentation, visual representation, completion of a written task or ongoing work such as journal entries.



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# VCE GUIDELINES

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# VCE Flexibility

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## COMMON QUESTIONS ASKED ABOUT THE VCE

### How many units should I choose in total for my VCE?

✓ You may choose as low as the VCAA minimum of 16 or as high as 26. Most full-time students attempt in the range of 20 to 24 units over the two years; the vast majority of these complete 24 units, 13 units in Year 11 and 11 units in Year 12.

### Can I take longer than 2 years to complete my VCE?

✓ Yes. You may spread your VCE over 3 or more years.

### Can I repeat VCE Units?

✓ Yes. There are no restrictions on repeating units, but you may obtain credit once only for each unit. If you repeat a unit you are required to repeat all of the unit

### Can I do some Unit 3 & 4 studies while in my first year of VCE?

✓ Yes. Furthermore, in your second year, you may wish to do some Unit 1 & 2 studies along with your Unit 3 & 4 studies.

### If doing a Unit 3/4 study in Year 11, it would be necessary to undertake Unit 1/2 of that study in Year 10

### Should I consider doing some Unit 3 & 4s in my first year?

✓ If you are a capable student, you should extend yourself. These Unit 3 & 4 studies completed in your first year will be counted as part of your ATAR, therefore you must be proficient at the subject.

### Can I change my VCE course for the second semester?

✓ Yes, for Unit 2. However, Units 3 & 4 must be done as a sequence and so can't be changed halfway through.

### How do I apply to undertake “Enhancement/Extension” programs offered by Monash and Melbourne Universities and ACU?

✓ You need to have completed a Unit 3 & 4 subject in Year 11 and received a Study Score of over 40. See the Post Compulsory Coordinator for more information.

### What is a Folio-Based Unit?

✓ A study that involves the development of creative works showing stages of development in a “folio”. Students are required to spend up to 3 hours per week, per subject on folio work/development. Subjects that are folio-based are Art, Visual Communication and Food Technology. **(It is recommended that you do no more than 2 folio subjects.)**

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# VCE Flexibility

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## Is there special provision for extraordinary circumstances?

- ✓ Yes. VCAA makes “special provision” for students who may be adversely affected in a significant way by
- illness (physical or psychological)
  - any factors relating to personal environment
  - other serious cause
  - an impairment or disability, including learning disabilities

## How many subjects should I choose each semester in the VCE?

- ✓ In Year 11 you study unit 2 Texts and Traditions. In Year 12 at Killester College you must choose between Texts and Traditions Units 3/4 and Religion and Society Unit 2. You choose a total of 7 which must include English/English Literature or both, Texts and Traditions Unit 2 and 5 other subjects from Killester's VCE program. You can include a Unit 3/4 subject from Killester's program. Killester strongly advises against a Year 11 student undertaking 2 Unit 3/4 subjects. If you want to do less you must consult with the Senior Pathways Co-ordinator

## If I study a language outside school, can this be counted towards my VCE?

- ✓ Yes, if the language is an accredited VCE Unit taught by schools registered with VCAA, these will count as Units studied. You **must** notify the Post Compulsory Coordinator of your intentions if you decide to take this option up. Chinese Second Language 3/4 must be approved by VCAA. If you study a unit 3/4 subject outside the school in Year 10 or 11, you would be required to sit the General Achievement Test (GAT) at Killester College.

## Can I study other subjects outside school which will count towards my VCE?

- ✓ Yes. A number of student's study subjects such as VET, Dance and Music outside school. As long as these are accredited VCE units and the teacher meets the VCAA requirements these can count towards your VCE. Consult with the Senior Pathways Coordinator.

## Can I change my choices after I commence my VCE?

- ✓ Students are permitted to change unit two enrolment at the end of semester one in Year 11. This is subject to the availability of places in the selected units(s). You can only select a VET at the end of Year 10 or 11. You can enter VCAL at the end of Year 10 or in special cases at the start of Semester 2 in Year 11.

**Key**

Units that you can do singly or as a sequence

Units that must be done as a sequence

Studies for which the school recommends that you do Unit 1 and/or 2 before attempting 3 & 4: (or have equivalent experience or be willing to do some preparatory work)

# The VCE Studies

Units that all students must do				
Units	1	2	3	4
ENGLISH/ESL/ENGLISH LITERATURE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RELIGION, SOCIETY AND ART	<input type="checkbox"/>			
TEXTS AND TRADITIONS		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MATHS/SCIENCE/TECHNOLOGY GROUPING				
Units	1	2	3	4
BIOLOGY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CHEMISTRY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INFORMATION TECHNOLOGY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MATHEMATICS				
Further Maths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist Maths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maths Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MEDIA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PHYSICS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSYCHOLOGY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VET APPLIED FASHION DESIGN & TECHNOLOGY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VET HOSPITALITY-KITCHEN OPERATIONS SCORED VET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VET LABORATORY SKILLS SCORED VET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VET SPORT AND RECREATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ARTS/HUMANITIES GROUPING				
Units	1	2	3	4
ACCOUNTING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ART				
DRAMA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ECONOMICS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GLOBAL POLITICS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HISTORY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HEALTH AND HUMAN DEVELOPMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEGAL STUDIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LITERATURE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LOTE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MUSIC PERFORMANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PHILOSOPHY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PHYSICAL EDUCATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RELIGION, SOCIETY AND ART	<input type="checkbox"/>			
TEXTS AND TRADITIONS		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VISUAL COMMUNICATION DESIGN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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# GLOSSARY

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<b>School Assessed Course Work (SAC)</b>	Is work which demonstrates the achievement of outcomes as specified in the study design. This work is assessed satisfactory/not satisfactory and is graded.
<b>Special Provision</b>	Where a student has a disability, or has been ill, or if personal circumstances have affected her work to a significant degree during any semester of VCE studies or has an impairment or disability, she may be eligible to have this taken into consideration. The student must formally notify the Level Co-ordinator.
<b>Field of Study</b>	A group of related Study Designs (eg: The Arts, Social Education, etc.). There are 13 Fields of Study.
<b>GAT</b>	General Assessment Tests conducted by VCAA to statistically verify school assessed Coursework. Compulsory every year (in June) a student studies Unit 3-4 Units.
<b>Pre-requisite Studies</b>	Are those nominated by individual course authorities as studies which must be satisfactorily completed by all applicants seeking admission to that course. Applicants who do not meet this condition may not be considered for selection. Most courses offer a choice from a list of pre-requisite studies. You should check requirements carefully, referring to a publication called "Tertiary Entrance Requirements". (See your Careers Advisers and/or Year Level Co-ordinators). Entry into some Tertiary Courses requires not only the satisfactory completion of VCE but also the satisfactory completion of 4 units of English.
<b>Semester</b>	A semester is a time span of half a year. Units have a duration of one semester.
<b>Sequence</b>	2 units at level 3 and 4 in the same Study (eg. English 3 & 4).
<b>Study Design</b>	The study design describes the units available and prescribes the objectives, coursework and assessment tasks.
<b>Unit</b>	A self-contained study of a semester's length.
<b>Units 1 &amp; 2</b>	Level of difficulty usually associated with Year 11. Year 11 students usually do a full complement of these subjects.
<b>Units 3 &amp; 4</b>	Level of difficulty usually associated with Year 12. Year 12 students usually do a full complement of these subjects.
<b>VCAA</b>	Victorian Curriculum and Assessment Authority - the body which runs the VCE.
<b>VCAL</b>	Victorian Certificate of Applied Learning.
<b>VCE</b>	Victorian Certificate of Education.
<b>School Assessed Tasks</b>	These tasks will be given grades by VCAA. The grades will be based on the teacher's assessment of the students' level of achievement. This is based on criteria specified by the authority. Only some subjects contain School Assessed Tasks.
<b>VET</b>	Vocational Education and Training – subjects which run both internally and externally of the school aimed at combining schools, industry and further education institutions into producing specific units of work. These are recognized as fully fledged VCE subjects. VET enrolment is compulsory for VCAL students.
<b>SBAT</b>	School Based Apprenticeship and Training – one day on the job training and four days at school. Recognized as a Unit 1/2 subject at VCE Level and within the VCAL.
<b>ATAR</b>	Australian Tertiary Admission Rank
<b>VTAC</b>	Victorian Tertiary Admissions Centre. The organisation responsible for placement of individuals into Tertiary institutions.
<b>STUDY SCORE</b>	Each subject a student studies has a maximum of 50 marks allocated to it. This is then converted into an ATAR Score by VTAC.

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# Satisfactory Completion of a Unit

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In order to complete a unit satisfactorily a student must complete all of the school assessed coursework as described in the VCAA study design. If a student does not appropriately cover the coursework, then she may not be awarded a satisfactory completion in that unit.

For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit as specified in the Study Design. This decision will be based on the teacher's judgement of the student's performance on assessment tasks designated for the unit.

Achievement of an outcome means:

- The work meets the required standard
- The work was submitted on time
- The work is clearly the student's own
- There has been no substantive breach of rules.

If all outcomes are achieved, the student receives S for the unit.

A student may **not** be granted satisfactory completion if:

- The work is not of the required standard;
- The student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision;
- The work cannot be authenticated;
- There has been a substantive breach of rules including school attendance rules (see Page 19).

If any of the outcomes are not achieved, the student receives N for the unit.

Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded N.

## **AUTHENTICATION**

When there has been a substantiated breach of rules regarding Authentication of work the following procedure should be followed:

- The teacher will gather together the evidence of the breach etc. and notify the level coordinator.
- The Senior Pathways Co-ordinator will set up a panel and present student/parents with the evidence.
- One of the following 3 penalties will be applied:
  1. Other arrangements agreed upon for the completion of the coursework.  
*or*
  2. Reprimand of student who has enabled another student to gain an advantage.  
*or*
  3. Cancellation of the result of the particular coursework and in effect cancellation of the total assessment of the unit. (This will only be done after consultation with the Principal. It is the Principal's role to notify VCAA of the penalty, see VCAA guidelines)

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# Satisfactory Completion of a Unit

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## **DEADLINES AND EXTENSION OF TIME FOR SUBMISSION OF WORK**

- Killester has developed rules relating to the completion of and submission of coursework. Decisions in relation to these rules are not subject to appeal to VCAA. Subject teachers will inform students of these.
- Killester offers a range of programmes and procedures to help students organise their work Deadlines/Extensions; provide students with opportunities to redeem work which is unsatisfactory;

**Please refer to the section “Killester VCE Policies”.**

## **DELAY OF DECISION**

- Where a student has applied for an extension of time, a delay of decision regarding the S/N achievement may be appropriate. There are however limits to the timing of extensions.
- In the case of units completed at the end of first semester, the extension time should not extend beyond the first cycle of Term 3.
- In the case of units completed at the end of the second semester, the extension will be limited to the assessment returns date set by VCAA.

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# Assessment and Reporting

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## VCE UNITS 1 AND 2

- School assessed coursework in Units 1 and 2 will be assessed as directed by VCAA, internally. Therefore, teachers will determine their own measurements of assessing individual pieces of work. A variety of tasks can be used, eg. projects, folio work, tests. All work will be assessed against published criteria and teachers will use the A+ to UG grading system.
- Results for Units 1 and 2 will be presented on school reports.
- Killester will provide 2 written and 2 oral reports for Units 1 and 2 students: a written report at the end of each semester and an oral report mid-semester at parent/teacher interview.

## VCE UNITS 3 AND 4

- Units 3 and 4 will be assessed as directed by VCAA.
- Results for Units 3 and 4 will be presented in VCAA reports in August and at the end of the year: and an end of Semester 1 written report, which will be descriptive.
- Killester will provide 1 written report and 2 oral reports (parent/teacher interviews) for students studying units 3 and 4.
- Killester College staff will provide feedback on School Assessed Coursework Tasks in the form of written comments on work and/or a score or grade. This mark should be used by students as a guide to the level of understanding shown for a particular task. It is VERY IMPORTANT to note that this mark could possibly be altered during the VCAA statistical moderation process.

## LOST OR DAMAGED WORK.

- **Lost, stolen or damaged coursework**  
A teacher or student who has lost a coursework assessment task, or where a task has been stolen or damaged, must complete a written statement of the circumstances. The statement must be signed, dated and filed at the school. The principal, acting on advice from the teacher and on the basis of records kept, will determine an initial score for the assessment task.

## RETAINING WORK.

- Students must retain all coursework assessments until the following February, as VCAA may require a school sample. (Available on School Website)

## REVIEW PANEL

The Student Development Leaders will convene a Review Panel where necessary to deal with cases involving

1. Unsatisfactory completion of a Unit (“N” decisions)
2. Special Provision
3. Breaches of Authentication Rules (cheating etc.)
4. Disciplinary Problems (lateness/absences etc.)

### Types of Review Panels

Authentication Panel (see Page 70)

Special Needs Support Group

Possible membership of panels:

- \* Senior Pathways Leader (chair)
- \* Student Development Coordinator
- \* Subject Teacher

The student concerned (and her parents) must attend the Panel meeting. Parents may act as a support only not an advocate.

## ABSENCE FROM VCE UNITS 3 AND 4 ASSESSMENT

On some occasions, students may miss a school assessed task (SAC or SAT) for significant medical or other reasons. In such circumstances the student **must**:

1. Obtain a written Doctors Certificate or record from the appropriate specialist or professional, including the supplementary medical form (which is available on the school website).

### **Upon return to school, within 24 hours or near as is practical**

2. Submit the certificate obtained in (1) above to their Homeroom Teacher.
3. Obtain a ‘Pink Slip’ signed by their Homeroom Teacher.
4. Present the ‘Pink Slip’ and the supplementary medical form to the Year 12 Student Development Leader and collect a ‘Blue form’.
5. Arrange with the appropriate study teacher an alternative Time/Date/Place for completing the missed assessment. These details are entered onto the Blue form and signed by both the study teacher and the student
6. The new time and date for the missed assessment must take place within 2 days of returning to school or as approved by the study teacher and Year 12 Student Development Leader.
7. The Blue form must be returned to and signed by the Year 12 Student Development Leader, within the assigned 24 hours of returning to school.
8. Year 11 students undertaking a Unit 3/4 follow the above procedure with the Year 11 Student Development Leader.

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# Unit 3 & 4

## Assessment and Reporting

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### FREQUENTLY ASKED QUESTIONS ABOUT THE ATAR SCORE

**Q** What does ATAR stand for?

**A** *Australian Tertiary Admissions Rank. It is the score that VTAC – The Victorian Tertiary Admissions Centre gives you*

**Q** What is a Study Score?

**A** *Each subject you study has a maximum of 50 marks attached to it. All your marks including your exam results are collated to give you a score out of 50.*

**Q** Can I predict my ATAR score from my Study Scores?

**A** *No, due to the statistical moderation process. It is impossible to predict your ATAR score.*

**Q** How is your ATAR score calculated?

**A** *The Primary Four, your 3 best study scores and English or Literature are added together, then 10% of your 5<sup>th</sup> and 6<sup>th</sup> best subjects are added, to form the student's Aggregate Score. The total is then used to calculate your ranking or ATAR.*

*The following example illustrates this:*

<b>Primary four</b>	Chemistry	43	
	Maths Methods	41	
	History	37	
	English	32	= 153
5 <sup>th</sup> subject	P.E.	35	10% = 6
6 <sup>th</sup> subject	Physics	25	
			= Total 159

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# Assessment and Reporting

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## FREQUENTLY ASKED QUESTIONS CONTINUED...

**Q** What is statistical moderation?

**A** *Because some of your marks are generated from school based assessment (School Assessed Coursework Tasks) and the tasks and marking of these tasks could be different from those in other schools. All students school based scores are therefore matched against exam results and the GAT and the rest of the students results from across the state to ensure fairness.*

**Q** What is Scaling?

**A** *VCAA annually compares the degree of difficulty of various subjects with all other subject. Some subjects have a higher degree of difficulty than others. Those subjects that are deemed more difficult or who have low enrolment numbers across the state are often “scaled up”. Those deemed not to be as difficult may stay at the same level as the achieved result or may drop below the achieved result for the students studying it.*

**Q** Can scaling affect my results?

**A** *Yes. However, students are discouraged from selecting subjects on the basis of scaling. It is much more important to choose subjects based on tertiary course pre-requisites, ability and interests, in order to maximise your score.*

**Q** What subjects give me the best ATAR score?

**A** *Subjects that you are good at. If you are good at a particular subject and you enjoy doing it, there is every probability that you will succeed at the subject and get a good study score.*

**Q** Does VET contribute to the ATAR

**A** *If the VET is a Scored VET then yes it does. If the VET is not scored it may contribute 10% of the student's average study score to the student's aggregate score.*

**Q** How many Unit 3/4 subjects can I do?

**A** *For ATAR calculation you can do a maximum of 6 Unit 3/4 subjects.*

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# Assessment and Reporting

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## **SPECIAL PROVISION**

The VCAA guidelines are specific for the clear cut cases for Special Provision ie. physical disability, long term illness, etc.

### **School Organisation.**

- Some students may be eligible for Special Provision on the basis of documentary evidence. The school's internal records will be the primary basis for identifying those students who may be eligible for Special Provision.
  
- \* We will ensure that as many students as possible have access to the VCE courses. There would appear to be four ways that students with learning problems may access the VCE.
  1. By careful supervision of the student subject selection process and program choice.
  2. By applying the delay of decision process.
  3. By applying Special Consideration procedures.
  4. Extending the completion of VCE into a three-year course.

The Principal in consultation with teaching staff will make the final recommendation. A Support Group Meeting may be established for this purpose so that the students and her parent(s) are informed.

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# CHOOSING YOUR PATHWAY

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## 1 The VCE Studies

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# Art/Humanities

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## What is Accounting all about?

Accounting involves the collecting, recording, reporting and analysis of financial and non-financial data and accounting information. This data is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses, and opens up a number of pathways into university or TAFE in commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/investigative accounting, taxation, environmental accounting, management and financial planning.

# Accounting

### EXPERT ADVICE

*Accounting is more than just numbers. It is a highly comprehensive subject that will ultimately teach you the skills to manage your finances, using formulas and logic. Today accounting comprises a large proportion of the world's language of business and trade. There is little better than learning content in a class with encouraging peers, where, with enough effort put in, you may actually be excited for homework and tests to show off all your new accounting knowledge. If you are looking for a subject teaching information that, as a young adult, you will be able to apply in the near future, then you aren't just perfect for accounting, accounting is the perfect choice to fit you.*



**Kelly Morales**

### GUIDELINES TO THE UNITS

#### UNIT ONE

##### Role of Accounting in Business

Unit 1 explores the establishment of a business and the role of accounting in the determination of business success or failure. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

#### UNIT TWO

##### Accounting and Decision-Making for a Trading Business

In Unit 2, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Students analyse and evaluate the performance of the business and use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework, financial indicators and ethical considerations for business owners when making business decisions, including financial, social and environmental.

#### UNIT THREE

##### Financial Accounting for a Trading Business

This unit focuses on financial accounting for a trading business owned by a sole proprietor and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

#### UNIT FOUR

##### Recording, Reporting, Budgeting and Decision-Making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework and financial indicators to measure business performance, as well as the ethical considerations of business owners when making decision, including financial, social and environmental.



## Introduction

### What is Art about?

VCE Art is designed to encourage artistic development through personal and independent exploration. Students can focus on any one studio area from any of the following: Photography, Drawing, Digital Media, Painting, Sculpture, Printmaking, Fashion, Video and Design.

VCE Art also aims to develop the ability to respond to art in an articulate manner. Students will analyse and interpret artworks using appropriate art terms.

#### Use of Technology in Art

This unit also allows the students to not only explore traditional mediums but also to investigate the new technologies in the Visual Arts such as, digital imaging, video and film and installation which can be used in artmaking.

**PLEASE NOTE:** The school encourages students to study Art as a Unit 1-4 sequence to build skill development. Students wishing to pick up Unit 2 (without Unit 1) or Unit 3 (without Units 1 and 2) must get a recommendation to do so.

**Folio:** Students must be prepared to commit at least 2 hours per week on their Art Folio.

# Art

## EXPERT ADVICE

*Year 12 Art is an exciting journey of exploring yourself and what you enjoy to work with. There is freedom of choice in what is explored, so the possibilities are endless. You experiment with paint, clay, pencils, paper, printing, sculpture and whatever else you can think of. The more innovative the better. Art theory teaches about the power of art and how it has affected the world and how the world has effected its production. The aspects of theory and prac are interrelated, so you learn about artists and artworks, and can apply it to your own work. VCE Art requires constant attention and a passion that'll be used throughout the year as you develop your interest and skill.*



**Vidya Jayawickrama**

## GUIDELINES TO THE UNITS

### UNIT 1

#### Artworks, experience and meaning

Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity. They study at least three artists and at least one artwork from each of the selected artists. Students apply the Structural Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and art making.

#### Areas of Study:

1. Artworks and meaning
2. Art making and meaning

*Outcome 1 – Written response  
Outcome 2 – 2 Visual responses*

### UNIT 2

#### Artworks and Contemporary Culture

In this unit students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice.

#### Areas of Study:

1. Contemporary artworks and culture
2. Art making and contemporary culture

*Outcome 1 – Extended written response  
Outcome 2 – 2 Visual responses*

### UNIT 3

#### Artworks, Ideas and values

In this unit students study selected artists who have produced works before 1990 and since 1990. Students use the Analytical Frameworks for analysing and interpreting the meaning of artworks.

#### Areas of Study:

1. Interpreting art
2. Investigation and interpretation through art making

*Outcome 1 – School Assessed Coursework  
Outcome 2 - Produce **at least one** artwork*

### UNIT 4

#### Artworks, ideas and viewpoints

In this unit students study artworks and develop and expand upon personal points of view. They support their point of view and informed opinions about art ideas and issues with evidence. From this research, students choose an art idea and issue to explore. Students select the artwork/s of at least one artist not previously studied in Unit 3, and use this artwork/s and selected related commentaries and view points to discuss the chosen art idea and related issues.

#### Areas of Study:

1. Discussing art
2. Realisation and resolution

*Outcome 1 – Examine and analyse an art idea and its related issues to inform their viewpoint  
Outcome 2 – Complete one finished artwork and apply the art process*



## Introduction

### What is Drama all about?

Drama is about performance. You will develop your expressive skills and gain ability and confidence to perform a range of roles. You will study both the practical and theoretical aspects of styles of acting.

A commitment to rehearsals and viewing performances outside of school hours is a requirement for this subject.

# Drama

## EXPERT ADVICE

*If you're looking for a subject that will get you up on your feet and add diversity to your learning, Drama is ideal for you. Drama is a great choice for people with energy and enthusiasm. Drama allows students to express themselves physically, visually and linguistically. In Unit 3, the main focus is ensemble performance where students are able to use non-naturalistic styles and draw on expressive and performance skills that they've learnt. Unit 4 is spent researching and creating characters for our solo performance which is assessed by a panel of judges outside of school. One of the highlights of taking Drama is having the opportunity to attend professional performances and discuss them with the class. Drama is a subject that requires dedication, with countless hours spent rehearsing. However, the opportunity to work with others to devise something of your own is extremely rewarding, plus you'll have so much fun, it won't even feel like you're working!*



**Tasneem Usman**  
Year 12, 2018.

## GUIDELINES TO THE UNITS

### UNIT ONE

#### Introducing performance styles

Unit 1 focuses on the ability to distinguish between processes involved in creating drama and those involved in performing devised drama. In this unit, students create, present and analyse a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Play-making techniques used to construct a devised performance and those used in character development are also a focus. Students are also required to analyse drama performances presented by professional companies.

#### Areas of Study

1. Creating a devised performance
2. Presenting a devised performance
3. Analysing a devised performance
4. Analysing drama performances presented by other practitioners.

### UNIT TWO

#### Australian Identity

Unit 2 focuses on using a range of stimulus material to create a performance work with an Australian focus. Students also document processes used to shape and develop this performance work. Students present the work they developed with an Australian focus. They are encouraged to explore the potential for drama to be performed in spaces that are appropriate to the theme or subject matter being explored.

#### Areas of Study

1. Using Australia as inspiration
2. Presenting a devised performance - Solo performance exam
3. Analysing a devised performance - Written exam
4. Analysing Australian Drama Performance

### UNIT THREE

#### Devised Ensemble Performance

This unit focuses on non-naturalistic drama from diverse range of traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the development of ensemble performance. The processes involved in the development and realisation of the ensemble performance are developed and evaluated. Non-naturalistic work selected from the prescribed play list will also be analysed.

#### Areas of Study

1. Devising and presenting ensemble performance
2. Responding to devised ensemble performances
3. Analysing a non-naturalistic performance

### UNIT FOUR

#### Devised Solo Performance

This unit focuses on the use of performance styles, theatrical conventions and stimulus materials from a variety of cultural sources in the development of a solo performance. The processes involved in the development of solo work are also analysed and evaluated.

#### Areas of Study

1. Working with stimulus material
2. Devising a solo performance
3. Analysing a solo performance

## What is Economics all about?

Economics caters for any student interested in a career in business or Government, or anyone who wants an increased awareness and understanding of the major economic issues affecting Australia and the world economy. Economics is also ideal for any student aiming for a tertiary course in Commerce, Accounting, Law, Social Science or Humanities. This study is designed to enable students to:

- understand the role of consumers, businesses and governments in the economy
- examine and evaluate the nature and consequences of economic trade-offs
- develop an understanding of how the Australian economy operates.
- foster an understanding of how Australia’s economic relationships with other economies and global economic institutions influence living standards and long-term prosperity.
- evaluate the effectiveness of government responses to economic situations.

# Economics

### EXPERT ADVICE

*Economics is the study of how societies, governments, businesses and households and individuals allocate their scarce resources. By studying Economics, you will develop experiments for consumer behaviour, predict the responses and analyse the results. It is important to realise that statistics are vital. Economists are well known for advising the government on economic issues, formulating policies at the Reserve Bank, and analysing economic conditions for banks, real estate companies, and other private sector businesses. Economists also assist in the development of many other public policies including health care, welfare and school reform and efforts to reduce inequality, pollution and crime. The study of economics provides valuable knowledge for making decisions in everyday life. It offers a tool with which to approach questions about the desirability of particular opportunities and how best to make choices. It is the study of everyday life.*



**Martina Duong**  
Year 12, 2018

### GUIDELINES TO THE UNITS

#### UNIT ONE

##### **The behaviour of consumers and businesses**

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. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students will explore the basic economic problem of relative scarcity and explain the role of a range of non-price factors in the allocation of resources in a market-based economy.

**Assessment tasks may include:** essays, folio of applied exercises, reports, case studies, debates, a multi-media presentations and tests.

#### UNIT TWO

##### **Contemporary economic issues**

In this unit, students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals. There is also an emphasis on economic efficiency and equity where students analyse the factors that may lead to income disparity in Australia and one other nation, and why the income of some people is below the poverty line. In addition, the last area of study allows students to select a global economic issue to research its impact on the Australian economy.

#### UNIT THREE

##### **Australia’s economic prosperity**

In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society’s living standards. This unit allows the investigation of the Australian Government’s domestic macroeconomic goals of low inflation, strong and sustainable economic growth and full employment and why these goals are pursued. Furthermore, students investigate the importance of international economic relationships in terms of their influence on Australia’s living standards.

#### UNIT 4

##### **Managing the economy**

This unit examines the management of the Australian economy, especially government fiscal and monetary management. Area of Study 1 focuses on the role of aggregate demand policies in stabilising business cycle to achieve the Australian Government’s domestic macroeconomic goals. Students examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy. In Area of Study 2 students consider how the Australian Government utilises aggregate supply policies to manage the Australian economy. Students assess the role of microeconomic reform in terms of its effect on economic prosperity and the achievement of the Australian Governments’ domestic macroeconomic goals.

##### **School Assessed coursework**

**(Units 3 & 4):** 50% of final result

**End of year exam:** 50% of final result

## What is English all about?

English Units 1-4 students focus on developing their critical and creative thinking and communication skills. Students learn about society and the global community through the study of a range of texts from Australian and other cultures. They analyse media texts and construct logical, clear arguments both in writing and oral presentations. The confidence students develop in being strong clear effective communicators, will serve them well throughout their future.

# English/English as an additional language

### EXPERT ADVICE

*Effective communication both in the oral and written realms is imperative with regards to further studies and, in the future, the workplace. VCE English provides an excellent opportunity to further develop your skills in both these areas through engaging and challenging assessments that require you to demonstrate a unique understanding of texts, current affairs and ways in which language is used persuasively. I particularly appreciated how there is no right or wrong answer when it comes to constructing an opinion or essay; in fact, contentious and original interpretations are rewarded. Success for this subject largely depends on perseverance and ability to be critical and original with regards to writing, and demonstrate the nuances present in the texts you study. Finally, don't be afraid to explore unconventional ideas or concepts in your essays, VCE English is the very subject to do this in!*



**Charlene Fernando**

### GUIDELINES TO THE UNITS

#### UNITS 1 AND 2

Students read, compare and respond to texts analytically and creatively. They explore how meaning is created by decisions authors make in structure and language to build the world of the text. Students also analyse arguments and how written, spoken and visual language is used in pieces to position audiences to share the view of the writer or speaker. They create their own texts intended to position audiences.

#### Unit 1 Outcomes

1. Produce analytical and creative responses to texts
2. Analyse how argument and persuasive language can be used to position audiences and create their own texts intended to position audiences

#### Unit 2 Outcomes

1. Compare the presentation of ideas, issues and themes in two texts
2. Identify and analyse how argument and persuasive language are used in texts that attempt to influence an audience and create a text which presents a point of view

#### UNIT 3 AND 4

Students build on the skills developed in Units 1 and 2 in reading and responding to texts analytically and creatively. They compare the presentation of ideas, issues and themes in texts. They analyse and compare the use of argument and persuasive language in texts that discuss a topical issue. Students create an oral presentation intended to position an audience on an issue that is currently debated in the media. EAL students will demonstrate comprehension by responding to spoken texts through short answer questions and note summaries.

#### Unit 3 Outcomes

1. Produce an analytical interpretation of a text and a creative response to a second text.
2. Analyse and compare the use of argument on an issue in the media

#### Unit 4 Outcomes

1. Produce a detailed comparison which analysed how two selected texts present ideas, issues and themes
2. Construct a sustained and reasoned point of view on an issue currently in the media.

Satisfactory completion of each unit is based on demonstration of the criteria for each outcome specified for the unit. Assessment in Units 3 and 4 is determined by School Assessed Coursework completed under exam conditions (50% of final mark) and an end of year examination set by VCAA (50% of final mark)



## What is Australian Politics and Global Politics all about?

This is one of a very few study designs which allows you to be involved with issues from a world-wide perspective. The increasing ethnic diversity of our society makes it more important than ever to understand Australia's relationships with other societies. Studies focus on global issues of social justice and quality of life, and Australia's role. There is a strong focus on Australia's relations with neighbouring countries in the Asia/Pacific region, an area with increasing significance for our social, economic and political development.

# Global Politics

### EXPERT ADVICE

*The world is an intriguing place and I have always had a passion about the world's current affairs and the political activity within Australia. Global Politics has greatly developed my understanding of how states and global institutions interact with one another and the complexity of a state's relationship with others particularly focusing on the role of the United States in the Asia-Pacific region and its relationship with North Korea. Entering the global politics classroom is an exciting feeling as we are able to discuss current world events and further develop an understanding of issues including human rights, world conflict, terrorism and the role of non-governmental organisations in the global political arena. This subject offers to broaden your perspective of the world and international community we find ourselves in.*



**Bridie Hall**  
Year 12, 2018.

### GUIDELINES TO THE UNITS

#### UNIT 1

*Ideas, actors and power*

*This area of study will include:*

- What is politics?
- The nature and purpose of power and influence
- The nature of democracy and democratic principles and ideas
- The characteristics of Australian democracy e.g. Regular elections, political parties, the Constitution
- Citizens participation in politics
- Political ideologies
- A case study of a non-democratic political system
- Political actors and power
- Role and functions of political parties in Australia
- Role and functions of interest groups
- Role and functions of the media in a liberal democracy

#### UNIT 2

*Global connections*

*This area of study will include:*

- Global threads-How do citizens in the 21<sup>st</sup> century interact?
- Impact of globalisation, economically, socially and politically
- Impact of globalisation
- Debate over states obligations to the global community
- Impact of Political movements
- Case studies relating to Global Co-operation and conflict
- 

#### Assessment of levels of achievement:

The students' level of achievement for Unit 1 and 2 will be determined by school-assessed coursework such as case studies, a web-based presentation, a written research report and an end of unit examination.

#### UNIT 3

*Global Actors and power in the Asia-Pacific*

*This area of study will include:*

- Aims and objectives, power and influence of Key actors in contemporary global politics
- The challenges facing state Sovereignty
- Institutions of global governance e.g. United Nations, World Trade Organisation
- Focus on Human Rights Organisations e.g. Amnesty International
- Focus on Global Terrorist Organisations e.g. AlQaeda/ISIS
- The economic and political power of Trans National Corporation
- Power in the Asia-Pacific region - focus on China
- Types of power e.g. Military, economic
- Foreign Policy instruments e.g. Diplomacy, Trade, Aid

#### UNIT 4

*Global Challenges and Global Crises*

*This area of study will include:*

- Ethical issues and debates e.g. Human Rights, People Movement
- Crisis and Responses e.g. State and non-state terrorism, Intra and Inter-state conflict

#### Assessment of levels of achievement

The student's level of achievement for Unit 3 and 4 will be determined by school-based coursework 50% and an end-of-year examination 50%.



Introduction

### What is History about?

History is the study of exciting and complex events and lives of different times and places. It seeks to extend cultural, economic, social and political understanding. History actively stimulates our imagination and assists us to think empathetically but also logically about the world around us. Studying History is relevant, interesting and provides knowledge and skills values by tertiary institutions.

# History

## EXPERT ADVICE

*History is often associated with dates and facts, but whilst these are important the key to history is understanding why events take place. In class we examine the repercussions, not just for the country but also for the people involved. Learning history enables you to reflect on the past and learn from the mistakes made before they are repeated. Students who have studied History Units 1 and 2 will be able to draw upon the similarities between the Russian Revolution and Nazi Germany. This subject also explores the main figures that have impacted or driven the revolution such as Lenin and Mao. History is a great subject if you want to learn about different cultures and the world. You gain a greater understanding of the country and its people, as well as the diversity of the global community. In history you will also learn how to develop your writing and analytical skills, which will assist you for a number of subjects.*



Jenny Pham

## GUIDELINES TO THE UNITS

### UNIT ONE

**Twentieth Century History (1918-1939)**  
Revolution, War, International conflict! This unit is a focus on the inter-war years with particular emphasis on Nazi Germany. Students develop understanding of the economic, social and political crises and conflicts that overshadowed this era, and the reasons Hitler came to power in Germany. Patterns of daily life, advances in science and technology and changes to forms of cultural expressions such as art, literature, music and dance (as well as the new mediums of film and radio) are explored.

### UNIT TWO

**Twentieth Century History (1945-2000)**  
This unit considers some of the major themes and key events of post World War Two history, beginning with the Cold War. It also explores the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings, following the Cold War.

#### Assessment tasks for Units 1 and 2:

4 Outcomes will be assessed in a range of ways which may take the form of a:

- Essay
- Primary source analysis
- Historical interpretation
- Research report
- Exam

### UNIT THREE AND FOUR

In Units 3 and 4 the 20<sup>th</sup> Century Revolutions in Russia and China are studied.

The first Area of Study focuses on Revolutionary ideas, leaders, movements and events. This Area of Study focuses on understanding the causes of revolutions with particular emphasis on exploring pre-revolutionary society and government. The role of key leaders is evaluated. Students will come to understand the significance of leaders such as Lenin, Trotsky, Sun Yat-Sen and Mao Zedong.

#### Assessment

Four SACs will be completed. They will be assessed in the following ways:  
Analysis of visual and/or written documents  
Historical interpretation  
Essay  
Research Report

The second Area of Study focuses on exploring how a new society was created. This Area of Study focuses on exploring the challenges faced in establishing a new political order and new society. Situations of civil war and resistance to revolution are areas which are considered closely. The behaviour of governments in times of crisis is a particular focus. Students will evaluate the success of revolutionary governments in fulfilling the ideals of the revolutionaries.



## What is Health and Human Development in Society all about?

VCE Health and Human Development investigates the interpretations of ‘health and wellbeing’ (in which the individual feels happy, healthy, capable and engaged) subject to the inter-relationship between biological, sociocultural and environmental factors, many of which can be modified by health care and by the conditions into which people are born, grow, live, work and age.

Students investigate variations in health status in Australia and our healthcare system. They also study variations in health in global contexts and examine global organisations such as the United Nations and World Health organisations as well as non-government organisations and their role in health promotion.

Students develop ‘health literacy’ and a capacity to respond to health information, advertising and other media messages. They learn how important health and wellbeing is to themselves and to families, communities, nations and global society.

# Health and Human Development

### EXPERT ADVICE

*Health and human development is a subject that explores how aspects of everyday life have an impact on our physical, social and mental health.*

*Units 1 and 2 focus on development throughout the lifespan, from prenatal development to youth and adulthood. We also learn about youth health and the changes that occur to our bodies during adolescence, which is very relevant and enables us to have a greater understanding of ourselves.*

*Units 3 and 4 expand on this foundation knowledge by investigating the role of the wider community, including local, national and global governing bodies in promoting the health of Australians.*

*Studying Health and Human Development in Year 11 and 12 has educated me on the importance of a well-balanced diet, physical activity, healthy social interactions and safe environments as protective factors for a wide range of diseases.*

*This subject is very thought-provoking and I recommend it to any student wishing to gain skills to be able to optimise their health and develop and understanding of the health care system in advancing the health of Australians.*



**Tiara Fernandez**

### GUIDELINES TO THE UNITS

#### UNIT ONE

##### Understanding health and wellbeing

##### Areas of Study:

1. Health perspectives and influences
2. Health and nutrition
3. Youth health and wellbeing

In this unit students identify personal perspectives relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices of Australians. With a focus on youth, they build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

#### UNIT TWO

##### Managing health and development

##### Areas of Study:

1. Developmental transitions
2. Health care in Australia

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives.

Students look at changes and expectations that are part of the progression from youth to adulthood.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information.

**Assessment:** Unit 1 and 2 are assessed internally through school assessed coursework and mid and end of year exams.

#### UNIT THREE

##### Australia’s health in a globalised world

##### Areas of Study:

1. Understanding health and wellbeing
2. Promoting health and wellbeing

Students begin to explore health and wellbeing within the global context. Students look at conditions required for health as stated by the World Health Organisation (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Students look at various public health approaches and the interdependence of different health models as they research health models as they research health improvements and evaluate successful programs.

#### UNIT FOUR

##### Health and human development in a global context

##### Areas of Study:

1. Health and wellbeing in a global context
2. Health and the sustainable development goals

This unit examines health and wellbeing, studying the key concepts of sustainability and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

**Assessment:** Unit 3 and 4 assessed internally through school assessed coursework and an external end of year exam set by VCAA.

## What is Legal Studies all about?

VCE Legal Studies examines the institutions and principles, which are essential to Australia’s legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

# Legal Studies

### EXPERT ADVICE

*Legal Studies is the study of laws, law-makers, legal institutions and the rights as an individual which affects every single one of us. As a student you will investigate specific area of law including the criminal and civil justice systems and how they aim to protect the rights of individuals and uphold the principles of justice; fairness, equality and access.*

*Over the course you will develop an understanding of institutions that make and reform our laws, while exploring how the Australian Constitution establishes law-making powers. The knowledge gained throughout the year in regard to the creation and operation of laws is applied to actual scenarios that require legal reasoning and information.*

*Legal Studies has allowed me to gain a thorough understanding of Australia’s Legal System and how to approach a legal situation if necessary in the future. Through this subject I have obtained an enhanced knowledge of issues that are presented in the daily news which has allowed me to be more conscious of the world around me.*



**Kathleen Ngo**  
Year 12, 2018

### GUIDELINES TO THE UNITS

#### UNIT ONE

##### **Guilt and liability**

##### **Areas of Study**

1. Legal foundations
2. The presumption of innocence
3. Civil liability

#### UNIT TWO

##### **Sanctions, remedies and rights**

##### **Areas of Study**

1. Sanctions
2. Remedies
3. Rights

#### UNIT THREE

##### **Rights and justice**

##### **Areas of Study**

1. The Victorian criminal justice system
2. The Victorian civil justice system

#### UNIT 4

##### **Unit Four: The people and the law**

##### **Areas of Study**

1. The people and the Australian Constitution
2. The people, the parliament and the courts.

#### **School-based assessment**

The students’ level of achievement in Unit 1 to Unit 4 will be determined by school-assessed coursework

*School-assessed coursework for Unit 3 and Unit 4 will contribute 50% to the study score. The final external examination will contribute 50% to the final assessment.*

#### **Assessment tasks**

The student’s performance on each outcome will be assessed using one or more of the following:

- a case study
- structured questions
- an essay
- a report in written format
- a report in multimedia format
- a folio of exercises



Introduction

**What is Literature all about?**

Literature is a subject for those who love to read widely and who enjoy reflecting on what they have read and discussing it with others. It differs from English because in Literature the whole course focuses on the study of texts. Literature broadens our horizons, enhances our skills in analysis, and helps us to become articulate communicators of ideas. It helps us to make sense of our own experience by showing us how others have made sense of theirs. As well as developing an awareness of language, a study of Literature develops our understanding of our own culture and society and those of others.

# Literature

**EXPERT ADVICE**

*Analysing the author’s intent. Understanding and comparing adaptations and transformations. Writing fan fiction – sorry I meant, writing a creative piece. Linking form and meaning. This is what you can expect over a year in Literature. Not only are you going to delve into heated and passionate discussions as you analyse those key passages and explore the various themes and messages of a text, but you’ll also be able to develop your analytical skills to inform your understanding of the text. Literature is about reflecting on your interpretation, and being able to communicate this through discussions with others and written pieces. If you have a love for reading and a willingness to learn, then maybe Literature’s the one for you.*



**Joanna Guelas**  
Year 11, 2018

**GUIDELINES TO THE UNITS**

**UNITS ONE AND TWO**

**The Literature Course covers 2 areas of study.**

**Unit 1: Approaches to Literature**

**Area of Study 1:** Reading Practices

**Area of Study 2:** Ideas and concerns in texts

**Unit 2: Context and connections**

**Area of Study 1:** The text, the reader and their contexts

**Area of Study 2:** Exploring connections between texts

**UNITS THREE AND FOUR**

**Unit 3**

**Form and transformation**

In this unit, students consider how the form of a text affects meaning, and how writers construct their texts.

**Areas of Study:**

1. Adaptations and transformations
2. Creative responses to texts

**Unit 4**

**Interpreting Texts**

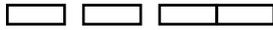
In this unit, students develop critical and analytical responses to texts.

**Areas of Study:**

1. Literary Perspectives
2. Close Analysis

**Texts studied in 2019**

- Heart of Darkness (Conrad)
- North and South (Gaskell)
- Cat on a Hot Tin Roof (Williams)
- Northanger Abbey (Austen)
- Ariel (Plath)



Introduction

### What are Languages other than English all about?

Another language can enrich your personal communication skills and resources, add to your ways of spending leisure time, let you communicate with a wider range of people, and above all increase career opportunities. The travel and hospitality industries have seen the advantage of employing multilinguals, and many banks, large business firms and media organisations have overseas offices where preferred employees are bilingual. Also Government agencies and businesses with a wide range of clients need interpreters and translators, and with the language programs in schools now, teachers skilled in languages are very much in demand. You may select ONE focus from the following: LO131 - Indonesian; LO141 - Italian

# Languages Other Than English

## EXPERT ADVICE

*By studying Indonesian in VCE you will be able to communicate with Indonesian people not only through language but also through culture. The VCE Indonesian course provides insight into the rich culture and traditions of Indonesia and this in turn helps you to become more culturally aware and sensitive to other lifestyles in our multicultural society. Learning a second or even third language is a great life skill to achieve, as it opens countless doors for opportunities in different fields. As Indonesia is Australia's largest and closest neighbor from Asia, and one of the most visited places by Australians, learning Indonesian will be useful not only for job opportunities but also an immersive holiday. With a basic level of Indonesian, you can find yourself biking across Java's mountains and volcanoes, chilling in Bali's rice paddies and beaches, or even partying in Jakarta or Yogyakarta. By studying Indonesian in VCE you can be eligible to receive the VCE Baccalaureate which may be a useful advantage when applying for university. Lastly, learning Indonesian is fun! It allows you to meet new people whether it is whilst learning in class or even out in the community; I highly recommend studying Indonesian!*



**Elaine Quach**  
Year 12, 2018

## GUIDELINES TO THE UNITS

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

There are three prescribed themes:

- The individual
- The Italian/Indonesian speaking communities
- The changing world

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics.

At the completion of each unit students should be able to demonstrate the following:

**Unit 1:** establish and maintain a spoken or written exchange related to personal areas of experience.

**Unit 2:** participate in a spoken or written exchange related to making arrangements on completing transactions.

**Unit 3:** express ideas through the production of original texts.

**Unit 4:** analyse and use information from written texts.

## EXPERT ADVICE

*Ciao studentesse di Killester College!*  
**WHY STUDY ITALIAN?**  
*Ti piacciono I cibi italiani? Vero? Choosing to study Italian will allow you to experience a whole new culture, one that's not only known for their foods but a culture enriched with architecture, fashion, music and theatre! To fully appreciate Italian culture, knowledge of and the ability to speak the language is important. A second language is useful in many careers. Italian is an increasingly important asset when applying for jobs. With the prominence of international trade, it is ABSOLUTELY beneficial to learn another language in order to open up your doors, both career wise and socially! Learning Italian can help with English too, enhancing grammar and usage. In addition, you will also receive the VCE Baccalaureate Award. So in short, broaden your horizons....study Italian!*



**Anh Pham**



**Isabella Jenkins**

*Introduction*

**What is Music Performance all about?**

Music Performance focuses on further developing students' skills as instrumentalists or singers. It is recommended that students have a minimum of three years' experience on an instrument or voice prior to commencing the subject. They must be undertaking private lessons, preferably at Killester

Students undertaking Music Performance at Units 1 and 2 have the option of continuing with Music Performance at Units 3 and 4.

# Music Performance

<p><b>EXPERT ADVICE</b></p> <p><i>VCE Music Performance is quite different from the majority of subjects offered in VCE. In Music, you make a lot of noise by either playing an instrument or signing and then you get to regularly perform to a captive audience. The main benefits of VCE Music performance are that you get to build on your confidence as well as getting to know the meaning and language behind the music we listen to everyday.</i></p>  <p><b>Karla Bader</b></p>	<p><b>GUIDELINES TO THE UNITS</b></p>	
	<p><b>UNITS 1 &amp; 2: Music Performance</b></p> <p>These units focus on developing students' musical skills in solo and group contexts. Students study various approaches to performing, and present solo and group performances on voice or the instruments of their choice. Students' also develop their use of music language and their skills in aural comprehension. Musical analysis is undertaken to investigate context, influences, characteristics and styles in music.</p> <p><b>Area of Study for Unit 1</b></p> <ol style="list-style-type: none"> <li>1. Performance skill development</li> <li>2. Performance techniques</li> <li>3. Music language for performance</li> </ol> <p><b>Area of Study for Unit 2</b></p> <ol style="list-style-type: none"> <li>1. Performance skill development</li> <li>2. Performance techniques</li> <li>3. Music language for performance</li> <li>4. Composition</li> </ol>	<p><b>UNIT 3 &amp; 4 Music Performance</b></p> <p>These units focus on the preparation and presentation of solo works. Students use performance techniques to develop understanding of interpretation of a range of styles. Music performance skills are broadened by ensemble performance, solo technical work and singing. Music language knowledge, aural comprehension skills and understanding of the structure and characteristics of an ensemble work are also developed and consolidated.</p> <p><b>Area of Study for both Units 3 &amp; 4:</b></p> <ol style="list-style-type: none"> <li>1. Solo and ensemble performance</li> <li>2. Solo technique</li> <li>3. Music language for performance</li> </ol>



## What is Philosophy all about?

Philosophy students engage with some of the fundamental questions of existence: What is the nature of reality? Can we have certain knowledge of anything? How can we rationalise and defend our judgements in the realms of ethics, art, science and politics? What does it mean to be a good person? What is a good life? The course emphasises critical listening and thinking skills, and rational conversation.

# Philosophy

### EXPERT ADVICE

*The aspect that I really enjoy about Philosophy is the way it gets you to question the many things that most people just accept, giving you the tools to analyse and evaluate the quality of an argument or opinion. Not only does it make us think deeply about certain beliefs, but we've also been able to research interesting ideas about where the mind resides and the true nature and existence of God. The class, in general keeps our minds open to new ideas and perspectives, which is important as it allows us to have healthy interactions and debates outside of the class.*



**Carla Allendes Arias**  
Year 11, 2018

*In Philosophy, I really enjoyed learning about the basis of a good argument. If you like engaging in classes and pushing your thinking beyond average measures, Philosophy is the subject for you!*



**Jillian Arkoudis**  
Year 11, 2018

### GUIDELINES TO THE UNITS

#### UNIT ONE

##### Existence, knowledge and reasoning

This unit raises questions about the nature of knowledge and truth through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics.

The emphasis is on philosophical inquiry – ‘doing philosophy’ – and hence the study and practice of techniques of logic are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems.

#### UNIT TWO

##### Questions of value

This unit invites students to explore questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

#### UNIT THREE

##### Minds, bodies and persons

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates.

#### UNIT FOUR

##### The good life

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well-lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life. Students critically compare viewpoints and arguments to their own views on how we should live, and use their understandings to inform their analysis of contemporary debates.

## What is Physical Education all about?

Physical Education examines the biological, social and cultural influences on performance and participation in physical activity.

This study is approached through both the study of, and participation in, physical activity. This approach provides the means by which theory and practice are integrated. Participation in physical activity and development of skills provide opportunities for students to reflect on factors that affect performance and participation in physical activity. This subject is useful for students interested in the paramedical, health, coaching, teaching, nursing, rehabilitation, physiotherapy, personal training, fitness instruction and recreation.

# Physical Education

### EXPERT ADVICE

*Year 12 Physical Education explores the way our energy systems work during exercise to produce us with the energy needed to complete an activity. This subject explores the Australian National Physical Activity and Sedentary behaviour Guidelines, as well as the socioecological model in a way of promoting exercise that will benefit our health. VCE Physical Education allows us to create our own 6-week training program, as well as participate in numerous amounts of fun practical classes and excursions. This year we had the opportunity to go to Extreme Air and the Melbourne Cable Park to test our subjective and objective measures of exercise. This was a great experience. I recommend doing VCE Physical as it is fun and will further increase your knowledge of your body, as well as the other factors that affect our physical activity.*



**Chelsey McAndrew**

### GUIDELINES TO THE UNITS

#### UNIT ONE

Students explore the relationship between the cardiovascular and the musculoskeletal systems, to understand how they work together to produce movement and respond to increased demands. Through practical and theoretical activities, students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. Students examine physical activity and sport from an exercise science perspective to understand and evaluate the sociocultural and ethical considerations of legal and illegal performance enhancement.

Students studied the cardiovascular system in detail and its contribution during physical activity, sport and exercise. Enablers and barriers to the capacity and functioning of the cardiovascular system were explored from a sociocultural, environmental and physical perspective.

#### UNIT TWO

Students explore the relationship between physical activity, sport, health and society. They investigate the social, cultural and historical influences on physical activity and sport through both practical and theoretical lessons. Students examine the physical, social, mental and emotional benefits of physical activity and sport as well as the negative impacts that reduced levels of exercise can have on the individual and population. Causes and impacts of lifestyle diseases such as Type 2 Diabetes, obesity and cardiovascular disease are studied and potential solutions are explored.

Students investigate sociocultural factors that influence physical activity on various population groups and settings. Subjective and objective methods for assessing physical activity and sedentary behaviour are developed at an individual and population level. Students incorporate components of socio-ecological models to assist in the creation of strategies in increase the physical activity levels all types of people.

#### UNIT THREE

##### **Movement skills and energy for physical activity**

This unit introduces students the the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

#### UNIT FOUR

##### **Training to improve performance**

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



## What is Religion and Society about?

VCE Religion and Society is designed for students to engage with the great questions of life. It aims to develop understanding and respect for the perceptions of the participants in religious traditions. It values and promotes open inquiry, without bias towards any one tradition, while drawing on the personal and collective experience of the students.

# Religion, Society and Art

## EXPERT ADVICE

*Year 11 Religion and Society is subject rich with discussion and student involvement. It is a subject that teaches how Religion has shaped and formed society from ancient civilisations to current issues and action. Students explore a range of theories, the aspects of religion and the hierarchy of needs, religious art works, and how they all connect. It as a subject, focuses on the broad holistic views of the world, particularly it questions how we as individuals are influenced and how we influence others. Like any subject you will be required to complete work, and the subject can often ask you complex questions. Students familiar with history and current affairs will fare the best in the subject. However, students who are not should not be intimidated. There is never a wrong answer in Religion and Society, only a desire to further develop their conscious thought*



*Rose-Mary Nguyen  
Year 12, 2018.*

## GUIDELINES TO THE UNITS

### UNIT ONE

#### Religion, Society and Art

Students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. This unit provides the opportunity for students to understand the often, complex relationships that exist between the individuals, groups, religious traditions and the society in which they live. This unit incorporates art and its relationship with religion and society.

#### Areas of Study

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

Religious Education is compulsory in Year 11. You must choose your preference from the following Religious Education Units; Text and Traditions Unit 2, Religion, Society and Art Unit 1. We will run three classes of each unit and preferences will be met where possible. There is a possibility of taking up Unit 3 and 4 in Year 12 for both Text and Traditions and Religion and Society in 2019.

## What is Texts and Traditions about?

The study of VCE Text and Traditions equips students to come to a deeper understanding of the relationship between religious traditions and the written texts which grow from and shape the traditions. These texts become a touchstone to the tradition as the tradition develops and responds to changing circumstances.

# Texts and Traditions

### EXPERT ADVICE

*Texts and Traditions is an in depth study of the Hebrew and Christian scriptures. You go into depth studying the meanings and historical content within the Gospel of Luke and the Hebrew scriptures. You learn to analyse the meaning of the text and how it is still as relevant to today's audience as well as its original audience. In Text and Traditions you learn to notice the formation of the text as well as the symbols and various literary forms. Text and Traditions is a great subject that helps with your English analysis and is generally an interesting subject to learn. You learn the importance of the Hebrew scriptures in regards to the Christian scriptures and how each relate. It is a worthwhile subject to do and is always interesting.*



**Uyen-My Pham**  
Year 12, 2018

### GUIDELINES TO THE UNITS

#### UNIT TWO

##### Texts in Society

This unit examines the context within which texts about justice in society were produced, when and why they are read today, the kinds of authority attributed to them by religious traditions, and the ways they shape, or are shaped by the message they contain.

##### Areas of Study

1. Sacred Texts in the Past
2. Sacred Texts today
3. Comparing Religious Traditions

##### IMPORTANT:

***If students choose Text and Traditions, they will develop skills of investigation, description, analysis and interpretation appropriate to the study of the texts.***

***All students must make a preference between Text and Traditions Unit 2 and Religion, Society and Art Unit 1 in Year 11.***

***In Year 12 students can choose to do either Text and Traditions Unit 3 and 4 or Religion and Society Unit 2 Ethics.***

#### UNIT THREE

##### Texts and the Early Tradition

This unit focuses on the events people and places relating to the early development of the tradition. Students analyse issues that relate to the writing of the text, its literary structure and major themes. They will also apply basic methods to interpret the texts within the founding tradition as well as discussing a related significant religious idea, belief or social theme to see how it has been applied at a later stage.

##### Areas of Study

1. The background of the Tradition.
2. Historical and Literary background to set text.
3. Interpreting texts (Part 1)

#### UNIT FOUR

##### Texts and their Teachings

This unit extends students analysis skills in Scripture. They will look at major themes of texts as well as the significant ideas, beliefs or social themes of the foundational text.

##### Areas of Study

1. Interpreting texts (Part 2)
2. Religious ideas, beliefs and social themes.



## What is Visual Communication all about?

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design.

Students use the design process together with creative, critical and reflective thinking to produce design solutions.

Visual communication design relies on a variety of drawing skills as the primary method of expressing visual thinking. Students will also learn and apply digital computer methods to develop and refine presentations.

Students further develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods.

Students investigate the work and practices of Australian and international designers and through their research they build an understanding of the important role of visual communication design within society, which further inspires the development of their own visual communication design work.

**PLEASE NOTE:** The school encourages students to study VCD as a Unit 1-4 sequence to build skill development. Students wishing to pick up Unit 2 (with out Unit 1) or Unit 3 (without Unit 1 or 2) must get a recommendation from Ms Leggo, the Arts Learning Leader.

Students need to be aware of a 2 hour per week commitment to a 'Folio Subject'.

# Visual Communication Design

### EXPERT ADVICE

*Visual Communication Design is a subject where there is always something exciting to look forward too. Do you ever find yourself wondering about all the amazing designs in the world around us? Do you ever find yourself drawing in your spare time? Do you enjoy spending time on your computer? If you have answered yes to the above questions, then this is a subject for you!*

*Studying Visual Communication Design, allows you to develop your creative talents and skills by applying creative, critical and reflective thinking together with the design process to your ideas. Visual Communication Design is a subject I have been passionate about since the beginning of Year 10, as it has allowed me to express my creativity and has opened my eyes to the world of design. I have learnt new knowledge and skills that will enable me to be successful in my future career. I would highly recommend Visual Communication Design as it has been a subject I have found truly rewarding and worthwhile.*



**Nicola Kapsalis**  
Year 12, 2018

### GUIDELINES TO THE UNITS

#### UNIT ONE

##### Introduction to visual communication design

##### Outcome 1

The student will learn a variety of drawings skills for different purposes using a range of drawing methods, media and materials

##### Outcome 2

The student will select and apply design elements and design principles to create visual communications that satisfy stated purposes.

##### Outcome 3

The student will describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

#### UNIT TWO

##### Applications of visual communication design

##### Outcome 1

The student will create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field

##### Outcome 2

The student will manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.

##### Outcome 3

The student will engage in stages of the design process to create a visual communication appropriate to a given brief.

#### UNIT THREE

##### Design thinking and practice

##### Outcome 1

The student will create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.

##### Outcome 2

The student will describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.

##### Outcome 3

The student will apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

#### UNIT FOUR

##### Design development and presentation

##### Outcome 1

The student will develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief.

##### Outcome 2

The student will produce 2 final visual communication presentations that satisfy the requirements of the brief.

##### Outcome 3

The student will devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.



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# Maths/Science/Technology

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## What is Biology all about?

Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. It is a study of the dynamic relationships between living things, their interdependence, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity. Biology enables students to understand that despite the diverse ways of meeting the challenges of survival, all living things have many structural and functional characteristics in common.

Modern biology draws on increasingly specialised fields of bioscience such as biochemistry, neuroscience, genetics, evolutionary biology, behavioural science, and cell and molecular biology including studies of genomics and proteomics. It makes connections between these fields and the disciplines of physics, chemistry, earth and space sciences in exploring the nature of past and present life, and the possibility of life forms beyond our planet.

Students develop knowledge of bioscience and skills of science inquiry and the values and attributes that will help them to consider issues and implications associated with the application of biological techniques and technologies.

# Biology

### EXPERT ADVICE

*Sick of writing essays? Ever wanted to study a real science? Biology is the subject for you! In all seriousness, biology is a fascinating subject. How could it not be? Life is all around you and you get to study the nature of life from microscopic cells to organisms to ecosystems. With interesting overarching topics like 'how organisms manage to stay alive' to the dramatic components such as 'your body at war!', biology never gets dull. It's filled with content but everything connects. With time, you will make more connections and the 'aha' moments you get as a result is extremely satisfying. If you genuinely find the subject intriguing, like me and many others, then the hard work and dedication that biology requires will be worth it.*



**Kimberley Ho**  
Year 11, 2018

### GUIDELINES TO THE UNITS

#### UNIT ONE

##### How do living things stay alive?

Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat.

##### Areas of study:

1. How do organisms function?
2. How do living systems sustain life?
3. Practical investigation

##### Outcomes:

1. Investigate and explain how cellular structures and systems function to sustain life.  
Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth
3. Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

#### UNIT TWO

##### Organisms and their environment

Students will focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. The uses of genetic screening and its social and ethical issues are also examined.

##### Areas of study:

1. How does reproduction maintain the continuity of life?
2. How is inheritance explained
3. Investigation of an issue

# Biology cont...

## GUIDELINES TO THE UNITS

### UNIT THREE

The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. The convergence of cytology, genetics and biochemistry makes cell biology one of the most rapidly evolving disciplines in contemporary biology. IN this unit students investigate the workings of the cell from several perspectives.

#### Areas of study:

1. How do cellular processes work?
2. How do cells communicate?

### UNIT FOUR

Students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies are explored.

#### Areas of study:

1. How are species related?
2. How do humans impact on biological processes?
3. Practical investigation

#### External assessment and Contribution to final assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 60% to final assessment.



## What is Chemistry all about?

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described by chemical theories. Although there are no sharp boundaries between sciences such as chemistry, physics and biology, chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers. You will have opportunities to investigate, explore and solve problems, ask questions and discuss chemical concepts and issues.

# Chemistry

### EXPERT ADVICE

*Ever wondered why ice floats in water? Or how fireworks work? The answer can be found in Chemistry! As a central science, Chemistry is a subject that not only studies the properties and reactions of matter, it also serves as a foundation that connects every other science together. You can expect to learn about the composition, properties and behaviour of matter and investigate different types of chemical reactions. By choosing to study Chemistry, you are exposed to concepts and issues that will expand your scientific knowledge. Despite the hard work and effort required, the outcome is extremely rewarding and beneficial for life after high school. The knowledge and skills obtained from Chemistry can be extended and used for the applications of various scientific fields. Chemistry is the subject to do if you are looking towards a career in medicine, pharmacy or research, and will assist you with your future job prospects.*



**Kelly Hong**  
Year 12, 2018

### GUIDELINES TO THE UNITS

#### UNIT 1: How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. The chemical properties of a range of materials and their specific applications are investigated in this unit. Students are introduced to basic quantitative concepts in chemistry. They use chemical terminology to represent and explain data from experiments and to discuss chemical phenomena.

##### Areas of study:

1. How can knowledge of elements explain the properties of matter?
2. How can the versatility of non-metals be explained?
3. Research investigation

##### Outcomes:

1. Relate the position of elements in the Periodic Table to their properties, investigate the structure and properties of metals and ionic compounds and calculate their quantities.
2. Investigate and explain the properties of substances with reference to their structures and bonding, naming organic compounds and explain how polymers can be designed for a purpose.
3. Investigate and response to a question related to the development, use and modification of a selected material.

#### UNIT 2: Environmental chemistry

Water is the most widely used solvent on Earth. In this unit students explore the unique physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students are introduced to stoichiometry, analytical techniques and instrumental procedures in determining concentrations of various water samples.

##### Areas of study:

1. How do substances interact with water?
2. How are substances in water measured and analysed?
3. Practical investigation.

##### Outcomes:

1. Relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water.
2. Measure amounts of dissolved substances in water and analyse water samples for various chemicals.
3. Design and undertake a quantitative laboratory investigation related to water quality and draw conclusions from collected data.

#### UNIT 3: How can chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimization of their impact on the environment.

##### Areas of study:

1. What are the options for energy production?
2. How can the yield of a chemical product be optimized?

##### Outcomes:

1. Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.
2. Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimized, and explain how electrolysis is involved in the production of chemicals and in recharging of batteries.

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

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

##### Areas of study:

1. How can the diversity of carbon compounds be explained and categorised?
2. What is the chemistry of food?
3. Practical investigation.

##### Outcomes:

Compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules. Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry. Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.



## What is Information Technology all about?

Information technology (IT) involves the use of computers to assist in processing, managing and communicating information to solve problems and make decisions. The rapid pace of development in electronic storage, manipulation, retrieval and communication is having a major influence on our society and economic systems. Our society increasingly relies on the power of information and information technology. Today it is important that students learn to use information technology, and learn its power and scope as well as its limitations.

# IT – Computing and Informatics

### EXPERT ADVICE

*Computing (Unit 1 & 2) and Informatics (Unit 3 & 4) focuses on data and information. Students will learn how data becomes information through manipulation and processing. Our ability to collect 'big data' has become a valuable resource in the age of connectivity. The ability to analyse data has become and will continue to be a valuable skill in the workplace of the future. In combination with data analysis, a valuable companion skill is the ability to visualise data in an effective, aesthetically pleasing way. Both Computing and Informatics unit focuses on developing these skills.*



**Katherine Jackson**

### GUIDELINES TO THE UNITS

#### UNIT ONE – Computing

Students learn about the ways in which data, information and networked digital systems can be used to meet a variety of current and future needs of users. Data and information systems underpin the three areas of study and students are required to explore these in a variety of contexts.

In **Area of Study 1** students study the types and purposes of data; acquisition methods and referencing of data; the factors affecting the quality of data and information; the legality of data collection and use; ethical issues arising from the use of data; security and privacy

In **Area of Study 2**, the emphasis shifts to the ways in which people, processes, digital systems and data interact to form networked information systems and the legal and ethical responsibilities of users within a system.

In **Area of Study 3** students, working in teams, investigate data collection techniques and the importance of attributions in a particular field. Factors affecting the integrity of data are also examined. Students express viewpoints about a contemporary issue in a particular field through the development of a website.

#### UNIT TWO – Computing

Students concentrate on creating solutions that automate the processing of data and how they can be enhanced by the application of computational, design and systems thinking skills. The solutions created must be able to handle new data sets, i.e. they are solutions to ongoing problems. For example, macros, conditions and calculations built into solutions enable new data sets to be input to generate new information and reports.

In this unit, students foster their computational thinking skills by using a programming or scripting language to develop solutions to ongoing problems, create data visualisations, and create a solution using database management software

#### UNIT THREE and FOUR - INFORMATICS

Informatics Units 3 and 4 focuses on data, information and information systems and how they are used by individuals and organisations to make decisions and meet a range of needs. In each unit there is a strong focus on the management and analysis of data. Students use a range of software tools to acquire, manipulate, interpret and present data and information and manage projects.

There are two outcomes in each unit.

#### Areas of Study:

1. Organisations and Data Management
2. Data analytics: drawing conclusions
3. Software solutions
4. Interactions and impact



## Introduction

### What Mathematics Units should I choose?

There are a number of important considerations. The first has to be your past performance in the mathematics area and the second your career path. Many tertiary institutions have requirements for certain mathematics units to be studied. It is vital to your success in VCE Mathematics that you discuss your possible choices with the Careers teacher and your present Mathematics teacher.

# Mathematics

## IMPORTANT

### Maths Methods

*Think of methods as learning to ride a bicycle. Now picture yourself having to learn to ride the bike blindfolded. Though the ideas is daunting, like methods it can be done! The first step is to find your balance and begin pedalling. As you pick up pace, your skills are refined and you build confidence in your ability. You will learn to manage your time, and work effectively under time conditions. These are valuable skills that can be carried on in other subjects you study here at Killester and in University. However, just like riding a bike, you will fall off. Expect to make mistakes, feel disappointed and at times frustrated. But do ensure that you try again. Methods will demand that you persist. Each class is filled with challenges. However, the true reward is only appreciated when you remove the blindfold and realise how much you have progressed.*



Shannon Holroyd

### Specialist Maths

*Specialist Mathematics requires analytical thinking, but most importantly, open-mindedness, as the content explores a different facet of mathematics. Although this subject is quite challenging, it allows you to further engage in the concepts learnt in Maths Methods that will improve your overall maths ability. You will delve into a world where imaginary numbers exist and see the numerous ways that calculus or trigonometry can amaze you*



Jennifer Nguyen

## GUIDELINES TO THE UNITS

### Year 11 Further Maths 1 & 2

This subject leads to Further Maths Units 3 and 4. It is designed for students who consistently produce satisfactory results in maths. Students will need to use arithmetic, lists and tables, diagrams, equations and graphs. They should have the facility to estimate and compute mentally as well as with technology. Students will be expected to apply techniques, ??? and process to everyday problems.

#### Areas of Study:

1. Linear relations and equations
2. Arithmetic and number
3. Matrices
4. Graphs of linear and non-linear relations
5. Statistics

### Year 11 Mathematical Methods 1 & 2

Maths Methods is a rigorous and interesting course. It requires the application of a higher order thinking in algebraic and graphing contexts. Analysis is a major component of Methods. If you are considering Methods, you should be performing at a high level with deep understanding of linear and quadratics algebra. Many of the contexts in Methods are abstract and theoretical and the questions are complex. Methods can require an hour of work per night where the student would consolidate skills as well as applying them to analysis questions.

#### Areas of Study:

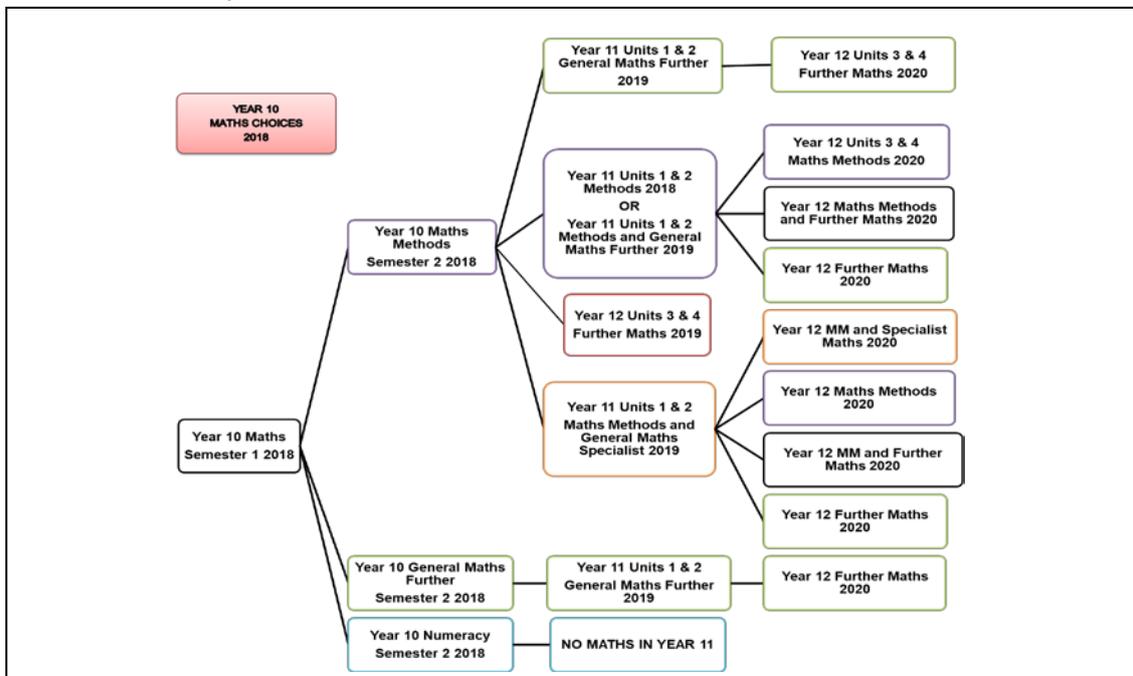
1. Functions and Graphs
2. Algebra
3. Calculus
4. Probability and statistics

### Year 11 Specialist Maths 1 & 2

Taken in conjunction with Maths Methods, Specialist Maths builds skills and understanding in Mathematics. The Algebra complex and the work load is heavy. If you are considering Specialist, you should firstly enjoy maths and secondly be gaining consistently high grades in tests and exams. Unit 1 Specialist deals with the mathematical tools required to undertake further Maths studies. Unit 2 prepares students for Specialist 3/4 with a brief introduction to topics and skills required.

#### Areas of Study:

1. Algebra and structure
2. Arithmetic and number
3. Discrete mathematics
4. Geometry, measurement and trigonometry
5. Graphs of linear and non-linear relations
6. Statistics



# Mathematics

## EXPERT ADVICE

### Further Maths

*If math is one of your strengths, if you enjoy it and you want to further enhance your mathematical ability, Further Maths will give you the opportunity to do so. With the topics covered in Further Maths, not only do you learn theory but also you acquire the ability to use knowledge for application in real life situations. The topics covered in Further Maths build on the skills and knowledge developed throughout Years 7 to 10 and can increase your options for your academic future and your tertiary education.*



Clarissa Oeum

## GUIDELINES TO THE UNITS

### UNIT THREE AND UNIT FOUR

#### Further Mathematics

This subject is designed to follow on from General Mathematics Further (1 & 2). It will provide a broad base of mathematical experience which is considered suitable for employment or further study where mathematics is a supporting subject but not the main focus of the course. It may be taken on its own or in conjunction with Mathematical Methods CAS (1&2) or (3&4)

#### CORE UNIT 3

Data analysis  
Recursion and financial modelling

#### MODULES UNIT 4

Graphs and relations  
Matrices

### UNIT THREE AND UNIT FOUR Mathematical Methods

This subject follows on directly from Mathematical Methods (1 & 2) and, in particular, will assume knowledge of material studied in Unit 2. It may be taken in conjunction with either Further Mathematics (3 & 4) or Specialist Mathematics (3 & 4).

It is intended to provide a suitable foundation for further studies such as Science, Economics and Medicine.

#### Content

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

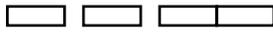
#### Specialist Mathematics

This subject is designed to be taken in conjunction with Mathematical Methods (3 & 4) and would normally require that both mathematics subjects were studied at year 11.

It is intended for students who wish to undertake specialist courses in mathematics and related disciplines.

#### Content

1. Functions Relations and Graphs
2. Algebra
3. Calculus
4. Vectors
5. Mechanics
6. Probability and Statistics



## What is Media all about?

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way.

# Media

EXPERT ADVICE	GUIDELINES TO THE UNITS	
<p><i>No expert advice is available as this is the first year VCE Philosophy has been offered at Killester College.</i></p>	<p><b>UNIT OVERVIEW</b></p> <p>Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media’s role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.</p>	<p><b>Areas of Study:</b></p> <p><b>Unit 1: Media forms, representations and Australian stories</b></p> <p>Area of Study 1- Media representations Area of Study 2 – Media forms in production Area of Study 3 – Australian stories</p> <p><b>Unit 2: Narrative across media forms</b></p> <p>Area of Study 1 – Narrative, style and genre Area of Study 2 – Narratives in production Area of Study 3 – Media and change</p> <p><b>Unit 3: Media narratives and production</b></p> <p>Area of Study 1 – Narrative and ideology Area of Study 2 – Media production development Area of Study 3 – Media production design</p> <p><b>Unit 4: Media production and issues in the media</b></p> <p>Area of Study 1 – Media production Area of Study 2 – Agency and control in and of the media</p>



### What is Physics all about?

Physics is about the study of natural phenomena such as energy, light, electricity, movement and the basic structure of matter. In studying physics you will learn how to understand the world around you. Physics is also useful for pursuing hobbies, confronting technological issues and appreciating a particular way of knowing the world. It will enable you to choose a career in a wide range of technical, trade and professional areas.

# Physics

## EXPERT ADVICE

*Physics...What is it? According to the Google Dictionary physics is the study concerned with the nature and their properties of matter and energy. At Killester you can look forward to learning about how things work, as well as learning about heat, light, energy, electricity and mechanics. You will be able to wonder about the make-up of motors, generators and how the lights of the roof get power. Feed your curiosity and impress your friends with the concepts of Physics! Along with the amazing practicals available from springs to magnets and pulley systems, physics will provide you with the fundamental skills to pursue your dreams. Physics will take you into another universe with endless possibilities and careers, even if you don't want to become an engineer. Imagine this: you could become the one who invents the pilotless aeroplane or become the next CEO of Microsoft! If you wonder about how things move, work and question the impossible, then Physics is the subject for you.*



**Thaveesha Basnayake**  
Year 12, 2018

## GUIDELINES TO THE UNITS

### UNIT ONE: What ideas explain the physical world?

#### Area of Study 1: How can thermal effects be explained?

Students investigate the thermodynamic principles related to heating processes. They examine the environmental impacts of Earth's thermal systems and human activities with reference to the effects on surface materials, the emission of greenhouse gases and the contribution to the enhanced greenhouse effect.

#### Area of Study 2: How do electric circuits work?

Students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components.

#### Area of Study 3: What is matter and how is it formed?

Students explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory related to the constitution, forces and energy of nucleus.

### UNIT TWO: What do experiments reveal about the physical world?

#### Area of Study 1: How can motion be described and explained.

Students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy and apply mathematical models during experimental investigations of motion.

#### Area of Study 2: How is radiation used to maintain human health?

Students use concepts of nuclear physics to explore how the use of electromagnetic radiation and particle radiation are applied in medical diagnosis and treatment. They learn about the production and simple interpretation of images of the human body produced by a variety of imaging techniques.

#### Area of Study 3: Practical Investigation In this area

Students design and conduct a practical investigation related to knowledge and skills developed in Area of Study 1 and /or Area of Study 2.

### UNIT THREE: How do fields explain motion and electricity

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

Students examine the similarities and differences between three fields: gravitational, electric and magnetic using field models. They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles.

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

Students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems

#### Area of Study 3: How fast can things go?

Students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. They compare Newton's and Einstein's explanations of motion and evaluate the circumstances in which they can be applied.

### UNIT FOUR: How can two contradictory models explain both light and matter?

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

Students use evidence from experiments to explore wave concepts in a variety of applications. They investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave.

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

Students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world - light and matter. Findings that electrons behave in a wave-like manner challenged thinking about the relationship between light and matter, where matter had been modelled previously as being made up of particles.

#### Area of Study 3: Practical Investigation

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge, skills and practical work developed across Units 3 and 4.



# What is Psychology all about?

In VCE Psychology students explore how people think, feel and behave through the use of a bio-psychosocial approach. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and the environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in Psychology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of psychology leads students to appreciate the interconnectedness between different content areas both within psychology and across psychology and other sciences.

## Psychology

EXPERT ADVICE	GUIDELINES TO THE UNITS	
<p><i>Your brain can do amazing things and now your brain is more plastic than ever! Psychology explores the brain, perception, mental health, learning memory and consciousness; all of which relate to one's daily lifestyle. Psychology is one of the science subjects that enables students to further explore human behaviour through psychological, biological and social aspects. It incorporates sub-topics which explain the connection between your body and your mind such as stress, how your body responds to it as well as how to cope, which can be resourceful entering VCE. Various theories and studies are also investigated delving into its purpose for society, the results and ethical considerations. It is a subject that can develop key science skills in psychological research through student directed investigations which are completed throughout the course. Although it can be a content heavy subject, it is captivating to know that the information is all about you! Psychology combines knowledge from a variety of other subjects and therefore can open up many pathways for your future.</i></p> <div data-bbox="188 1592 357 1816"></div> <p data-bbox="188 1816 368 1843"><b>Veronica Maroun</b></p> <div data-bbox="188 1868 357 2092"></div> <p data-bbox="188 2092 347 2119"><b>Jessica Nguyen</b></p>	<p><b>UNIT 1 – How are behaviour and mental processes shaped?</b> Human development involves changes in thoughts, feelings and behaviours. 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 plasticity and the influence 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.</p> <p><b>Area of study 1 – How does the brain function?</b></p> <p><b>Outcome 1</b> – Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions and explain how brain plasticity and brain damage can change psychological functioning.</p> <p><b>Area of study 2 – What influences psychological development?</b></p> <p><b>Outcome 2</b> – Identify the varying influences of nature and nurture on a person's psychological development and explain different factors that may lead to typical or atypical psychological development.</p> <p><b>Area of Student 3 - Student directed research investigation.</b></p> <p><b>Outcome 3</b> - Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.</p>	<p><b>UNIT 2 – How do external factors influence behaviour and mental processes?</b></p> <p><b>Area of study 1 –What influences a person's perception of the world?</b> <b>Outcome 1</b> Compare the sensations and perception of vision and taste and analyse factors that may lead to the occurrence of perceptual distortions.</p> <p><b>Area of study 2 – How are people influenced to behave in particular ways?</b></p> <p><b>Outcome 2</b> – Identify factors that influence individuals to behave in specific ways and analyse ways in which others can influence individuals to behave differently.</p> <p><b>Area of study 3 - Student-directed practical investigation</b></p> <p><b>Outcome 3</b> - Design and undertake a practical investigation related to external influences on behaviour and draw conclusions based on evidence from collected data</p> <p><b>Assessment in Unit 1 and 2.</b> For Outcomes 1 and 2:</p> <ul style="list-style-type: none"> <li>• A report of a practical activity involving the collection of primary data</li> <li>• A research investigation involving the collection of secondary data</li> <li>• A brain structure modelling activity</li> <li>• A logbook of practical activities</li> <li>• Analysis of data/results including generalisations/conclusions</li> <li>• Media analysis/response</li> <li>• Problem-solving involving psychological concepts, skills and /or issues</li> <li>• A test comprising multiple choice and/or short answer and/or extended response</li> <li>• A reflective learning journal/blog to selected activities or in response to an issue</li> </ul> <p>For Outcome 3</p> <ul style="list-style-type: none"> <li>• A report of an investigation into brain function and /or development that can be presented in various formats, e.g. digital presentation, oral presentation or written report (Unit 1)</li> <li>• A report of an investigation into internal and/or external influences on behaviour that can be presented in various formats e.g. digital presentation, oral presentation, scientific poster or written report (Unit 2)</li> </ul>

# Psychology cont....

<b>GUIDELINES TO THE UNITS</b>	
	<p><b>UNIT 3: How does experience affect behaviour and mental processes?</b></p> <p>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.</p> <p><b>ASSESSMENT TASKS</b></p> <p>At least two tasks selected from:</p> <p>Two tasks selected from:</p> <ul style="list-style-type: none"> <li>• Annotations of at least two practical activities from a practical logbook</li> <li>• Evaluation of research</li> <li>• A report of a student investigation</li> <li>• Analysis of data including generalisations and conclusions</li> <li>• A flow chart</li> <li>• Media analysis/response</li> <li>• A response to a set of structured questions</li> <li>• A reflective blog/learning journal related to selected activities or in response to an issue</li> <li>• A test</li> </ul>
	<p><b>UNIT 4: How is wellbeing developed and maintained?</b></p> <p>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.</p> <p>A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.</p> <p><b>ASSESSMENT TASKS</b></p> <p>At least two tasks selected from</p> <ul style="list-style-type: none"> <li>• Annotations of at least two practical activities from a practical work folio</li> <li>• Analysis of the development of specific phobia or the maintenance of mental health</li> <li>• Comparison of different states of consciousness</li> <li>• A report of a student investigation</li> <li>• Analysis of data including generalisations and conclusions</li> <li>• Media analysis/response</li> <li>• A response to a set of structured questions</li> <li>• A reflective learning journal/blog related to selected activities or in response to an issue</li> <li>• A test</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• A structured scientific poster according to the VCAA template</li> </ul> <p>There will be one examination based on Units 3 and 4 that will contribute 60% and be two and half hours in duration.</p>



*Introduction*

**What is Certificate II in Applied Fashion Design and Technology all about?**

You will gain skills associated with the design process, construction and evaluation of functional and fashion garments. A variety of experiences will provide participants with competencies that will enhance employment prospects in clothing related industries.

**VET Applied Fashion Design & Technology**  
**(Non-Scored VET)**

**EXPERT ADVICE**

*Fashion is a great subject to gain industry practical skills and knowledge that will further your insight into the fashion industry. If you're interested in fashion, and have a passion for fashion illustration, garment construction and critical fashion thinking, then studying VET Fashion Design and Technology is the one for you. This subject allows you to be interactive in the classroom and keep up with the latest trends while in a friendly environment. Fashion will teach you designing, sewing and constructions skills that will last you a lifetime, as well as assist you in the future, if a career in Fashion is a preference for you.*



**Lisa Diaco,**



**Anita Farrugia,**

**GUIDELINES TO THE UNITS**

**Certificate II in Applied Fashion Design and Technology**

Certificate II in Applied Fashion Design and Technology is a combined VET/VCE course. It is a 2 year course with entry at Year 11 and completion at Year 12. At the end of the course students who complete all units successfully will be awarded a Certificate II in Applied Fashion Design and Technology as well as their VCE accreditation. Year 11 students will be studying units such as Folio Development Design, Pattern Modification and Garment Construction. Students will be expected to spend 3 hours per week on folio and research. There may be some costs in completing this course i.e. Fabric.

## What is VET/VCAL Hospitality all about?

### Certificate II in Kitchen Operations

VCE, VCAL and VET programs are vocational studies approved by the Victorian Curriculum and Assessment Authority (VCAA). It is a scored VCE subject.

This program leads to a nationally recognised qualification, thereby offering students the opportunity to gain both VCE/VCAL and a nationally portable vocational education and training certificate.

# VET Hospitality – Certificate II in Kitchen Operations (Scored VET)

## EXPERT ADVICE

*Just like the very few subjects offered to both VCE and VCAL students at Killester, Hospitality is a VET subject that creates balance between school and leisure time. Students can find themselves in a commercial kitchen environment, where they are able to experience and learn about the expectations within a running commercial kitchen. Practicals occur on every second Monday and Thursday, where all Hospitality students are expected to be on time, dressed in proper chef uniform. On arrival, the kitchen instantly gets 'fired' up, with students facing challenges of correctly reading recipes to various arising problems, helping to develop problem-solving skills and other skills that are vital in everyday life. Although hospitality may seem to only consist of practical work, the theory associated with this subject plays a large part in the industry, learning about the different sectors within hospitality, safety, food safety, laws and regulations. Accompanied by functions and caterings, skills are put to the test and assessed. VET Hospitality (Kitchen Operations) enables students to gain a study score if completing VCE or for those who choose to do VCAL, followed by slightly different assessment methods. This subject goes over a course of two years and upon successful completion, a Certificate II in Hospitality (Kitchen Operations) is obtained. Hospitality is a subject that is I would highly recommend!*



Tenika Som

## GUIDELINES TO THE UNITS

### Certificate II in Kitchen Operations

- Are fully recognised as having equal status with other VCE studies within the Unit 1-4 structure of the VCE and therefore may contribute towards satisfactory completion of the VCE.
- Function within the National Training Framework.

### Recognition within the VCE

Students undertaking this program 2 are eligible for credit of up to four VCE VET units on their VCE Statement of Results: two units at Unit 1-2 level and two units at Unit 3-4 level.

Students may accumulate VCE VET units over more than one year.

### Australian Tertiary Admission Rank (ATAR)

The ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC), subject to satisfactory completion of the VCE, and using the Study Scores students have received for a specified set of VCE studies. Students wishing to receive a Study Score for VCE VET Hospitality (Operations) must undertake Scored Assessment. This consists of three coursework tasks worth 66% of the overall Study Score and an end of year examination worth 34% of the overall Study Score.

Scored Assessment is based on the Unit 3-4 sequence of VCE VET Hospitality (Operations).

Students completing the minimum Certificate II in Hospitality (Operations) program (Program 1) are not eligible for any ATAR contribution.

The contribution of the extended Certificate II in Hospitality (Operations) (Program 2) to ATAR is as follows:

- Any contribution to the ATAR is subject to satisfactory completion of the specified Unit 3-4 sequence.
- A study score is available for this program. The Study Score will contribute directly to the ATAR, either as one of the student's best four studies ('the primary four') or as a fifth or sixth study.
- A contribution to the ATAR is subject to receiving a Study Score.
- Students may choose not to receive a Study Score, but in that case will not be eligible for any ATAR

### Course Delivery

Most of the course will be conducted at Killester; from time to time the students may be taken off campus to commercial premises under the supervision of Killester personnel. VET programs are largely practical in nature with supporting theory.

### Course Outcomes

As well as contributing to VCE study score the student can pursue a career in the Hospitality Industry building on the VCE VET program. Examples are Chef, Restaurant Manager and Hotel Manager along with positions such as waiter, bartender and room clerk. Some students work in these last positions on a part-time basis to support themselves whilst attending university in an entirely different field.

All information in this document is sourced from VCAA

## Introduction

### What is VCE/VET Laboratory Skills all about?

The VCE VET Laboratory Skills program offers a qualification which is recognised throughout Australia. The qualification provides students with a pathway to work in a wide range of enterprises and industry sectors such as process manufacturing, food and beverage processing, biotechnology, biomedical research, pathology testing, mining, chemical, forensic, environmental analysis and education

Certificate III in Laboratory Skills provides students with the necessary knowledge and skills associated with the day-to-day operation of a laboratory and associated technical tasks such as sampling and testing.

# VCE/VET Laboratory Skills – (Scored VET)

## EXPERT ADVICE

*If you enjoy science and are a more hands on practical student and want to pursue a career in the future in a laboratory, you may like to consider this subject for VCAL/VCE. This course is not heavily content based but rather hands on whilst accompanied by many fun practical experiments. Hands on experiences allow you to maximise your knowledge about what procedures take place in a lab whether it be at a school or in a laboratory elsewhere. It gives you the opportunity to apply your skills and knowledge in the workforce through a work placement, organise science excursions for junior classes, identify and classify chemical substances as well as execute the correct method to handle and maintain equipment to ensure safety in the lab.*



**Carmen Wong**  
Year 12, 2018

## GUIDELINES TO THE UNITS

### Units 1 and 2 of the program include:

- Recording and presenting data
- Planning and conducting laboratory/field work
- Maintaining the laboratory fit for purpose
- With electives such as performing basic tests and assisting with fieldwork included.

### Units 3 and 4 offer scored assessment and incorporate units such as:

- Performing aseptic techniques
- Contributing to the achievement of quality objectives
- Preparing working solutions
- Performing microscopic examinations

### SCORED ASSESSMENT

Students wishing to receive a study score for VCE VET Laboratory Skills must undertake scored assessment.

This consists of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score.

Scored assessment is based on the Units 3 and 4 sequence of Certificate III in Laboratory Skills.

### CREDIT IN THE VCE

Students who complete Certificate III in Laboratory Skills will be eligible for up to six units of credit towards their VCE: four units at Units 1 and 2 level and a Units 3 and 4 sequence.

### ATAR Contribution

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Laboratory Skills must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the students best four studies (the primary four) or as a fifth or sixth study. Where a student elects not to receive a study score for VCE VET Laboratory Skills, no contribution to the ATAR will be available.

## What is VCE/VET Sport and Recreation all about?

The National Recognised Qualification provides skills and knowledge for an individual wishing to work in the Sport and Recreation Industry. Within this certificate the students will undertake practical activities to consolidate their understanding. This program is ideal if you are considering a career such as sports and recreation officer, fitness instructor, recreation officer or sporting coach.

# VCE/VET Sport and Recreation (Scored VET)

## EXPERT ADVICE

*VCE/VET Sport and Recreation is a fantastic opportunity to discover and learn more about the sport and recreation industry, particularly for those students who want to pursue a career in it. As a subject, it is so much more than a theory class as you get the practical of PE but you also learn the details of the sport and recreation industry such as conducting sport and fitness sessions, responding to emergency situation and receiving a Certificate 2 in First Aid; finishing the subject gaining a Certificate 3 in Sport and Recreation. If you've ever wanted to be a coach or personal trainer, then VET Sport and Recreation will allow you to gain a qualification to get your dream job!*



**Bridget Rae**  
Year 12, 2018

## GUIDELINES TO THE UNITS

The program places an emphasis on sporting skills and industry knowledge.

### UNIT 1 and 2

In Units 1 and 2, students will complete 7 core units and 2 elective units. These units include:

- Organise work priorities
- Level 2 First Aid course
- Conducting sport and recreation events
- Participating in workplace health and safety
- Use social media tools for collaboration
- Provide quality service
- Develop efficient knowledge
- Conduct non-instructional events

Students will complete practical activities such as:

Organising a rally day  
Running a gym club for other students  
Excursions to various community resources to expand skills and knowledge  
Surfing excursion

### UNIT 3 and 4

Unit 3 and 4 offers scored assessment and includes 6 core units such as:

- Conduct basic warm-up and cool down programs
- Plan and conduct sport and recreation sessions
- Risk analysis of activities
- Develop and update knowledge of coaching practices
- Participate in Workplace Health and Safety identification, risk assessment and risk control
- Educate user groups
- Facilitate groups

Students will also undertake a coaching unit where they teach younger students skills.

### ATAR Contribution

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Sport and Recreation must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the students best four studies (the primary four) or as a fifth or sixth study. Where a student elects not to receive a study score for VCE VET Sport and Recreation, no contribution to the ATAR will be available.

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# CHOOSING YOUR PATHWAY

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## 2 VET & Alternative Programs

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# Vocational Education & Training

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## What is VET?

A VET program allows students to complete their VCE or VCAL certificate and a VET Certificate program simultaneously. VET enrolment is compulsory for VCAL students completing the Intermediate and Senior strands. Students enrol in their VCE/VCAL units and their VET program and the results are recorded in their VCE/VCAL Statement of Results. On completing their VCE/VCAL and VET program successfully students are awarded a VCE or VCAL Certificate by the VCAA and a VET Certificate by the Registered Training Organisation (RTO)

## How does it work?

1. VET courses are now included as part of a VCE/VCAL students program of units. They are studied over 2 years.
2. Those VET programs with Scored Assessment (i.e. A November exam) will count directly towards the student's ATAR as an individual unit, just like a VCE subject.
3. Students should apply for a VET at the end of Year 10. If they apply in Year 11 they will need to complete the course out of school.
4. Students undertaking an external VET will need to travel.

## The Features of VET.

VET has some important features:

- \* counts as part of the 16 units needed to successfully complete the VCE.
- \* counts as one of the "Strands" of VCAL.
- \* can count as a Primary four in ATAR calculations or as a 5<sup>th</sup> & 6<sup>th</sup> study in VCE (if a scored VET).
- \* successful completion of this program allows a student to complete a higher education or university course, as well as providing additional pathways to further training or employment.

*VET may enhance your choices!*

## What does a student end up with?

With a VCE/VCAL – VET program, students receive a VCE or VCAL certificate, a VET certificate and a Study Score (if the course is not in transition). Depending upon the VET course, the student selects, they may receive credit for future training qualifications and courses.

## The Different Forms of VET Programs.

VET programs include either of the following:

- VET in Schools Program – this is where students complete a VET program based at Killester, another school or at a Registered Training Organisation eg. TAFE. This program may involve some structured work placement. This means that the student is able to participate in the workforce and have her learning assessed in the workplace or have part of her program delivered in the relevant industrial environment.
- School Based Apprenticeship (SBAT's) students are able to access part-time, 1 day a week Apprenticeships or Traineeships. This opportunity is particularly relevant to students wishing not to go on to tertiary studies, who wish to pick up skills in a particular industry, which may assist them with a direct link to the work force when they complete their schooling. SBAT's are recognised by VCAA and credit is awarded at Unit 1/ 2 Level for students who are successful in obtaining an SBAT's and towards the "Work-Related Skills" strand of VCAL. Students will be at school four days a week and receive on the job training on the 5<sup>th</sup> day. SBAT's are available in the following industries:

Agriculture	Hospitality
Automotive	Information Technology
Business	Retail
Community Service	Seafood
Engineering	Sport and Recreation
Food processing	
Horticulture	

**Students are expected to catch-up on work missed when absent from school.  
Students and parents are requested to speak to the VET Co-ordinator if interested in these VET courses.**

### Why do schools have VET programs?

With students remaining at school longer and the demand for well educated and multi-skilled workers by industries, schools need to ensure that they are providing for their students in preparing them for the transition into the workforce and/or further study. VET programs are seen as being vocationally relevant and providing a range of students with the opportunity to enhance and develop their skills and interests to the best of their advantage.

A key feature of VET programs within the VCE/VCAL is the realisation that learning can and does take place in a variety of environments – both theoretical and practical. VET programs cater for this goal as it allows students to learn not only in school, but in other environments eg. TAFE, workplace.

### Which VET programs are offered at Killester?

The College offers Certificate II in Applied Fashion Design and Technology, in conjunction with Box Hill TAFE, Certificate II in Hospitality (Kitchen Operations) and Certificate III in Laboratory Skills, in conjunction with Access Skills Training and Certificate III in Sport and Recreation, in conjunction with iVET.

The College also belongs to the Dandenong clusters of schools, including (SELLEN) both government and non-government, that operate VET programs on a shared arrangement.

\*SELLEN: (South East Local Learning and Employment Network) covering schools in the Dandenong, Springvale and Berwick areas.

These clusters offer a variety of VET programs that students from Killester may be able to access, however there are some issues that need to be considered before a student is able to take up these options.

They include: the fact that students are taught at other locations, so transport is an issue; these programs are often conducted mainly on Wednesdays so students do miss some classes at Killester and there may be an extra cost involved.

This is a list of programs that have run in the past by these clusters.

<b>Certificate III in Screen (Animation)</b>	<b>Certificate II in Dance</b>
<b>Certificate II/III in Multimedia</b>	<b>Certificate II/III in Music Industry Skills</b>
<b>Certificate II in Furnishing Studies</b>	<b>Certificate II in Business</b>
<b>Certificate II in Financial Services</b>	<b>Certificate III in Children's Services</b>
<b>Certificate II in Electrotechnology</b>	<b>Certificate II in Hospitality (Operations)</b>
<b>CISCO Networking Academy Project</b>	<b>Certificate II/III in Information Technology</b>
<b>Certificate II in Laboratory Skills</b>	<b>Certificate II in Engineering Studies</b>
<b>Certificate II in Agriculture</b>	<b>Certificate II in Equine Industry</b>
<b>Certificate II in Make Up Services</b>	<b>Certificate II in Community Services Work</b>
<b>Certificate II in Hairdressing</b>	<b>Certificate II in Production Horticulture</b>
<b>Certificate II in Outdoor Recreation</b>	<b>Certificate II in Retail</b>
<b>Certificate III in Health Services Assistance</b>	
<b>Certificate II in Conservation and Land Management</b>	
<b>Certificate II in Concept Development for Clothing Products</b>	
<b>Certificate II in Automotive Technology Studies</b>	
<b>Certificate II in Building &amp; Construction (Carpentry)</b>	
<b>Certificate II in Horticulture (Parks &amp; Gardens)</b>	
<b>Certificate II in Community Recreation (Fitness Focus)</b>	

N.B. New programs may be added for 2019.

All programs are dependent upon there being enough student interest through the appropriate cluster.

If you are interested in any of these programs, you should speak to the Pathways or VET Co-ordinator as soon as possible and investigate the possibility of your participation in the selected program.

### **Additional costs**

As the VET programs can involve additional instruction, there may be additional cost for students enrolled in these programs. These costs will be made available during Term 4 when enrolment is being considered. They will be an approximate guide only and are kept at the lowest possible level. Costs may range from approximately \$150 to over \$2,500 depending on the VET program. Parents are required to cover material costs. Prior to enrolment of any VET course an application/consent form must be signed. (See the VET Co-ordinator or the Business Manager for further details.

### **Requirements of Students**

Depending on the VET subject chosen, students may need to do work placements over holiday time.



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# 3 PATHWAYS

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## Outlines

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# What is a VCE/VCAL Pathway?

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Each 'Pathway' is not a pre-set combination of units, but a **suggested partial package**. Use the Pathways section as a guide to help you in constructing your own VCE/VCAL Program in discussions with parents, teachers and careers advisers.

You are free to choose any combination of units you like.  
You do not have to choose one of the following pathways.

You can move in or out of the pathway as well as in or out of units.  
You are not locked into your choices.

## Why pathways?

1. To help you and your parents see **connections** between VCE/VCAL and University, TAFE or work
2. To provide coherence to your program of studies.
3. To provide purpose and direction to your program of studies.
4. To give a clear career focus to VCE/VCAL for you.

## How to use the pathways

This section is meant to guide you to the correct source of information rather than supply the information. It is important to remember that pre-requisites for courses and careers are changing from year to year, so it is vital that you seek out the most recent information, and then regularly update it.

The correct course selection can only result if you have already selected a career direction. Once you have identified a career direction, you can then determine which tertiary courses, and then which VCE/VCAL studies to select.

**At this stage before making your choice you should ask yourself these questions:**

1. **Do I have an interest in these units?**
2. **Am I good at and do I have the ability to do well in these units?**
3. **Will these units lead to employment that I find appealing?**
4. **Will these units prepare me for further training or tertiary courses that I am considering?**
5. **If I choose a VET unit, will it lead to a TAFE qualification within my VCE/VCAL?**

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# TAFE and You

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## What can I study at Victorian Technical and Further Education (TAFE) Colleges?

TAFE is more than apprenticeships and traineeships. There are many areas of study available through TAFE colleges at Advanced Diploma, Diploma and Certificate level. These include:

Applied Art and Craft	Hospitality and Tourism
Applied Science	Horticulture
Clothing and Footwear	Humanities and Social Sciences
Drafting	Interior Design
Electronics	Law and Security
Engineering	Social and Community Services
Health Sciences	Textiles, Design and Fashion

## What qualifications can I get?

**TAFE** provides an accessible, affordable and flexible solution to your training and further education needs. TAFE qualifications have been planned in discussions with business and industry to meet their needs.

They include: Certificate Courses – I, II, III and IV

Diplomas

Advanced Diplomas

**Advanced Diplomas and Diplomas** prepare students for supervisory positions in larger organisations, running small businesses, assisting professionals or operating in a high-level technical capacity. They are usually completed in two years post Year 11 or one year post Year 12 full-time study, or equivalent part-time study.

**Certificate Courses** - These courses are at a lower level than Diplomas and Advanced Diplomas. They focus on skills development, theory and operational knowledge. They are usually completed in one year post Year 11 study or equivalent part-time study. There are 4 levels of these and entry level is dependent on level of schooling achieved.

People with apprenticeships/traineeships also study courses part-time while they work.

## Can my TAFE course lead me on to a University course?

In certain instances, completion of an Advanced Diploma or a Diploma course may lead directly into University degree studies. If you hope to enter a degree course when you have finished your TAFE studies, you should consult university Selection Officers. They will advise you of the acceptability of the TAFE course for entrance into the degree course. When a qualification from an institution, such as a TAFE College, is used to gain credits towards a higher education degree, it is called 'articulation'.

*When designing your VCE program, you should consider ALL units offered.*

In selecting units of study, complete the four steps shown below.

# Program Planning Charts

1. List the work-related and/or career areas you are interested in.

2. After checking the suggested pathways and unit descriptions, list those you are interested in.

3. List courses you are interested in at TAFE or University and list the pre-requisites/credits that apply.

4. Select your program, fulfilling all VCE requirements and to meet your interests and career options.

**ENTER UNIT CODES ONLY**

a.	
b.	
c.	

VCE/VCAL Pathway	Units
a.	
b.	
c.	
d.	

TAFE/University	Pre-requisites/Credits
a.	
b.	
c.	
d.	

To obtain your VCE, you must satisfactorily complete at least 16 Units.  
 To obtain your VCAL, you must successfully complete the 5 strands over two years (Refer to VCAL section in this Handbook)  
 In the VCE regardless of how many units you do altogether, you must satisfactorily complete:

At least three units from the English Group listed below:

- Foundation English Units 1 and 2 (Not offered at Killester)
- English/English as a Second Language (ESL) Units 1-4
- English Language Units 1-4
- Literature Units 1-4

Semester	ENG/ESL/LIT	RE				
1		TT022				
2		TT022				
3		RE022				
4		RE022				

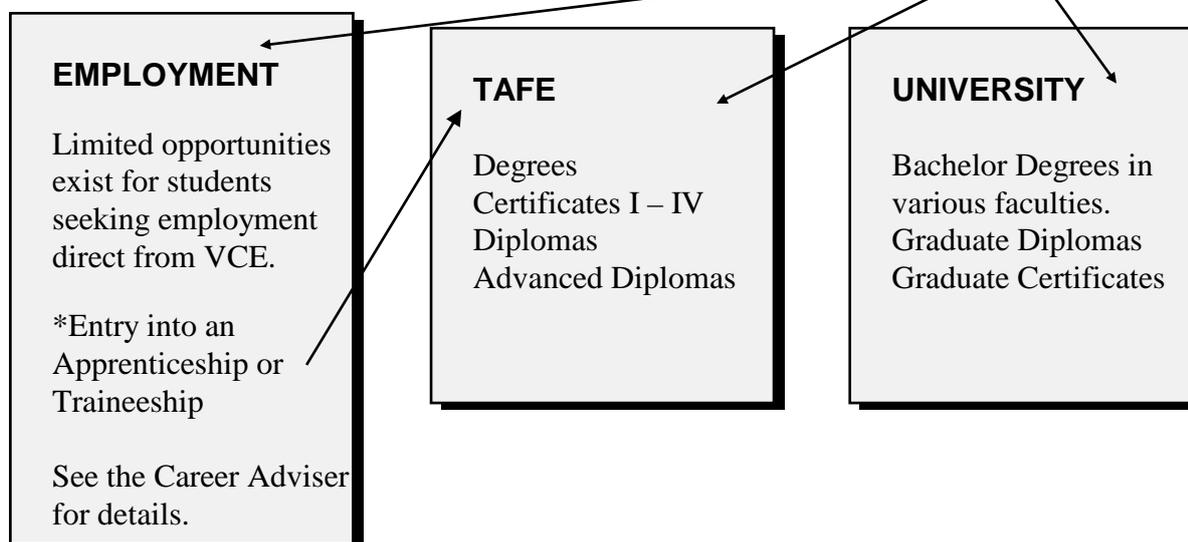
- NB..**
1. Students in Year 12 wishing to study Texts and Traditions (3-4) do not study Religion and Society (2).
  2. Students may study a combination of English and Literature.

**Note:** As Killester is a Catholic College you are required to undertake 2 units over the two years from either Religion and Society or Texts and Tradition. All Year 11 students (VCE/VCAL) will study Texts and Traditions or Religion, Society and Art. In year 12, students have the option of doing Unit 2 Religion and Society, or Unit 3/4 Texts and Traditions.

# General

COMPULSORY		OTHER UNITS				
EN011	TT022					
EN012	RE022					
EN013						
EN014						

## THIS PATHWAY MAY LEAD TO:



**B  
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**Finalising Units:**

Consult the Careers Adviser and Check:

- TAFE credit transfer details
- Tertiary entry requirements
- Prerequisites
- Recommended units
- Special requirements (eg. Folio/interview for Art & Design course).

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**Units:**

Select units that best complement your intended career option/s and which meet the prerequisites and/or recommendations for your intended course.

Make sure you meet all the VCE requirements.

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# APPENDIX A

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# KILLESTER VCE POLICIES

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Apart from Killester School policies which apply to all students, policies regarding the VCE have also been developed. These policies draw on relevant VCAA principles, policy and recommendations for assessment and reporting in the VCE. The purpose of these policies is to enable students to meet the requirements set out by VCAA for the successful completion of VCE.

## SUBJECT SELECTION

**Year 11:** Students are expected to undertake English or English Literature, Texts and Traditions Unit 2 or Unit 1 Religion, Society and Art and 5 other subjects selected from the College's VCE program.

Killester College strongly advises against the undertaking of two Unit 3/4 subjects in Year 11.

Killester College strongly advises against the undertaking of two folio subjects in Year 11 and 12

**Year 12:** - A Year 12 course at Killester involves 5 Units 3 and 4 subjects plus Religious Education (NB: students who undertake Texts and Traditions, Units 3 and 4 are not required to study an additional RE).

Students who wish to study a sixth Unit 3 and 4 subject can do so in Year 11.

## SUBJECT CHANGES:

Students need to choose their subjects carefully and give serious consideration to the advice provided by teacher, the Careers Co-ordinator and Pathways Leader as there are limited options for change.

*Any proposed change to subjects must be done in careful consultation with the Careers Co-ordinator and Pathways Leader. Students will not be permitted to change subjects until the end of Semester One. Students should also be aware that a change in subject is dependent on the availability in classes and students may not be able to change to the subject of their choice.*

## SCHOOL ASSESSED COURSEWORK AND OUTCOMES

The student's level of achievement will be determined by School Assessed Coursework (SACs) in Year 12 and Outcomes in Year 11.

These are part of the regular teaching and learning program at Killester.

Legal Studies: Example of assessment requirements for school-assessed coursework tasks

OUTCOMES	ASSESSMENT TASKS	MARKS ALLOCATED
<b>Outcome 1</b> Describe the role of the law-making bodies and analyse their effectiveness.	A folio of three analytical exercises	30
<b>Outcome 2</b> Analyse the similarities and differences between law-making bodies and their relationships.	Assignment or Essay or Report in multimedia format.	30
<b>Outcome 3</b> Evaluate the need for change in the law and the ways in which change can be influenced.	Essay or Written report of research or Analysis of contemporary legal commentary.	40
		TOTAL MARKS = 100

**School Assessed Coursework tasks are conducted primarily in class time.**

## VCE Policy

### School-assessed Tasks

Assessment of students' level of achievement on school-assessed tasks will be on the basis of teacher rating on criteria specified by VCAA. Those subjects with School Assessed Tasks are generally folio/product type subjects such as Visual Communication, Food Technology, Art or Information Technology

### Deadlines

The purpose of deadlines is to assist courses to proceed effectively for the benefit of all concerned, to ensure that the workload is spread out and does not bank up at the end and to help students to complete the work requirements satisfactorily.

Whilst work deadlines tend to occur at similar times, students should plan work ahead in order to meet these demands.

Students may encounter difficulties in meeting deadlines for special reasons. In these instances, Special Provision may apply or an extension may be granted.

### Extensions (Units 1 and 2 only)

If students require an extension of time to complete outcomes, it may be granted for the following reasons:

- Student illness (verified with a medical certificate)
- Serious personal problems (where possible, also verified with a medical certificate)
- Student ability: where the student has been unable to meet the deadline, despite expending considerable effort
- The teacher has returned the work after marking it and requires that the student re-attempt/complete parts of the work to achieve a "satisfactory" result

#### Application Procedure

1. The student must firstly discuss the possibility of an extension of time with her teacher.
2. The student to complete the Year 11 "Application for an Extension of Time" form (available from the Year 11 Student Development Leader).
3. Complete the form with the teacher's signature and return to Year 11 Student Development Leader.

### Student Absence – SACs (Units 3 and 4 only)

If a student is away on the date of a SAC, an alternative date may be granted in certain circumstances:

- Student illness verified with a medical certificate and the supplementary medical statement (on website)
- Serious personal problems (verified with a medical certificate or similar)
- Authorised absences (e.g. attendance at VET/VCAL)

See Assessment and Reporting for more detail.

## Application Procedure

1. If a student is absent from school on the date of a SAC, she must contact the school and notify her Student Development Co-ordinator of her absence.
2. Upon her return to school, the student must provide her Homeroom Teacher with a medical certificate and supplementary medical statement. The Homeroom Teacher issues an "Authorised Absence" (Pink slip).
3. The student takes this to her Student Development Co-ordinator to receive a "SAC-Request for Negotiated Alternative Date" (blue form) in order to request an alternative date to complete the SAC. [The school will retain the blue form as a record of the special arrangements that have been made.]
4. If approved by the Student Development Co-ordinator, the teacher will set a new date for the SAC. [The re-negotiated date should be on the day of the students return if not then as soon as possible].
5. **Please note Killester College will not accept back dated medical certificates or supplementary medical forms.**

## Delay of Decisions

Students are expected to complete the coursework tasks for a unit during the semester in which the unit is undertaken. It is expected that the decision to award an S or N for a unit will be made at the end of the semester in which the unit is completed. This applies to both the first and second semester.

In exceptional cases the school may decide to delay the decision about satisfactory completion to allow time for a student who would otherwise receive a result of N to complete work or re-submit work so that the student's result may change from an N to an S. Delay may also arise if the student has negotiated a time extension with the subject teacher.

## Authentication

All work must be the student's own. No part of a student's work may be copied from any other person's work or an acknowledged text, nor may any student accept undue assistance from any other person in the preparation and submission of work.

Subject teachers will monitor the development of the task by sighting plans and drafts of the student's work and keeping a record of this process. The work will only be assessed if the teacher can attest to the best of his/her knowledge the work is the student's own.

## Breach of discipline:

The concerned student/s will appear before an Authentication Panel comprising of the Subject Teacher, Senior Pathways Leader and/or Student Development Co-ordinator). It will be the task of this panel to examine reasons and circumstances for the breach recommend to the Principal one of the following penalties:

1. Officially warn the student
2. Give a "zero" and an "N"
3. Give a "zero" but mark work for an "S"
4. Reprimand a student who has enabled another student to obtain an advantage

Students can bring a parent to this meeting as a support.

## VCE Policy

### Special Provision

The VCAA guidelines are specific for the clear cut cases for Special Provision (usually in the form of Special Examination Arrangements i.e. physical disability, long term illness, etc.).

#### School Organisation.

- Some students may be eligible for Special Provision on the basis of documentary evidence. The school's internal records will be the primary basis for identifying those students who may be eligible for Special Provision.

We will ensure that as many students as possible have access to the VCE courses. There would appear to be four ways that students with learning problems may access the VCE.

5. By careful supervision of the student subject selection process and program choice.
6. By applying the delay of decision process.
7. By applying Special Consideration procedures.
8. Extending the completion of VCE into a three year course.

The Principal in consultation with teaching staff will make the final recommendation. A Support Group Meeting may be established for this purpose so that the students and her parent(s) are informed.

### Attendance

Essential learning takes place in the classroom and significant absences can seriously affect the student's performance in VCE/VCAL.

Killester students are expected to attend at least 90% of timetabled/scheduled classes for each VCE/VCAL unit, per semester. More than 10% of absences may lead to an "N" result, even where a student has completed all the coursework tasks. The discretion to award an "S" or "N" rests with teachers in consultation with the school, and will depend upon a case-by-case analysis of the medical, personal circumstances and learning program of each student who is potentially in breach of this rule. A teacher may require certain out-of-class learning activities to be completed in order for the student to achieve an "S".

Students absent from school for prolonged periods must be able to comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own.

### Accessing External Subjects

Many students take up the opportunity to study a subject out of school. These subjects in the past have included: Music, Dance, various LOTE's, Philosophy and various VET courses.

Students need to make sure that the centre chosen for learning is accredited. This ensures students are not disadvantaged in any way. Please see the Senior Pathways Leader for more details.

Students are expected to take on a Unit 1 and 2 external subject on top of their normal school load. In the case of a Unit 3 and 4 subject load allowances may be given in terms of enrolling in one less subject at school. Application would need to be made to the Senior Pathways Leader.

### Accessing a Unit 3 and 4 in Year 11

This is a common practice in many schools including Killester. Students wishing to attempt a Unit 3 and 4 study in Year 11 will be counselled and advised that this is only a benefit in terms of enhancing an ATAR score, if they are mature and capable in respect to coping with the rigorous demands of a Unit 3 and 4 subject. Successful application into a Unit 3 and 4 study will only occur after consultation with staff and a recommendation by a student's Year 10 subject teachers and Year 10 Student Development Leader. Year 10 students must formally apply to undertake a Unit 1/2 subject at Killester

## VCE Policy

### Extension studies

Students may be eligible to apply for a University subject in their Year 12. Eligibility is dependent on the student receiving, on average a study score of 40 or above when completing a Unit 3/4 study whilst they are in Year 11. Students also require a referral from the school. Selection to enter University studies, at either The University of Melbourne or Monash University is not a school based decision. Taking up an enhancement subject can make a significant impact on a student's ATAR score, however it suits only a small number of students each year. Some university subjects involve a cost. They may also clash with a student's timetable; thus the decision must be a carefully considered one. See the Senior Pathways Leader or your Student Development Co-ordinator for more information. Applications are made in Term 4 in Year 11.

## Contact with Home

To ensure communication channels remain open between home and school, a number of pro forma letters have been designed to inform parents of any concerns with their daughter.

These include:

- Difficulty meeting attendance requirements.
- Notification of a student experiencing difficulty with a subject or task.
- Notification that a student has received an 'N' for an outcome or is at risk of receiving an 'N'.

Parents are expected to respond to these letters by sending the reply slip with their daughter. Parents are invited to contact the subject teacher or the level co-ordinator if there are any concerns.

Also subject teachers may continue to use the Homework Record book or make phone contact with parents on a needs basis.

\*While parent attendance at information evenings and parent/teacher evenings is up to each parent, attendance is a powerful sign of support and encouragement to girls. We urge all parents to attend these functions.

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# RESOURCES

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*Good decisions are informed decisions. Below are some people for you to access information you may feel can help your decisions about subject selection.*

**1. Mrs Teresa McIntosh, Senior Pathways Leader**

Overall VCE subject selection  
Alternative Pathway Studies  
Enhancement Studies

**2. Mrs Vicki Alexellis, Careers, VET Co-ordinator**

**3. Mrs Kathleen Wilman, VCAL Co-ordinator**

**4. Student Development Leaders**

Year 12 – Ms Kath Lawson  
Year 11 – Ms Bronwen Auty  
Year 10 – Mr Jason Mahmoud

**5. Subject teachers**

**6. University and TAFE Open Days**

These are regularly published in the School Newsletter.

**7. Websites**

<b>VCAA:</b>	<a href="http://www.vcaa.vic.edu.au">www.vcaa.vic.edu.au</a>
<b>VTAC:</b>	<a href="http://www.vtac.edu.au">www.vtac.edu.au</a>
<b>Job Guide:</b>	<a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a>
<b>TAFE Course Directory:</b>	<a href="http://www.tafe.vic.gov.au">www.tafe.vic.gov.au</a>
<b>Nursing:</b>	<a href="http://www.nursing.vic.gov.au">www.nursing.vic.gov.au</a>
<b>Job Search:</b>	<a href="http://www.jobsearch.gov.au">www.jobsearch.gov.au</a>