



Gippsland Grammar
A PASSION FOR EXCELLENCE



Elise Hunt – Year 11 Studio Art 2019

Gippsland Grammar Senior Secondary Years Subject Selection Handbook 2021

INTRODUCTION

I hope that this book is of value to you and your parents/guardians in your selection of your Senior Secondary program.

In Victoria there are two Senior Secondary certificates from which you can choose to successfully complete your secondary education. Gippsland Grammar offers both the Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL). Whilst VCE is the more traditional Certificate at Year 11 and 12, the VCAL has a vocational and training focus. It is a flexible course which can include VCE subject offerings, including VCE VET Certificates (Vocational Education and Training) or a school-based apprenticeship or traineeship.

Section A of this booklet is directed at students starting a VCE or VCAL program. It explains what a student program is, how one is developed and what steps you should take to organise your own program. It also explains the choices of studies available to you at Gippsland Grammar and the School's requirements.

In addition, information is provided about the VCE at Gippsland Grammar. It is particularly relevant to students enrolled in VCE 3/4 units. Further information can be found on the VCE page on the School's Learning Management System, VOS.

Section B provides brief introductory information about each of the study units that we plan to offer in 2021. Links to the VCE and VCE VET Study Design will take you to the VCAA site for the full version of the study design.

Designing a VCE or VCAL program is made easier if you have some idea of the possible areas of employment and/or further study in which you may be interested. If you have not yet discovered an interest in some possible areas of further study or employment, through the Morrisby Profile and follow up interview with the Careers Advisor. You could take the following steps;

- think about your interests, strengths and weaknesses - academic, social and personal;
- talk to as many people in as wide a variety of occupations as you can;
- Go to the 'Careers Tools' page on the School website: www.gippslandgrammar.vic.edu.au (student's secure area)
- watch the newspapers for information about different occupations, particularly the *Saturday Age*, the *Australian* and the *Herald Sun*.

We trust that both you and your parents/guardians find this handbook of value in planning for the exciting challenges awaiting you in your senior years of study.

Liana Cartledge
Deputy Principal - Academic
July 2020

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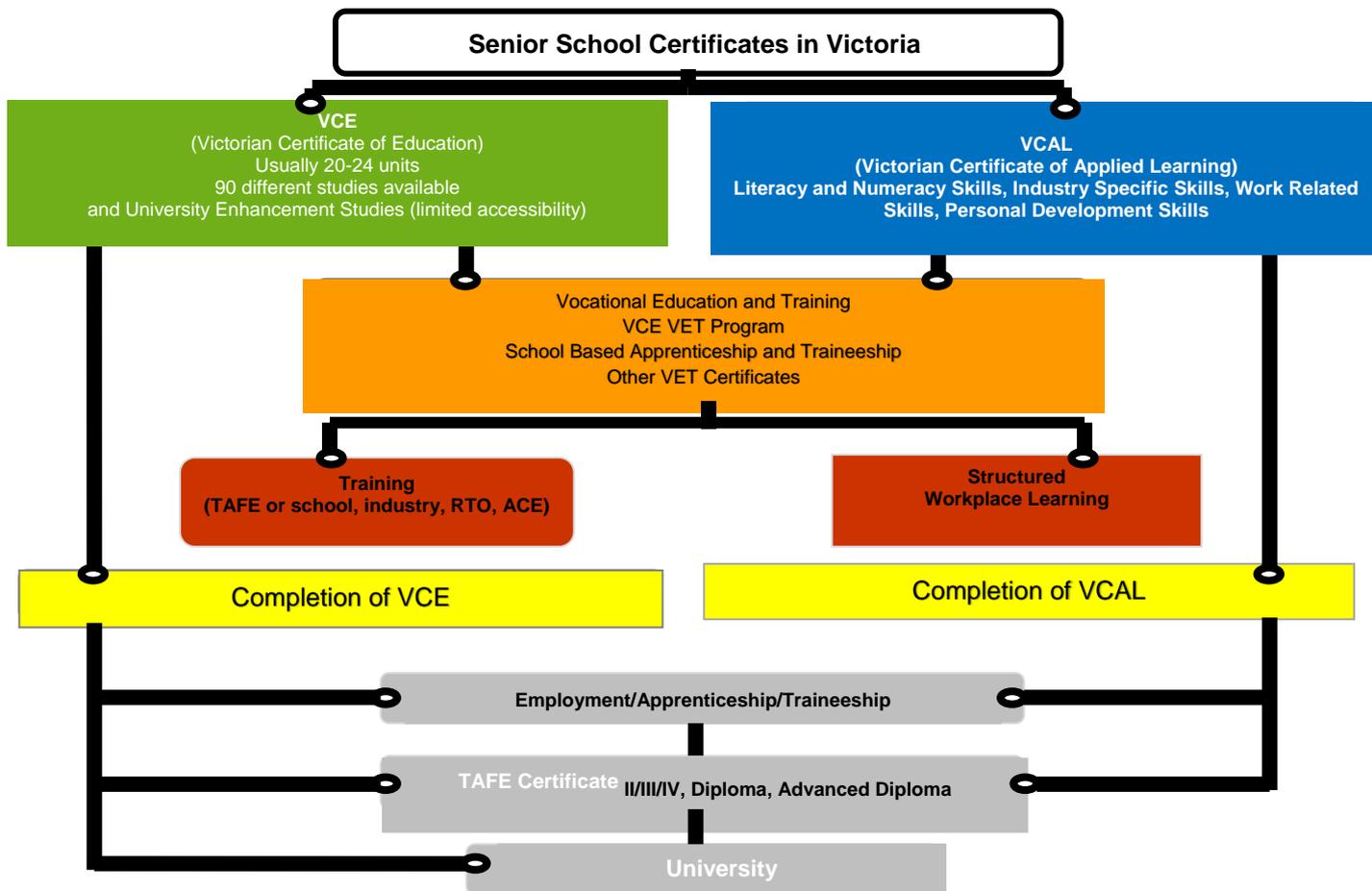
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Section A: Senior School Certificates in Victoria

This section tells you about the VCE and VCAL and how you can plan your own VCE/VCAL program.

SENIOR SECONDARY CERTIFICATE PATHWAYS GUIDE



Note: VCAL is increasingly allowing for pathways into University.

Your Career Path

How to Qualify for Your VCE

To be awarded the Victorian Certificate of Education you must satisfactorily complete *at least 16 units*.

Including the Year 11 units they must include the following Unit $\frac{3}{4}$ (Yr. 12) sequence.

- at least three units of English, and one of these must be from Unit 3 or 4 (students may replace English 3/4 with Literature 3/4 or English Language 3/4);
- at least three pairs of units 3 and 4 of studies other than English.

The remaining units can be any that you choose.

Please note that at Gippsland Grammar, the completion of Mathematics at Year 11 is compulsory. It is also a compulsory feature of The Victorian Certificate of Applied Learning (VCAL) in the form of the numeracy component.

Student Programs

A Student Program is the sum of all the units you undertake, or plan to undertake, in your VCE. Your program will be made up of compulsory units and units that you choose.

Over the next two years you will normally complete 22 units: 12 in Year 11 and 10 in Year 12. However, if you wish, you may undertake 24 units by studying 12 units in Year 12. Many students will have already completed two units by the end of their Year 10.

Which units can you choose?

The School offers a wide range of units in both the Arts/Humanities group and the Mathematics/Science/Technology group. The tables that follow indicate clearly which units you can choose. The units marked with a * must be taken as a 4-unit sequence, i.e. you must successfully complete Units 1 and 2 before you study Units 3 and 4.

In many instances, careful consideration needs to be given to 'picking up' a Year 12 sequence when Unit 1 or Unit 2 subject equivalent has not been studied. This will be managed on a case by case basis.

Most Year 11 students will study units at the Unit 1 and 2 level. However, in some cases, students may elect to study a unit at the Unit 3 and 4 level in Year 11. If you would like to do this you should seek the advice of the appropriate subject teacher and the Careers Advisor.

Please note that only those units with sufficient numbers of students will be able to be run. If you choose a unit that has only a very small number of students, you will be asked to select another unit.

Private Study: Students in Year 12 study five subjects and have set Private Study periods. Year 11 students study six subjects and do not have a private study.

How to qualify for the VCE Bacalaureate

The VCE Bacalaureate has been designed to provide further information about the kind of senior secondary program of study a student has undertaken within the very flexible structure of the VCE. It also provides an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study.

A minimum study score is not required for the prescribed studies for the VCE Bacalaureate except that: for English or Literature or English Language, a minimum study score of 30 is required; for EAL a minimum study score of 33 is required.

HOW TO QUALIFY FOR YOUR VCAL

To be awarded the Victorian Certificate of Applied Learning you must satisfactorily complete the following: 10 units of study from four compulsory strands:

- Literacy and Numeracy Skills
- Industry Skills
- Work related skills
- Personal Development skills

The Victorian Certificate of Applied Learning has three levels: Foundation, Intermediate and Senior. Both the Intermediate (Year 11) and Senior (Year 12) levels are offered at Gippsland Grammar in combined classes.

The Victorian Certificate of Applied Learning is designed to be a flexible study program that suits your interests and learning needs in a variety of settings, including the School, TAFE sector and workplace. The program you develop will be a flexible one which incorporates VCAL, VET and VCE subjects to fulfil the unit requirements.

It is extremely important to speak with our VET/VCAL Coordinator as early as possible in the subject selection process in order to develop your program, taking into account the compulsory components.

The Timeline for Developing Your VCE/VCAL Program

Year 10 Students

The process of planning for the VCE / VCAL is a very considered one, and you need to be conscientious in your efforts to develop the most appropriate VCE / VCAL program for your aspirations, abilities and interests. You will have a lot of assistance from your subject teachers, your Mentor teacher, your Careers Advisor, Mr Justin Henderson, your Head of Year, and Mrs Cartledge in this process.

This Subject Selection Handbook is issued to students for them to study and discuss with their parents.

Begin your exploration and research by:

- Completing the Career Exploration activities in the 'Student's Secure Area' of the Gippsland Grammar Careers website (www.gippslandgrammarmacareers.com)
- Make use of the numerous careers resources in the School including, but not exclusive to those found on the Careers website and <https://myfuture.edu.au>. The Morrisby Profile and follow up interview is a recommended starting point.
- Attend guest speaker sessions, which will be organised to cater specifically for your needs.

Refine your choices, taking into account, where necessary, your Semester 1 report. Discuss your choices with your parents.

During this period you can have an individual session with the Careers Advisor who will assist you in your final choice and ensure that your program qualifies you for employment/training/education in your nominated choices. Contact Mr Henderson via email.

The following timeline is an indication of how your decision making should be progressing at each stage.

1. Throughout Semester 1 - Morrisby interviews and individual research

2. Wednesday 22 July - VCE/VCAL Information Evening and Subject Expo

3. Monday 3 August - Submit your choices online and your signed printed receipt to your Mentor.

4. Monday 14 September - Your program will be finalised and notifications will ensue.

Developing your own Senior Secondary Program

Studies and Units

A **study** is basically a ‘subject’ and there are many studies from which schools can choose. The School has a strong academic emphasis and is proud of its students’ success in the VCE and in gaining entry to the tertiary courses of their choice. It also caters for the needs of those students planning for TAFE courses or going straight into the workforce through the Victorian Certificate of Applied Learning.

The studies our School has chosen to offer are listed on pages 8 and 9. Studies are made up of four **units**. A unit represents about 100 hours of work (of which 50-60 will be class time) and lasts, usually, for one semester.

Units at the 1 and 2 level can be taken separately but units at the 3 and 4 level must be done in sequence.

It is possible for students in Year 12 to undertake units at the 1 and 2 level. ***It is important to note; however, that only units at the 3 & 4 level are considered when a score is calculated for tertiary entrance.***

For most studies it is not necessary to complete successfully the units at the 1 and/or 2 level in order to undertake the units at the 3 and 4 level, but there are some exceptions, and these are noted in this section.

Here are two examples of studies with their individual units:

Study: Geography

Semester 1	Semester 2	Semester 3	Semester 4
Unit 1 Hazards and Disasters	Unit 2 Tourism	Unit 3 Changing the Land	Unit 4 Human Population

Study: Information Technology (Students may choose to do one or more Units 3/4 combinations)

Unit 1 Applied Computing	Unit 2 Applied Computing	Unit 3 Data Analytics	Unit 4 Data Analytics
		Unit 3 Software Development	Unit 4 Software Development

What will your VCE program contain?

Each semester in Year 11 you will undertake the study of six (6) subjects

- An English study i.e. English/Literature/English Language, English as an Additional Language for nine periods per cycle.
- Five other units for nine periods per cycle (or possibly four if you are already undertaking a higher level or Unit 3 / 4 subject sequence).
- The study of Mathematics is required.
- Sport for 4 periods per cycle.

Except for an English subject, most units you undertake in Semester 1 of Year 11 do not have to be the same as the units you undertake in Semester 2. However, there is a decided advantage in completing a full sequence of study in all subjects.

Each semester in Year 12 you will undertake the study of five (5) subjects

- An English study i.e. English/Literature/English Language, English as an Additional Language for nine periods per cycle
- Four other units for nine periods per cycle
- Sport for four periods per cycle

The units you undertake in Semester 1 of Year 12 are usually the same as the units you undertake in Semester 2.

Here is an example of a student program: which does not include early completion of a Year 12 study sequence and a change from Literature and History in Year 11.

		1	2	3	4	5	6
Semester 1	Year 11	English Language 1	Maths Methods 1	Biology 1	Literature 1	Studio Art 1	Accounting 1
Semester 2		English Language 2	Maths Methods 2	Biology 2	Literature 2	Geography 2	Accounting 2
Semester 1	Year 12	English Language 3	Maths Methods 3	Biology 3	History 3	Accounting 3	Private Study done in Year 12
Semester 2		English Language 4	Maths Methods 4	Biology 4	History 4	Accounting 4	Private Study done in Year 12

How to Develop Your VCE Program

The following steps will help you develop your own VCE program:

Step 1

Decide on a range of possible employment/further study areas in which you may be interested.

List the possibilities here →

Step 2

Find out where you can study courses relevant to these areas of interest. *joboutlook*, *myfuture*, *mipsonline*, *gooduniversitiesguide* and VTAC Course link can help you with this. See the School's 'Career Tools' webpage.

Make a list of these courses here →

Step 3

Make a list of the units you could study in the VCE to qualify you for entry into the courses you have found.

Write them here →

Step 4

Of the units you could undertake, list the units you must undertake and those you would like to undertake.

Need

Like

Step 5

Fill in the following grid with the units you have chosen:

Remember you must undertake

- four units of **English** or **Literature** or **English Language** or a combination across Year 11 and Year 12.
- six subjects (12 units) in your Year 11 year including a Maths subject
- five subjects (10 units) in your Year 12 year
- spare periods are only available for Year 12 students

		1	2	3	4	5	6
Semester 1	Year	Choose an English Subject -----					
		Choose an English Subject -----					
Semester 2	11	Choose an English Subject -----					
Semester 1	Year	Choose an English Subject -----					Private Study
Semester 2	12	Choose an English Subject -----					Private Study

This grid is an example of how to plan your course for two years.

How to Develop Your VCAL Program

Follow the process for developing a VCE Program AND see the VCAL Co-ordinator, Mr Henderson.

Fill in the following grid with the VCE or VET units you have chosen

		1	2	3	4	5	6
Semester 1 & 2	Year 11 Intermediate	VCAL Literacy	VCAL PDS/WRS	VET / VCE I&E	VCE Foundation Maths/General Maths		
Semester 3 & 4	Year 12 Senior	VCAL Literacy	VCAL PDS/WRS	VET / SWL			Private Study

This grid is an example of how to plan your course for each year of the VCAL.

Note the following initialisms:

PDS -Personal Development skills

WRS-Work related Skills

VCE I&E – VCE Industry and Enterprise (Unit 1)

SWL – Structured Workplace Learning

VCE, VCAL and VET Subjects offered at Gippsland Grammar

The Arts/ Humanities units you may choose:-

Study	Unit 1	Unit 2	Units 3 & 4
Arts:-			
Studio Arts			
Media			
Food Studies			
Theatre Studies			
Visual Communication and Design			
Music Performance			
VCE VET: Certificate II in Furniture Making Pathways 			
VCE VET: Certificate III in Music Industry (Sound Production) 			
Humanities:-			
Accounting 			
Business Management			
Economics			
English			
English Language			
French 			
Geography			
Health and Human Development			
Global Politics			
History			
Japanese 			
Legal Studies			
Literature			
Outdoor and Environmental Studies			
Physical Education			
VCE VET: Certificate III in Health Services Assistance 			

 - must complete Units 1 & 2 before starting Units 3 & 4

The Maths/Science/Technology units you may choose:-

Study	Unit 1	Unit 2	Units 3 & 4
Mathematics:-			
Foundation Mathematics			
General Mathematics			
Further Mathematics			
Mathematical Methods 			
Specialist Mathematics 			
Sciences:-			
Biology			
Chemistry 			
Physics 			
Psychology			
Information Technology:-			
Applied Computing			
Data Analytics			
Software Development			

 - must complete Units 1 & 2 before starting Units 3 & 4

A brief description of each of the units and studies listed above can be found in Section B in this booklet. The Heads of Departments and your subject teachers will be able to give you further information.

VCAL Subjects:-

VCAL Literacy			
VCAL – Personal Development Skills			
VCAL - Work- related skills			
VCE Foundation Maths			

 - must complete Industry Specific Skills through a VET subject

External VET Subjects *

Certificate III in Early Childhood Education & Care
Certificate III in Allied Health Assistance
Hair and Beauty Skills Set 6
Certificate II in Hospitality
Certificate II in Kitchen Operations
Certificate II in Small Business (Operations/innovation)
Certificate II in Screen and Media
Certificate III in Visual Arts
Certificate II in Animal Studies
Certificate II in Horticulture
Certificate II in Conservation & Land management
Certificate II in Agriculture
Certificate II in Engineering Fabrication and Fitting
Certificate II in Automotive Vocational Preparation
Certificate II in Building and Construction (Bricklaying)
Certificate II in Building and Construction (painting and Decorating)
Certificate II in Plumbing (Pre-Apprenticeship)
Certificate II in Civil Construction
Certificate II in Electrotechnology (Career Start)
Certificate II in Integrated Technologies
Certificate I in Maritime Operations (General Purpose Hand)
Certificate II in Aeroskills

*Advised yearly by TAFE and other providers.

The VET/VCAL Co-ordinator can discuss VET subjects with you.

Note that external VET subjects are in addition to the six subjects selected in Year 11 and five subjects selected in Year 12.

A brief description of each of the units and studies listed above can be found in Section B in this booklet. The Heads of Departments and your subject teachers will be able to give you further information.

The VCE at Gippsland Grammar

Satisfactory Completion of VCE Units

Units 1 and 2 can be completed as single units and Units 3 and 4 must be taken as a sequence.

Outcomes are the basis for completion of VCE units. Each VCE unit includes two to four outcomes. “For satisfactory completion of a VCE unit, a student must demonstrate achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher’s judgment of the student’s overall performance on a combination of set work and assessment tools related to the outcomes”. This decision is distinct from the assessment of levels of performance. VCAA Admin Handbook.

Satisfactory completion is determined by the school, in accordance with the VCAA requirements.

It is very important to note that **failure to achieve even one Outcome within a study will result in the student being awarded an "N" (Not Satisfactory) not only for that Outcome, but also for the whole unit.**

The Victorian Curriculum and Assessment Authority (VCAA) defines the achievement of outcomes as follows:

What the Student Must Do

Achievement of an outcome means:

- the work meets the required standards;
- 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.

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.

VCE and VCAL Administrative Handbook 2020

Further information about the VCE processes can be accessed via this link to the VCE VOS page.

<https://vos.gippslandgrammar.vic.edu.au/homepage/3826/>

How is the ATAR worked out?

Study Scores

The VCAA calculates a **study score** for each 3/4 unit sequence. A study score is a number between 0 and 50. For subjects with large enrolments (>1000), the VCAA awards study scores approximately in the following distribution.

Study Score	% of Students (approx)
45 - 50	2%
40 - 45	6%
35 - 40	16%
30 - 35	26% i.e. 50% above 30
25 - 30	26%
20 - 25	16%
less than 20%	8%

Scaling

Scaling is an attempt to provide a comparative measure of the performance of students *across* studies.

A study score of 30 in Geography means that the student was ranked in the middle of Geography students that year. A 30 in Chemistry means the student was ranked in the middle of Chemistry students that year.

The scaling process adjusts these scores on the basis of the strength of the competition in each study's group of students that year.

The following table shows the 2019 Scaled Scores

Study	Mean	20	25	30	35	40	45	50
Accounting	30.3	19	25	30	36	41	46	50
Biology	30.4	20	25	30	36	41	46	50
Business Management	26.9	16	21	26	32	38	44	50
Chemistry	33.8	23	29	34	39	44	47	50
Chinese First Language	35.1	21	28	34	40	45	49	50
Economics	32.0	21	27	32	37	42	47	50
English	28.1	17	22	28	33	39	45	50
English EAL	28.8	17	23	29	35	41	46	50
English Language	32.4	22	27	33	38	42	47	50
Food Studies	23.9	14	18	23	29	35	42	50
French	40.1	29	36	41	45	49	52	53
Geography	28.8	18	23	28	34	39	45	50
Health and Human Development	26.3	16	21	26	31	37	43	50
History – Revolutions	28.9	17	23	29	34	40	46	50
Software Development:								
Informatics	26.0	15	20	25	30	36	42	50
Japanese Second Language	37.4	27	33	38	43	46	49	51
Legal Studies	28.3	17	22	28	34	39	45	50
Literature	31.2	20	26	31	36	41	46	50
Mathematics: Further	27.8	18	23	27	33	38	44	50
Mathematics: Methods	33.9	21	28	35	40	45	49	51
Mathematics: Specialist	40.1	27	34	41	47	51	54	55
Media	26.6	15	20	25	31	37	44	50
Music Performance	29.6	19	24	29	35	40	45	50
Music Styles & Composition	31.3	19	25	30	36	41	46	50
Outdoor & Environmental St.	24.9	15	19	24	29	35	42	50
Physical Education	27.3	17	22	27	32	38	44	50
Physics	32.0	21	26	32	38	42	47	50
Politics: Global Politics	32.2	21	27	32	38	43	47	50
Psychology	28.3	17	23	28	33	39	45	50
Studio Arts	26.2	14	19	25	31	37	44	50
Theatre Studies	29.0	19	24	29	34	39	45	50
Visual Comm. & Design	27.0	16	20	26	32	38	44	50
VCE VET: Furniture	24.4	19	22	26	30	35	41	50
VCE VET: Music Industry (Tech Prod)	26.3	17	21	25	30	35	41	50
VCE VET: Health Services	24.9	14	19	24	29	35	42	50

NOTES:

For each study the movement up or down of the study score of 30 is a measure of the strength of competition in that study *in that year*.

While there are notable differences in the effect of scaling for scores in different studies, this effect is minimal for higher scores. Examine the table for scores of 45 and 50.

The ATAR (Australian Tertiary Admissions Rank)

The ATAR stands for Australian Tertiary Admissions Rank. It is determined by VTAC (the Victorian Tertiary Admissions Centre) using scaled scores.

An **ATAR aggregate** is calculated for each student by adding:

- The scaled score in the English study;
- The three next best scaled scores;
- 10% of any fifth and sixth scaled score that is available.

Special arrangements concerning the ATAR aggregate include

- The contribution for the sixth study may be replaced by a contribution of between 4.0 and 5.5 for satisfactorily completing an approved university Enhancement study.
- Certain restrictions apply concerning the combinations of studies that can be used in determining an ATAR aggregate.

The ATAR aggregate is a number between 0 and a little over 210.

The students are ranked in order of their ATAR aggregates. This rank is converted to a percentage and becomes the ATAR.

The ATAR is a number between 0 and 99.95, with an interval of 0.05 between successive ranks.

Each interval will contain about 20 students.

How can I make sure that I get the best out of my VCE years?

It is extremely important to set your priorities. If you play in two sports teams, hold down a part time job and are the lead singer in a rock band, you may find yourself extremely pressed for time. Think about what is important to you. Think about what the future may hold for you if you do not do as well as you might. How ambitious are you? Does your career choice require a lot of commitment and high grades?

Experience with VCE over the past few years has taught us that there are four aspects to doing well:

- | | |
|---------------------|------------|
| Ability | Maturity |
| Organisation skills | Motivation |

Each is equally important! A very able student who does not possess any of the other characteristics is less likely to succeed than a less able student who is mature, motivated and well organised.

If you have all of these characteristics in good quantity, you will find VCE an enjoyable and satisfying course. If you have three, you will have the occasional difficulty, but should succeed. If you have only two, you will struggle. If you have only one, you will need to do a great deal of thinking over the summer holidays!

University Extension Program

We encourage eligible Year 12 students to participate in the University Extension Program. This is undertaken either through Monash University, the University of Melbourne or RMIT. This program aims to provide university level studies to exceptional Year 12 students.

VCAA Eligibility Guidelines

Extension Programs are endorsed by the VCAA as an approved “Extension Studies” Program. The eligibility guidelines are as follows:

- Normally, students will have demonstrated outstanding achievement and have a VCE study score of 40 or more in the preparatory study.
- Where students have not had the opportunity to complete the preparatory 3/4 sequence prior to the enrolment in a university study, a student may be selected on the basis of the Head of School’s, or delegates, evaluation of the student’s Year 11 performance. The student must be judged as:
- an excellent student having demonstrated exceptional achievement in at least Units 1/2 of the preparatory VCE study.

Preparatory Studies

The designated preparatory and/or concurrent studies for VCE students are:

University Study	VCE Preparatory Study
- Accounting	- Accounting 3/4
- Australian History/Politics	- History 3/4
- Chemistry	- Chemistry 3/4
- Communications/Media Studies	- High level results across all Year 11 subjects
- Computer Technology/Programming	- Mathematics (any)
- Geography	- Geography 3/4
- Japanese	- Japanese 3/4
- Mathematics	- Math Methods 3/4 AND Specialist Maths 3/4
- Philosophy	- High level results across all Year 11 subjects

Cost

In 2021, the University of Melbourne Extension Program run at Gippsland Grammar maybe subject to a fee each semester.

How to Apply

Students who wish to participate in the 2021 University Extension Program need to: gain their school’s permission

- complete the Application form (see Mrs Cartledge.)
- have the relevant sections completed by the School.

How to Enrol

Students will complete enrolment details online by the nominated date and in consultation with Mrs Cartledge. Year 11 reports and/or Year 12 VCAA statement of results will be provided by the school.

Once a student has enrolled, he or she may withdraw before March 31 (unless advised otherwise) and they will have their enrolment fee refunded less the application fee.

Gippsland Grammar

In 2015, we acted as a centre for the Monash University Extension program. We offered weekly tutorials after school hours in Mathematics.

In 2019, we were involved in the RMIT Extend online courses in Computing. In 2019 we became a centre for the University of Melbourne Mathematics Extension Program. We expect to offer similar tutorials in 2021.

The Universities determine which courses will run at a school and which courses are offered by Distance Mode. The number of enrolments is also a determiner.

For Further Information

If you want further information on a University Extension program or some details of the subjects on offer, contact Mrs Cartledge. An information session will take place at School late in Term 3 for interested students.

VET

Another pathway to completing secondary education and gaining employment is via the Vocational Education and Training (VET) programs within the VCE. VET in the VCE allows students to complete all or part of a nationally recognised vocational education and training qualification to receive credit towards satisfactory completion of the VCE. All VCE VET programs have Unit 1 to 4 level recognition within the VCE.

Some VCE VET programs include Scored Assessments. In these programs, students receive a score and grade for each of two components:

- School Assessed Coursework – a set of tasks students undertake in the Units 3 and 4 of their program;
- An examination based on the Units 3 and 4 sequence, set by VCAA

The statistically moderated School Assessed Coursework score and the examination score are used to calculate Study Scores by the same procedures as for other VCE studies

VET VCE subjects are usually delivered by TAFE institutions or other providers that have made arrangements to deliver VET programs using suitably qualified teachers.

Gippsland Grammar delivered three programs in 2020:

1. Certificate III in Health Services Assistance
2. Certificate II in Furniture Making Pathways
3. Certificate III in Music Industry (Sound Production)

VET subjects, like other subjects, only run if there are sufficient numbers.

Currently, a small number of students access a variety of VET courses through the local TAFE institutions one day per week. Courses available in 2021 (subject to numbers) include studies in automotive, agriculture, engineering, community services, hairdressing, horticulture, transport and distribution, equine studies and others, Course availability may be subject to change by the provider.

If you want further information on VET courses, contact Mr Justin Henderson.

Considerations in undertaking a VET subject:

- VET subjects provide an appropriate pathway for students who are best suited to an applied course of study. Students may be considering an apprenticeship or traineeship or further TAFE studies after their secondary education.
- Students who undertake an **off-site** VET subject usually miss a full day of classes each week. These students usually count their VET subject Year 11 or 12 subject. Please note that students who do not have the independence or discipline to catch up on missed work, may not be suited to undertaking the study of a VET subject off-site. The cost of the course is subsidised by the School but parents are asked to pay \$300 per semester.
- Gippsland Grammar delivered VET courses (**on-site**) are timetabled with other VCE subjects and so are timetabled throughout each week.
- Australian Qualifications Framework and qualifications progression.



Section B: The Studies from Year 7 – 12

Subject Pathways cs: core subject c: Compulsory to study before proceeding to next year level in subject
 es: elective subject d: desirable to study before proceeding to next year level in subject

Subject	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English	English [cs]	English [cs]	English [cs]	English [cs]	English [cs] + [c] Literature [cs] + [c] English Language [cs] + [c] EAL [cs] + [c]	English [cs] Literature [cs] English Language [cs] EAL [cs]
Mathematics	Maths [cs]	Maths [cs]	Maths [cs]	Maths [cs]	Maths Methods [c] General Maths [c] Specialist Maths [c]	Maths Methods Further Maths Specialist Maths
Science	Science [cs]	Science [cs]	Science [cs]	Science [cs]	Biology [d] Chemistry [c] Physics [c] Psychology [d]	Biology Chemistry Physics Psychology
Humanities and Commerce	History [cs] Geography [cs]	History [cs] Geography [cs]	Modern History & Australia [cs] Environmental Studies [cs]	History [cs] Geography [cs] Business M/ment [cs] Personal Investment [es]	Economics History Geography Business Mng/ment Accounting [d] Legal Studies	History Geography Business Mng/ment Accounting Legal Studies Australian & Global Politics
Physical Education and Health	Physical Education and Health [cs]	Physical Education and Health [cs]	Physical Education and Health [cs] Dance [es] Faster, Fitter, Stronger[es] Human Movement [es]	Physical Education [cs]	Health and Human Development, Physical Education, Outdoor and Environmental Studies Cert. III in Allied Health Assistance	Health and Human Development, Physical Education, Outdoor and Environmental Studies Cert. III in Health Services Assistance
Religion and Values Education	RAVE [cs]	RAVE [cs]	Personal Development [cs]	RAVE [cs]		
Music	Music [cs]	Music [cs]	Creating and Performing Music [es]	Music [es]	Music Performance [d] Cert. III in Music Industry Sound Production [d]	Music Performance Cert. III in Music Industry Sound Production [d]
Information and Communications Technology	ICT [cs]		Robotics [es] Solar Technology[es]	Robotics and Electronics [es]	Applied Computing [d]	Data Analytics Software Development
Languages	Language: French [cs], Japanese Beginners[cs], Japanese Continuing[cs]	French [cs] or Japanese [cs]	French [es], Japanese [es]	French [es] + [c], Japanese [es] + [c]	French, [c] Japanese Second Language [c]	French, Japanese Second Language

	Year 7&Year 8 for one semester only per subject				
	Drama [cs]	Drama [es]		Theatre Studies	Theatre Studies
Wood Technology	Wood Technology [cs]	Wood Technology [es]	Wood Technology [es]	Cert. II in Furniture	Cert. II in Furniture
Food Technology	Food Technology [cs]	Food Technology [es] Food for Entertaining/Life [es] Cakes by Design		Food Studies	Food Studies
Visual Communication and Design	Visual Communication and Design [cs]	Visual Communication and Design [es]	Visual Communication and Design [es]	Visual Communication and Design [d]	Visual Communication and Design
Art	Art [cs]	Art [es]	Art [es]	Studio Arts	Studio Arts
Media				Media	Media

Points to note

- See VCE Handbook 2021 for rules governing selection. The study of Mathematics at Year 11 level is a requirement at Gippsland Grammar.
- One of the English studies is a compulsory study through to and including Year 12. Students can choose between English, Literature, English Language or English as an Additional Language.
- VCE Business Management 1/2 is listed in the Year 10 column as it can be taken as an alternative to Year 10 History or Geography if students meet eligibility criteria.
- Students study one semester of History and one semester of Geography in both Year 7 and Year 8.
- Various support and extension opportunities exist for students to access eg. LinC classes, that is, Literacy in Context at Year 7 and 8 levels.
- English as an additional language class is provided for the International Program students.

VCE VET subjects

The VCE VET subjects in the table above are offered at Gippsland Grammar. **Other VET subjects are studied off-site e.g. TAFE or by distance mode.**

VCAL subjects

There are four core subjects specific to the Victorian Certificate of Applied Learning. They are: VCAL Literacy, VCAL Numeracy, VCAL Work Related Skills, and VCAL Personal Development. VCAL Numeracy may be provided via VCE General Maths F or other.

Subject Pathways for the Victorian Certificate of Applied Learning

Year 7 and 8	Year 9	Year 10	Year 11 VCAL Intermediate Certificate	Year 12 VCAL Senior Certificate
		English [cs] Maths [cs] Science [cs] PE [cs] RAVE [cs] Year 10/Year 11 VCE Subjects [e]	Literacy Skills [cs] Numeracy Skills [cs] Work Related Skills [cs] Personal Development [cs] Other VET VCE subjects [e]	Literacy Skills [cs] Numeracy Skills [cs] Work Related Skills [cs] Personal Development [cs] Other VET VCE subjects [e]

In all instances, VCE, VET and VCAL subjects will only run in any given year if there are sufficient numbers of students electing to study the subjects.

The VCE Studies

This section contains some introductory information about all the subjects and units being offered in 2021. They have been arranged alphabetically.

ACCOUNTING

Rationale

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses. VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/ investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

Unit 1: Role of accounting in Business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure.

Areas of Study

1. The role of accounting;
2. Recording financial data and reporting accounting information for a service business.

Unit 2: Accounting and decision-making for a Trading Business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets.

Areas of Study

1. Accounting for inventory
2. Accounting for and managing accounts receivable and accounts payable
3. Accounting for and managing non-current assets

Unit 3: Financial accounting for a Trading Business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system.

Areas of Study

1. Recording and analysing financial data
2. Preparing and interpreting accounting reports

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

In this unit students further develops their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system.

Areas of Study

1. Extension of recording and reporting
2. Budgeting and decision-making

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Accounting](#)

APPLIED COMPUTING

Rationale

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies.

Unit 1: Applied Computing

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

Areas of study

1. Data analysis and graphic solutions
2. Programming

Unit 2: Applied Computing

In this unit, students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

Areas of study

1. Innovative solutions
2. Network security

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Applied Computing](#)

DATA ANALYTICS

Rationale

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

Unit 3: Data Analytics

In this unit, students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics.

Areas of study

1. Data analytics
2. Data analytics: analysis and design

Unit 4: Data Analytics

In this unit, students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

Areas of study

1. Data analytics: development and evaluation
2. Cybersecurity: data and information security

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Data Analytics](#)

SOFTWARE DEVELOPMENT

Rationale

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

Unit 3: Software development

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

Areas of study

1. Software development: programming
2. Software development: analysis and design

Unit 4: Software Development

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

Areas of study

1. Software development: development and evaluation
2. Cybersecurity: software security

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Software Development](#)

BIOLOGY

Rationale

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

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

VCE Biology provides for continuing study pathways within the discipline and leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Unit 1: How do living things stay alive?

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

Areas of study

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

Unit 2: How is continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation.

Areas of study

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

Unit 3: How do cells maintain life?

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

In this unit students consider the continual change and challenges to which life on Earth has been subjected.

Areas of study

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

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Biology](#)

BUSINESS MANAGEMENT

Rationale

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

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. This Unit provides an opportunity for students to explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Areas of study

1. The business idea
2. External environment
3. Internal environment

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base.

Areas of study

1. Legal requirements and financial considerations
2. Marketing a business
3. Staffing a business

Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives.

Areas of study

1. Business foundations
2. Managing employees
3. Operations management

Unit 4: Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future.

Areas of study

1. Reviewing performance – the need for change
2. Implementing change

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Business Management](#)

CHEMISTRY

Rationale

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

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

In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials.

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

Unit 2: What makes water such a unique chemical?

In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Areas of Study

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

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

In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Areas of Study

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

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

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

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Chemistry](#)

ECONOMICS

Rationale

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the affect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences.

Through studying economics students develop a range of skills including the ability to gather, organise, analyse and synthesise a wide selection of economic information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop viable solutions to contemporary economic issues. They utilise the economic models and tools of economists effectively to analyse and evaluate the decisions made by key economic agents and, in the process, appreciate the different viewpoints about the issues that may affect a modern economy.

Unit 1: The behaviour of consumers and businesses

Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour.

Areas of study

1. Thinking like an economist
2. Decision making in markets

Unit 2: Contemporary economic issues

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.

Areas of study

1. Economic growth, long-term economic prosperity and environmental sustainability
2. Economic efficiency and equity
3. Global economic issues

Unit 3: 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 good and services.

Areas of study

1. An introduction to microeconomics: the market system, resource allocation and government intervention.
2. Domestic macroeconomic goals
3. Australian and the world economy

Unit 4: Managing the economy

In this unit, the ability of the Australian Government to achieve its domestic macroeconomic goals and its significant effect on living standards in Australia is investigated.

Areas of study

1. Aggregate demand policies and domestic economic stability
2. Aggregate supply policies.

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Economics](#)

ENGLISH/ ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Rationale

This study develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

Unit 1

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

Areas of Study

1. Reading and creating texts
2. Analysing and presenting argument

Unit 2

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

Areas of Study

1. Reading and comparing texts
2. Analysing and presenting argument

Unit 3

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

Areas of Study

1. Reading and creating texts
2. Analysing argument
3. Listening to texts (EAL ONLY)

Unit 4

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

Areas of Study

1. Reading and comparing texts
2. Presenting argument

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for English/English as an Additional Language](#)

ENGLISH LANGUAGE

Rationale

This study aims to combine learning about the nature of language in human thought and communication with learning how to use English more effectively and creatively. It is informed by the discipline of linguistics and integrates a systematic exploration of the nature of the English Language. Students develop skills in the description and analysis of a diverse range of spoken and written English texts.

Unit 1: Language and Communication

The focus of this unit is language and its use in communication.

Areas of study

1. The nature and functions of language.
2. Language acquisition.

Unit 2: Language Change

The focus of this unit is language change. Languages are dynamic and change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English.

Areas of study

1. English across time.
2. Englishes in contact.

Unit 3: Language Variation and Social Purpose

In this unit students investigate English language in the Australian social setting, along a continuum of informal and formal registers. They consider language as a means of societal interaction, understanding that through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Areas of study

1. Informal language.
2. Formal language.

Unit 4: Language Variation and Identity

In this unit students focus on the role of language in establishing and challenging different identities. Many varieties of English exist in contemporary Australian society, including national, regional, cultural and social variations.

Areas of study

1. Language variation in Australian society.
2. Individual and group identities.

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for English Language](#)

FOOD STUDIES

Rationale

Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices. Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Unit 1: Food origins

This unit looks at how history and culture have impacted on the foods available to us today. Students investigate where food originated from and how its role has changed through time and across the world.

Areas of study

1. Food around the world
2. Food in Australia

Unit 2: Food makers

In this unit students investigate how food is produced in modern day Australia, exploring large and small scale food production inside and outside the home

Areas of Study

1. Food industries
2. Food in the home

Unit 3: Food in daily life

This unit investigates the many roles and everyday influences of food. Students explore the science of food – what happens to food after it is eaten, the microbiology of digestion and how our body and mind helps us to appreciate food.

Areas of study

1. The science of food
2. Food choice, health and wellbeing

Unit 4: Food issues, challenges and Futures

In this unit students examine debates about global and Australian food systems. Students focus on issues related to how our food production and our access to food can impact on the environment.

Areas of Study

1. Environment and ethics
2. Navigating food information

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Food Studies](#)

FRENCH

Rationale

Students who learn French are given the chance, not just to learn a body of knowledge, but also to enter and experience the rich culture of French society in a way a tourist could not dream of doing. Their study contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities that use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of French develops students' ability to understand and use a language which is widely learned internationally, and which is the lingua franca of many world organisations and international events.

A knowledge of French can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

Areas of Study Units 1-4

1. Interpersonal communication
2. Interpretive communication

Unit 1

In this unit, skill development is based around three themes; The Individual, The French-Speaking community and The Changing World.

Unit 2

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

Unit 3

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

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. . Students build on their knowledge of French-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through French. Students identify and reflect on cultural products or practices that provide insights into French-speaking communities. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for French](#)

GEOGRAPHY

Rationale

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

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

These skills encourage students to critically evaluate information for its validity and reliability. Presentation and communication skills enable students to communicate their knowledge and understanding in a coherent, creative and effective manner, with the use of appropriate geographic terminology.

Unit 1: Hazards and Disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

Areas of Study

1. Characteristics of hazards
2. Response to hazards and disasters

Unit 2: Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments.

Areas of Study

1. Characteristics of tourism
2. Impact of Tourism

Unit 3: Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water.

Areas of Study

1. Land use change
2. Land cover change

Unit 4: Human population – trends and Issues

In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

Areas of Study

1. Population dynamics
2. Population issues and challenges

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Geography](#)

GLOBAL POLITICS

Rationale

Global Politics is the study of the political, social, cultural and economic forces that shape interactions between state and non-state actors in the twenty-first century. It examines the interconnectedness of twenty-first century global citizens and the impact of globalisation on culture, language, human rights and the environment. It examines the nature and effectiveness of key global actors in the twenty-first century and global challenges, including human rights, people movements, development issues and weapons proliferation. It explores the nature of global challenges such as environmental degradation, war and terrorism, and the effectiveness of responses and proposed solutions by key global actors.

Unit 3: Global Actors

In this unit students investigate the key global actors of contemporary global politics. They use evidence to analyse the key global actors and their aims, roles and power.

Areas of Study

1. Global Actors [United Nations, International Criminal Court, International Monetary Fund, Terrorist Organisations, Transitional Corporations, NGOs, States)
2. Power in the Asia Pacific [China]

Unit 4: Global Challenges

In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues that are underpinned by international law.

Areas of Study

1. Ethical Issues and Debates [Human Rights and Arms Control]
2. Global Crises [Terrorism and Armed Conflict]

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Global Politics](#)

HEALTH AND HUMAN DEVELOPMENT

Rationale

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

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

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

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people.

Areas of study

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

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progressions from youth to adulthood.

Areas of study

1. Developmental transitions
2. Health care in Australia

Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry.

Areas of study

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

Unit 4: Health and human development in a global context

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

Areas of study

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

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Health and Human Development](#)

HISTORY

Rationale

VCE History incorporates a consistent approach to disciplinary thinking which is based on research about how students learn history. Within each unit there is explicit reference to historical thinking concepts. These concepts underpin the treatment of key knowledge and are an explicit part of the key skills in each area of study. The discipline of history consists of substantive and procedural knowledge. Substantive knowledge refers to an understanding of individuals, groups, events, ideas, practices and movements in specific places and times. Procedural knowledge deals with how meaning is constructed in history as a form of inquiry. These forms of knowledge are interdependent and promote depth of understanding.

Unit 1: The making of empires 1400 –1775

The Early Modern era, 1400 –1775, was a time of transition between medieval feudalism and the modern, secular nation-state.

Area of Study

1. Exploration and expansion
2. Disruptive ideas

Unit 2: Empires at work 1400 –1775

In this unit students explore the operation of European colonies and the challenges they faced from within and without.

Areas of Study

1. New colonies, new profits
2. Challenges of empires

History - Units 3 and 4: Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society.

Unit 3: Areas of Study 1 and 2 American Revolution

1. Causes of revolution
2. Consequences of revolution

Unit 4: Area of Study 1 and 2 Russian Revolution

In this unit students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century.

Areas of study

1. Crises that tested the nation 1929–1945
2. Voices for change 1965–2000

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for History](#)

JAPANESE

Rationale

Students who learn Japanese are given the chance, not just to learn a body of knowledge, but also to enter and experience the intriguing culture of Japanese society in a way a tourist could not dream of doing. The study of another language enhances the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools.

This recognises the close economic and cultural ties between the two countries.

The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education.

Areas of Study Units 1-4

1. interpersonal communication;
2. interpretive communication;
3. presentational communication.

Unit 1

In this unit, students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of three themes; The Individual, The Japanese-Speaking community and The Changing World. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Unit 2

In this unit, students develop an understanding of aspects of language and culture through the study of three or more prescribed topics. Through the study of visual, spoken or written texts, students access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills.

Unit 3

In this unit, students investigate the way Japanese speakers interpret and express ideas, and negotiate and persuade in Japanese through the study of three or more subtopics from the prescribed themes and topics. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Japanese-speaking communities.

Unit 4

In this unit, students build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Japanese. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and two end-of-year examination.

[Study Design for Japanese](#)

LEGAL STUDIES

Rationale

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

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system.

Unit 1: Guilt and liability

In this unit students develop an understanding of different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

Areas of study

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

Unit 2: Sanctions, remedies and rights

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Areas of study

1. Sanctions
2. Remedies
3. Rights

Unit 3: Rights and justice

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes.

Areas of study

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

Unit 4: The people and the law

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making.

Areas of study

1. The people and the Australian Constitution
2. The People, the Parliament and the Courts

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Legal Studies](#)

LITERATURE

Rationale

The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others.

The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form. The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

Unit 1: Approaches to Literature

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Analyses of the features and conventions of texts help students develop increasingly discriminating responses to a range of literary forms and styles.

Areas of study

1. Reading practices
2. Ideas and concerns in texts

Unit 2: Context and connections

In this unit students explore the ways literary texts connect with each other and with the world.

Areas of study

1. The texts, the reader and their contexts
2. Exploring connections between texts

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 analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view.

Areas of study

1. Literary perspectives
2. Close analysis

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Literature](#)

MATHEMATICS

Rationale

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and inter-relationships between these. Essential mathematical activities include: conjecturing, hypothesising and problem posing; estimating, calculating and computing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem solving.

Structure

The study is made up of the following units:

Year 11

- Foundation Mathematics, Units 1 & 2
- General Mathematics, Units 1 & 2
- Mathematical Methods, Units 1 & 2
- Specialist Mathematics, Units 1 & 2

Year 12

- Further Mathematics, Units 3 & 4
- Mathematical Methods, Units 3 & 4
- Specialist Mathematics, Units 3 & 4

Each unit deals with specific prescribed content and is designed to enable students to achieve a set of defined outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

Foundation Mathematics, Units 1 and 2

Foundation Mathematics is designed for students who do not intend to study Mathematics in Year 12 or students who intend to follow a vocational pathway. In Foundation Maths there is a strong emphasis on the use of practical contexts encountered in everyday life in the community.

Areas of Study

1. Space, shape and design
2. Patterns and numbers
3. Data
4. Measurement

General Mathematics, Units 1 and 2

General Mathematics is designed for students who do not require a high level of Mathematics for their future career paths. General Mathematics is an ideal preparation for Further Mathematics, Units 3 and 4 in Year 12.

Areas of Study

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

Mathematical Methods, Units 1 and 2

Mathematical Methods Units 1 and 2 may be taken alone or in conjunction with General Mathematics or Specialist Mathematics. Mathematical Methods, Units 1 and 2 contains the assumed knowledge and skills for Mathematical Methods, Units 3 and 4 which is usually attempted in Year 12. In Mathematical Methods, students are introduced to simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their application in a variety of practical and theoretical contexts.

Areas of Study

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

Specialist Mathematics, Units 1 and 2

Specialist Mathematics is designed for more able students who want to study Specialist Mathematics in Year 12 or who want to develop a broader mathematical band as a preparation for Mathematical Methods Units, 3 and 4 in Year 12. Students choosing Specialist Mathematics must also choose Mathematical Methods Units, 1 and 2 in Year 11. In Specialist Maths, students take a course of study that with a focus on the in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

Area of Study

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

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

Some possible combinations of Mathematics units

The following table gives some possible combinations of units for students who choose to continue with Mathematics at Units 3 and 4 level.

Units 1 and 2 (Year 11)		Units 3 and 4 (Year 12)
General Mathematics 1 and 2	→	Further Mathematics 3 and 4
Mathematical Methods 1 and 2	→	Mathematical Methods 3 and 4
Specialist Mathematics 1 and 2	→	Mathematical Methods 3 and 4, alone or with Specialist Mathematics 3 and 4

Entry

There are no prerequisites for entry to General Mathematics and Specialist Mathematics Units 1 and 2 or Mathematical Methods Units 1 and 2. However, it is strongly recommended that students attempting Mathematical Methods and Specialist Mathematics, in particular, are expected to have a very sound background in algebra, graphing techniques, and probability.

Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study.

Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in Mathematical Methods Units 3 and 4.

Students may not obtain credit for more than four units of a combination of General Mathematics and Specialist Mathematics Units 1 and 2 and Mathematical Methods Units 1 and 2.

Please note Specialist Mathematics must be undertaken with Mathematical Methods.

If a student completes Unit 3 & 4 in Further Mathematics, Mathematical Methods, and Specialist Mathematics, then only the top two results are considered in the top four study scores that contribute to the students overall ATAR score.

MEDIA

Rationale

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

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

Unit 1: Media forms, representation and Australian stories

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

Areas of study

1. Media Representations
2. Media forms in productions
3. Australian stories

Unit 2: Narrative across media forms

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms.

Areas of study

1. Narrative, style and genre
2. Narratives in production
3. Media and change

Unit 3: Media narratives and pre-production

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception.

Areas of study

1. Narrative and ideology
2. Media production development
3. Media production design

Unit 4: Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation.

Areas of study

1. Media production
2. Agency and control in and of the media

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Media](#)

MUSIC PERFORMANCE

At Gippsland Grammar, we offer the Music Performance course, which amalgamates Music Solo Performance and Group Performance. The other options available in the Music Study Design are; Music Styles and Composition and Music Investigation. Music Styles and Composition and Music Investigation are only offered via distance education mode, with some school based support.

Rationale

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

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

The current Music Study will allow students to perform **either as a soloist OR as a member of a group**. Students choosing to make solo performance in Units 3 & 4 their main focus will also have to perform some music as a member of a group or ensemble, whilst students choosing to make performance as a member of a group or ensemble in Units 3 & 4 their main focus will also have to perform some music as a soloist. This new approach allows students much greater performing flexibility. The final recital, worth 50% of the VCE Music mark, will be undertaken either as a soloist or as a member of an ensemble or group. School based performances will be assessed for the alternate performance context, either as a group member or as soloist, depending on the main performance focus.

The **Performance and Performance Technique** outcomes are based on the ongoing lessons with your instrumental teacher, whilst ensemble work will take place in class as well as with an ensemble teacher.

The **Musicianship** outcomes are designed to support solo and ensemble performance by students through developing strong aural, theory and analysis skills, all essential in learning to give the best possible performances.

An important element of this study design is that the discussion as to whether to present your final recital as a soloist or as an ensemble or group member is not taken until your enter Units 3 & 4. This allows you to keep your options open about which mode of performance suits you best.

Unit 1: Music Performance

This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments.

Areas of Study

1. Performance
2. Preparing for performance
3. Music language

Unit 2: Music Performance

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces.

Areas of Study

1. Performance
2. Preparing for performance
3. Music language
4. Organisation

Unit 3: Music Performance

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination.

Areas of Study

1. Performance
2. Preparing for performance
3. Music language

Unit 4: Music Performance

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination.

Areas of Study

1. Performance
2. Preparing for performance
3. Music language

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and two end-of-year examinations.

Pathways for students taking the VCE Music Performance Courses

The following chart may help you see the music pathway more clearly:

	2020(Year 10)	2021 (Year 11)	2022 (Year 12)
Music Performance Pathway 1	Year 10 Music	Music Performance 1/2	VCE Music Performance 3/4
Music Performance Pathway 2	VCE Music Performance 1/2	Skip a Year	VCE Music Performance 3/4
Music Performance Pathway 3	VCE Music Performance 1/2	VCE Music Performance 3/4	

[Study Design for Music](#)

OUTDOOR AND ENVIRONMENTAL STUDIES

Rationale

Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing, enables informed understanding of human relationships with nature.

Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. For many, outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflecting upon the past, present and future. These varying values and approaches generate differing impacts and can cause pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments. Outdoor and Environmental Studies seeks to enable students to critically analyse these differing relationships, impacts and issues, providing the knowledge and skills to participate in and contribute to contemporary society. Outdoor and Environmental Studies offers students a range of pathways, and caters to those who wish to pursue further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

Unit 1: Exploring Outdoor Experiences

This unit examines the ways in which humans understand and relate to nature through experiences of outdoor environments.

Areas of study

1. Motivations for outdoor experiences
2. Influences on outdoor experiences

Unit 2: Discovering Outdoor Environments

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

Areas of study

1. Investigating outdoor environments
2. Impacts on outdoor environments

Unit 3: Relationships with Outdoor Environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia.

Areas of study

1. Historical relationship with outdoor environments
2. Relationships with Australian environments since 1990

Unit 4: Sustainable Outdoor Relationships

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

Areas of study

1. Healthy outdoor environments
2. Sustainable outdoor environments

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Outdoor and Environmental Studies](#)

PHYSICAL EDUCATION

Rationale

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

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

Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement.

Areas of study

1. How does the musculoskeletal system work to produce movement?
2. How does the cardiorespiratory system function at rest and during physical activity?

Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective.

Areas of study

1. What are the relationships between physical activity, sport, health and society?
2. What are the contemporary issues associated with physical activity and sport?

Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.

Areas of study

1. How are movement skills improved?
2. How does the body produce energy?

Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and socio-cultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level.

Areas of study

1. What are the foundations of an effective training program?
2. How is training implemented effectively to improve fitness?

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Physical Education](#)

PHYSICS

Rationale

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena. In VCE Physics students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary physics-related issues and to communicate their views from an informed position.

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

Unit 1: What ideas explain the physical world?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye.

Areas of study

1. How can thermal effects be explained?
2. How do electric circuits work?
3. What is matter and how is it formed?

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

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

Areas of Study

1. How can motion be described and explained?
2. One of twelve optional topics
3. Practical investigation

Unit 3: How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world.

Areas of Study

1. How do things move without contact?
2. How are fields used to move electrical energy?
3. How fast can things go?

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

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour.

Areas of Study

1. How can waves explain the behaviour of light?
2. How are light and matter similar?
3. Practical investigation

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Physics](#)

PSYCHOLOGY

Rationale

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. 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 environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

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

Unit 1: How are behaviour and mental processes shaped?

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system.

Areas of Study

1. How does the brain function?
2. What influences psychological development?
3. Student-directed research investigation

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

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Areas of Study

1. What influences a person's perception of the world?
2. How are people influenced to behave in particular ways?
3. Student-directed practical investigation

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

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them.

Areas of Study

1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

Unit 4: How is wellbeing developed and maintained?

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 explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder.

Areas of Study

1. How do levels of consciousness affect mental processes and behaviour?
2. What influences mental wellbeing?
3. Student-directed practical investigation

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Psychology](#)

STUDIO ARTS

Rationale

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

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

Unit 1: Studio inspiration and techniques

In this unit students focus on developing an individual understanding of the stage of studio practice and learn how to explore, develop, refine, resolve and present artworks.

Areas of study

1. Researching and recording ideas
2. Studio practice
3. Interpreting art ideas and use of materials and techniques

Unit 2: Design Explorations and Concepts

In this unit students focus on establishing and using a studio practice to produce artworks.

Areas of study

1. Exploration of studio practice and development of artworks
2. Ideas and styles in artworks

Unit 3: Studio Production and Professional Art Practices

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration.

Areas of study

1. Exploration proposal
2. Studio process
3. Artists and studio practices

Unit 4: Studio Production and Art Industry Contexts

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3.

Areas of study

1. Production and presentation of artworks
2. Evaluation
3. Art industry contexts

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Studio Arts](#)

THEATRE STUDIES

Rationale

Theatre as a form of cultural expression has been made and performed for audiences from the earliest times and is an integral part of all cultures. Theatre is ever evolving and exists as entertainment, education, ritual, an agent for change, a representation of values and a window on society. Theatre practice has developed and has influenced cultures over many centuries through a wide variety of productions in diverse spaces and venues for a range of audiences. Theatre makers work as playwrights, actors, directors and designers, producing theatre for diverse purposes. The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level. VCE Theatre Studies also prepares students for further learning in vocational educational training settings or for industry or community-related pathways

Unit 1: Pre-modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920's.

Areas of Study

1. Applying pre-modern theatre styles and conventions
2. Interpreting scripts
3. Analysing a play in performance

Unit 2: Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920's to the present. **Areas of Study**

1. Exploring modern theatre styles and conventions
2. Interpreting scripts
3. Analysing and evaluating a theatre production

Unit 3: Producing theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script.

Areas of Study

1. Staging theatre
2. Interpreting a script
3. Analysing and evaluating theatre

Unit 4: Presenting an interpretation

In this unit students study a scene and an associated monologue.

Areas of Study

1. Researching and presenting theatrical possibilities
2. Interpreting a monologue
3. Analysing and evaluating a performance

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination.

[Study Design for Theatre Studies](#)

VISUAL COMMUNICATION DESIGN

Rationale

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. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.

Students employ a design process to generate and develop visual communications. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, cultural, environmental and economic factors. Students develop the skills to communicate ideas through manipulation and organisation of design elements, design principles, selected media, materials and methods of production. Creative, critical and reflective thinking supports students to progress through the design process.

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

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

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

Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts.

Areas of study

1. Drawing as a means of communication
2. Design elements and design principles
3. Visual communication in context

Unit 2: Applications of visual communication design within design fields

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

Areas of study

1. Technical drawing in context
2. Type and imagery in context
3. Applying the design process

Unit 3: Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists.

Areas of study

1. Analysis and practice in context
2. Design industry practice
3. Developing a brief and generating ideas

Unit 4: Visual communication design development, evaluation and presentation

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief.

Areas of study

1. Development, refinement and evaluation
2. Final presentations

Assessment

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

The student's level of achievement in, Unit 3 and 4 will be determined by School Assessed Coursework and an end-of-year examination and SAT.

[Study Design for Visual Communication Design](#)

VCE VCAL Studies

VCAL LITERACY STRAND

Rationale

The purpose of the literacy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate.

Literacy skills include reading, writing and oral communication skills.

Aim

Study in this strand is designed to:

- develop knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community
- develop knowledge, skills and attributes relevant to the practical application of numeracy in the contexts of everyday life, further learning, work and community
- provide pathways to further study and work

VCAL PERSONAL DEVELOPMENT STRAND

Rationale

The purpose of the VCAL Personal Development Skills Strand is to develop student knowledge, skills and attributes that lead to self-development and community engagement through:

- family, social, community and environmental responsibilities
- resilience, self-esteem and efficacy
- health and wellbeing
- valuing participation in a democratic society.

Personal development includes self-esteem and other qualities developed through valuing personal achievement and contributing to the community. This may involve demonstrating leadership and teamwork skills, accepting responsibility for goal achievement and reflecting on knowledge and skills for decision making and problem solving.

Aim

The Personal Development Skills units are designed to develop and improve:

- self-awareness and self-worth
- health and wellbeing
- social connectedness
- community and environmental awareness
- critical and creative thinking.

VCE VET Studies

CERTIFICATE III IN HEALTH SERVICES ASSISTANCE

Rationale

The VCE VET Health Services Assistance program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the skills and knowledge required to pursue further training or work in an entry-level role within a range of health related areas.

Aims

The VCE VET Health Services Assistance program aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the health industry and to enable participants to gain a recognised credential and to make an informed choice of vocation or career path. These qualifications cover workers who provide assistance to allied health professionals and other health professionals with the care of clients.

VCE VET Units 1–2

CHCCOM005	Communicate and work in health or community services
HLTINF001	Comply with infection prevention and control policies and procedures
HLTWHS001	Participate in workplace health and safety
BSBWOR301	Organise personal work priorities and development
CHCCCS002	Assist with movement
CHCCCS010	Maintain high standard of service
CHCCCS020	Respond effectively to behaviours of concern
SITXCOM002	Show social and cultural sensitivity
CHCDIV001	Work with diverse people
CHCCOM001	Provide first point of contact
HLTAID003	Provide first aid

Competency Based Assessment

In order to satisfactorily complete the program students must demonstrate competency in each of the units listed above. Students will also complete scored or graded assessment tasks, in preparation for scored assessment in Year 12.

VCE VET Units 3-4

BSBMED301	Interpret and apply medical terminology appropriately
HLTAAP001	Recognise healthy body systems
BSBMED305	Apply the principles of confidentiality, privacy and security within the medical environment
CHCCCS009	Facilitate responsible behaviour

Competency Based Assessment

In order to satisfactorily complete the program students must demonstrate competency in each of the units listed above. Students will also complete scored or graded assessment tasks, which along with their VCAA exam in November, will contribute to their ATAR.

CERTIFICATE II IN FURNITURE MAKING PATHWAYS

Rationale

The VCE VET Furniture Making program covers a wide range of design and production skills, culminating in the construction of two substantial pieces of handcrafted furniture. Students completing this program will have the skills and knowledge required to work in a production environment in both the manufacture of free-standing furniture or built-in cabinets and provide onsite assistance in the installation of these items.

Aims

The VCE VET Furniture Making program aims to:

- Provide students with the knowledge and skills to work safely and achieve a high standard of design and production skills
- Enable students to gain an industry recognised credential while also contributing a study score gained through “applied learning” toward their ATAR
- Provide skills for further study or a vocational career path
-

VCE VET Units 1–2

Core units	
MSFFP2002	Develop a career plan for the furniture industry
MSMENV272	Participate in environmentally sustainable work practices
MSMPCI103	Demonstrate care and apply safe practices at work
MSFFM2003	Select and apply hardware
MSFFP2003	Prepare surfaces
MSFFP2004	Apply domestic surface coatings
MSFFP2005	Join materials used in furniture
MSFFP2006	Make simple timber joints

Competency Based Assessment

In order to satisfactorily complete the program students must demonstrate competency in each of the units listed above. Students will also complete scored or graded assessment tasks, in preparation for scored assessment in Year 12.

Students taking this course will be charged \$80.00 to cover cost of all wood uses (various species), finishes and fixtures. Parents will be advised by mail of any additional charges for external courses such as First Aid training and the Construction Induction card.

VCE VET Units 3-4

Core units	
MSFFM2001	Use furniture making sector hand and power tools
MSFFM2002	Assemble furniture components
MSFFP2001	Undertake a basic furniture making project
MSFGN2001	Make measurements and calculations

Competency Based Assessment

In order to satisfactorily complete the program students must demonstrate competency in each of the units listed above. Students will also complete scored or graded assessment tasks, which along with their VCAA exam in November, will contribute to their ATAR.

CERTIFICATE III IN MUSIC INDUSTRY (SOUND PRODUCTION)

Rationale

Certificate III in Music Industry Sound Production is a stand-alone Certificate as well as a scored VCE subject.

It provides students with a wide range of knowledge and skills to be able to work in the music industry in a wide variety of music technology and related fields. Our course is focused on live performance audio technology and audio recording technology.

Outcomes

At the completion of the two year course students will be able to:

- Work under supervision in live/studio audio environment
- Work safely, maintaining work/contractual relations
- Understand the way the music industry functions

Developing on electives taken:

- Build listening and aural training skills
- Operate a non-commercial studio
- Set up and operate a professional PA system for a medium sized venue
- Operate computer generated music

Students must gain at least 40 hours work experience in a music production environment such as Gippsland Grammar's Music Department.

VCE VET Units 1–2	
Code	Units of competence
BSBWHS201	Contribute to health and safety of self and others
CUACMP301	Implement copyright arrangements
CUAIND303	Work effectively in the music industry
CUAMLT302	Apply knowledge of style and genre to music industry practice
CUASOU202	Perform basic sound editing
CUASOU302	Compile and replay audio material
VCE VET Units 3-4	
Code	Units of competence
CUASOU201	Develop basic audio skills and knowledge
CUASOU306	Operate sound reinforcement systems
CUASOU307	Record and mix a basic music demo
CUASOU308	Install and disassemble audio equipment
CUASOU402	Manage audio input sources

Competency Based Assessment

The assessment of student performance in the training program is competency based. In order to satisfactorily complete the program students must demonstrate competence in the units of competence that make up the program. If a student submits work that does not meet the required standard they are deemed not competent and will be asked to resubmit.

GLOSSARY TERMS

ATAR	Australian Tertiary Admissions Rank. The overall ranking on a scale of 0-99.95 that you receive, based on your study scores (see below). The ATAR is used by universities and TAFE institutes to select students for their courses. It used to be called the ENTER.
Baccalaureate (VCE)	The VCE Baccalaureate has been designed to provide further information about the kind of senior secondary program of study a student has undertaken within the very flexible structure of the VCE. It also provides an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study.
GAT	The test that is done by all students doing a VCE Units 3 and 4 sequence or scored VCE VET Units 3 and 4 sequence.
Outcomes	What students are expected to know and be able to do on completing a VCE unit. Each VCE Unit includes two to four outcomes.
Pathway	A Study Option. Students can choose to undertake the VCE or VCAL. VET subjects can be studied within both or a school- based apprenticeship undertaken.
Pedagogy	The art of teaching.
Review Panel	A Review Panel aims to identify students' problems and to develop an approach to them prior to a student failing a subject.
RTO	Registered Training Organisation. An institution that has been approved by the Victorian Registration and Qualifications Authority (VRQA) to deliver specified training programs.
SAC	School Assessed Coursework in Unit 3/4 subjects only.
SAT	School Assessed Task in Unit 3/4 subjects only.
Semester	A semester is one half of the academic year. Most units last for one semester.
Sequence	The order in which you do your VCE units, for example a Units 3 and 4 sequence.
Statement of Results	A set of documents that formally state the results you achieved in VCE and/or VCAL and whether or not you have graduated.
Study	A Study is basically a subject. Each Study consists of two or four Units.
Study Score	A Study Score is reported for each student's 3/4 Units. It is a score from 0 to 50.
Units (VCAL)	Accredited units in Literacy, Numeracy, Personal Development and Work Related Skills that contribute as credits towards the VCAL.
Units (VCE)	The parts of a Study in the VCE. There are usually four units in a study, numbered 1, 2, 3 and 4.
VCAA	Victorian Curriculum and Assessment Authority. It is the Victorian State Government agency responsible to the Minister for Education for the management of the VCE and VCAL.
VCAL	Victorian Certificate of Applied Learning.
VCE	Victorian Certificate of Education.
VCE VET	A VET subject that receives credit as a VCE subject and is examinable.
VET	Vocational Education and Training. VET Units are usually taken in conjunction with TAFE institutions and refers to nationally recognised vocational certificates.

STATIONERY REQUIREMENTS 2021

These items can be collected before Rollover from Thursday 5 November 2020 OR from Friday 15 January 2021 for new students.

Subject Specific Requirements

Accounting

- 1 four ringed binder
- 1 packet of A4 loose-leaf lined paper

Studio Arts

- A range of pencils (HB, B, 2B)
- Eraser
- Sharpener
- Students taking this course will be charged \$60.00 to cover items such as a workbook, canvas, paint, drawing cartridge paper, mount board, etc.

Biology

- 4 Binder books, lined A4 size, 96 pages
- Display folder for practical work

Business Management

- 1 lever-arch binder
- 1 packet of A4 loose-leaf lined paper
- 1 packet of dividers
- 10 plastic pockets

Chemistry

- 1 Scientific Calculator
- 4 Binder books, lined A4 size, 96 pages

Applied Computing

- 8GB USB Data Stick
- 1 Binder book, line A4 size, 96 pages

Theatre Studies

- 1 four ringed binder
- 1 packet of A4 loose leaf-lined paper
- 1 binder book, lined A4 size, 96 pages
- 10 plastic pockets
- 1 Packet of dividers

Economics

- 1 lever-arch binder
- 2 packets of A4 loose leaf-lined paper
- 1 binder book, lined A4 size, 96 pages
- 10 plastic pockets

English/EAL

- Students taking English Units 1 and 3 will be provided with a 96page SAC workbook and the cost debited to students' accounts.*

English Language

- 1 four ringed binder
- 1 packet of A4 loose-leaf lined paper
- 1 packet of dividers
- 20 plastic pockets

Food Studies

- 1 A4 Display folder
- 1 four ringed binder
- 20 plastic pockets

French

- 1 four ringed binder
- 1 packet of A4 loose-leaf lined paper
- 1 packet of dividers
- 10 plastic pockets

Geography

- 1 packet of A4 loose-leaf lined paper
- 20 Plastic Pockets
- 1 set of dividers

Global Politics

- 1 four ring binder
- 1 set of dividers
- 2 packets of A4 lined paper
- 10 plastic pockets

Health and Human Development

Use of notebook

History

- 1 four ringed binder
- 1 packet of A4 loose-leaf lined paper
- 1 packet of dividers
- 6 plastic pockets

Japanese

- 1 four ringed binder
- 1 packet of A4 loose-leaf lined paper
- 1 packet of dividers
- 5 plastic pockets

Legal Studies

- 1 lever-arch binder
- 2 packets of A4 loose-leaf lined paper
- 2 packet of dividers
- 10 plastic pockets

Literature

- Students taking Unit 1 & 3 Literature will be provided with a 96page SAC workbook and the cost debited to students' accounts.*

Mathematics: for all maths classes unless otherwise stated

- 1 Maths Grid Book
- 1 A4 display folder (for loose worksheets)
- 1 Scientific calculator**
- Ruler, pencil, eraser, sharpener
- Approved Graphing Calculator (see note no.4 below regarding purchase details)

Media

- 8GB USB Data Stick
- SD card
- Cambridge: Media Reframed Units 1-4 Ebook
- Students taking this course will be charged \$40.00 to cover items such as a workbook, drawing cartridge paper, printing paper, mount board, etc.**

Music Performance

- 1 four ringed binder
- 1 packet of loose-leaf lined paper
- 1 packet of loose-leaf manuscript paper
- 1 packet of dividers (5 style)
- 6 x 3B pencils
- 2 erasers

Outdoor and Environmental Studies

Use of notebook

Physical Education

Use of notebook

Physics

- 4 Binder books, lined A4 size, 96 pages
- 1 Scientific Calculator

Psychology

- 4 Binder books, lined A4 size, 96 pages

Software Development

- 8 GB USB Data Stick
- 1 Binder book, line A4 size, 96 pages

VCAL

- Specific resource books will be listed on the end of year booklist

VCE VET Certificate II in Furniture

Use of notebook

VCE VET Certificate III in Music Industry (Technical Production)

- 1 Binder book, lined A4 size, 96 pages

- 1 A4 Display folder
- 1 16GB USB data stick

Visual Communication Design

- 16 GB or larger USB Data Stick
- Pencils (HB, 2B, 2H)
- Unipin fineliner 0.5, 0.2
- 2 x A4 display folder
- Studio Derwent pencils (set of 36 or larger)
- Eraser
- Sharpener

GENERAL REQUIREMENTS

Red, blue, green and black biro	Highlighters
HB lead pencil	2B pencil
Pencil Sharpener	Coloured Pencils
Ruler	Glue (large)
Compass	Eraser
Protractor	Scissors (small)
Ruler	Small stapler
Math-O-Mat	Small hole punch
USB Data Stick 2GB or larger	Cue cards

EXAM REQUIREMENTS

Clear plastic pencil case or plastic pocket for pens, pencils and erasers.
Clear water bottle.

Directions regarding use of Stationery

1. Please label every item **permanently**.
2. You should collate your stationery according to the subject requirements as listed above for your chosen subjects.
3. The stationery for a subject is for Units 1 and 2 **and** 3 and 4 of a subject unless otherwise indicated.
4. The Graphics/CAS Calculator is purchased via the School. Please see the Maths Department in order that the appropriate purchase may be made. Details will be advertised early in Term 4 so that purchase can be completed before Rollover.
5. Obtain a pencil case to hold your pens, pencils, pencil sharpener, compass, highlighters, colour pencils, scissors, glue, eraser, stapler, small hole punch and ruler (if possible).
6. Please note it is against School policy for liquid paper or similar products to be used.
7. It is recommended that the four ring binder and the binder books be purchased from the School; however, the place of purchase of all other stationery items is a matter of choice. The Graphing/CAS Calculator is to be purchased through the Maths Department.