Frankston High School

Senior School Curriculum Guide

A guide to the subjects that Frankston High School students can study at the VCE Units One, Two, Three and Four level.
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ACCOUNTING

STUDY SUMMARY
VCE ACCOUNTING 2013–2016

Please Note: This study summary comprises excerpts from the VCE Accounting Study Design. The summary is not a substitute for the VCE Accounting Study Design. Users are advised to consult the VCAA website <www.vcaa.vic.edu.au/vce/studies/account/accountindex.html> to view the full accredited study design and other resources.

Scope of study
VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods. The preparation and presentation of financial statements is governed by Australian Accounting Standards and guided by the Framework for the Preparation and Presentation of Financial Statements (AASB Framework).

Rationale
Accounting is the process of recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external users of this information. It plays an integral role in the successful operation and management of businesses.

VCE Accounting focuses on small business. Unit 1 begins with a small service business, allowing students to develop knowledge and skills in accounting without the complexities of accounting for trading businesses or large organisations. Units 2, 3 and 4 then focus on a single activity trading business where students build on and extend their accounting skills.

Many students who study VCE Accounting will go on to further studies and careers in business and finance.

Structure
The study is made up of four units:
Unit 1: Establishing and operating a service business
Unit 2: Accounting for a trading business
Unit 3: Recording and reporting for a trading business
Unit 4: Control and analysis of business performance
Each unit contains between two and four areas of study.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.
Unit 1: Establishing and operating a service business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit.

Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Where appropriate, the accounting procedures developed in each area of study should incorporated the application of accounting principles and the qualitative characteristics of accounting information (see pages 12–14 of the study design).

Unit 2: Accounting for a trading business

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

Where appropriate, the accounting procedures developed in each area of study should incorporated the application of accounting principles and the qualitative characteristics of accounting information (see pages 12–14 of the study design).

Unit 3: Recording and reporting for a trading business

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

Where appropriate, the accounting procedures developed in each area of study should incorporated the application of accounting principles and the qualitative characteristics of accounting information (see pages 12–14 of the study design).

Unit 4: Control and analysis of business performance

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system.

Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

Where appropriate, the accounting procedures developed in each area of study should incorporated the application of accounting principles and the qualitative characteristics of accounting information (see pages 12–14 of the study design).
Assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

Levels of achievement

Units 1 and 2

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

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Accounting students’ level of achievement will be determined in Unit 3 by School-assessed Coursework and an end-of-year examination; and in Unit 4 by School-assessed Coursework and an end-of-year examination.

In both Unit 3 and Unit 4, at least 30 marks out of the 100 available for School-assessed Coursework must be allocated to ICT-based assessment.

Percentage contributions to the study score in VCE Accounting are as follows:

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

ACTING

Please see www.fhscareers.com for FHS VETis Guide or Mrs Carolyn McIver VET Co-ordinator for more details
AGRICULTURE

STUDY SUMMARY
VCE VET

AGRICULTURE, HORTICULTURE,
CONSERVATION AND LAND MANAGEMENT

The VCE VET Agriculture, Horticulture, Conservation and Land Management program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in related industries.

What qualification/s will I receive?

The VCE VET Agriculture, Horticulture, Conservation and Land Management program enables you to receive one or more of the following nationally recognised qualifications:

- Program 1: Certificate II in Agriculture
- Program 2: Certificate II in Horticulture
- Program 3: Certificate II in Conservation and Land Management.

These qualifications are drawn from the ANZ10 Agriculture, Horticulture, Conservation and Land Management Training Package and are issued by a Registered Training Organisation (RTO).

What will I learn and what career opportunities will I have?

Program 1: Certificate II in Agriculture

VCE: You will be eligible for up to two or more units at Units 1 and 2 level, and a Units 3 and 4 sequence. If you receive a Units 3 and 4 sequence, you will be eligible for an increment towards your ATAR (15% of the average of the primary four scaled studies).

VCAL: You will be eligible for up to five credits towards your VCAL – at the Foundation, Intermediate or Senior levels.

Description: Certificate II in Agriculture provides you with the knowledge and skills to enhance your employment prospects in the agriculture industry. The program covers work health and safety, farm maintenance, animal husbandry and machinery and equipment operation. Depending on the electives chosen, your skills can be developed in a range of areas including broadacre cropping, horticulture, maintaining livestock, pest management, irrigation, bookkeeping, shearing and routine farm machinery maintenance. In addition, you will learn how to work effectively in the rural industry as well as the basic technical skills to be a supervised worker.

Career opportunities: Certificate II in Agriculture is a work-ready pre-employment course designed to assist you in pursuing a career in the agricultural industry through study pathway options, such as an apprenticeship or higher education. Completion of Certificate II in Agriculture provides you with the skills to work on properties or in rural enterprises engaged in primary production. Employment opportunities exist in a number of designated sectors such as beef, dairy, sheep and wool production. With additional training and experience, future employment opportunities may include farm hand, station hand, farm supervisor, wool handler/clipper, agronomist, agribusiness administrator.
ANIMAL STUDIES

STUDY SUMMARY
VCE VET

The VCE VET Animal Studies program is drawn from a national training package and offers a portable qualification which is recognised throughout Australia. This qualification provides students with the knowledge and skills to pursue a career or further training in the animal care and management industry; in areas such as animal control and regulation, animal technology, captive animals, companion animal services and veterinary nursing.

What qualification will I receive?
The VCE VET Animal Studies program enables you to receive the Certificate II in Animal Studies. This nationally recognised qualification is drawn from the AGM10 Animal Care and Management Training Package and is issued by a Registered Training Organisation (RTO).

What will I learn?
Certificate II in Animal Studies provides you with the knowledge and skills to enhance your employment prospects in the animal care and management industry. The program covers core areas in work health and safety, working in the animal care industry and hygiene routines. Elective units throughout Units 1 to 4 enable you to work with an array of animal species including birds, dogs, fish, horses and reptiles. The opportunity to develop your skills and knowledge in specialist areas including transporting companion animals, breeding procedures, veterinary nursing reception duties and surgery preparation is also available.

What credit will I receive towards my VCE or VCAL?
VCE: you will be eligible for up to four units towards your VCE. Two units at Units 1 and 2 level and a Units 3 and 4 sequence. If you receive a Units 3 and 4 sequence, you will be eligible for an increment towards your ATAR (10% of the average of the primary four scaled studies).
VCAL: you will be eligible for up to four credits towards your VCAL at the Foundation, Intermediate or Senior levels.

What career and/or employment opportunities will I have?
Certificate II in Animal Studies will assist you in pursuing a career in the animal care and management industry through vocational or higher education pathways. Employment opportunities exist in a range of roles such as an animal care attendant, animal shelter attendant, kennel hand, cattery attendant, pet shop attendant and assistant dog groomer. The animal care and management industry encompasses the following sectors: animal control and regulation, animal technology, captive animals, companion animal services and veterinary nursing. With additional training and experience, future employment opportunities may include animal technologist, animal house manager or a veterinary nurse in areas such as surgical nursing or critical care nursing.

Further information:
The VCE VET Applied Fashion Design and Technology program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in the fashion industry.

What qualification/s will I receive?

The VCE VET Applied Fashion Design and Technology program enables you to receive the Certificate II in Applied Fashion Design and Technology and a statement of attainment for selected units of competency from the Certificate III in Applied Fashion Design and Technology. These nationally recognised qualifications are drawn from the LMT07 Textiles, Clothing and Footwear Training Package and are issued by a Registered Training Organisation (RTO).

What will I learn?

VCEVET Applied Fashion Design and Technology will provide you with basic design and development skills and knowledge to prepare for work in the fashion industry. This program allows for creative expression to be developed and displayed in the practical projects undertaken. Opportunities will be provided to acquire and develop skills in sewing, design processes, working with patterns, applying quality standards and interpreting basic sketches. Units 3 and 4 of the program include identifying fibres and fabrics, fabric performance and handling, garment repairs, alterations, basic patternmaking principles, preparing and marketing design concepts.

What credit will I receive towards my VCE or VCAL?

VCE: you will be eligible for up to six units towards your VCE; four units at Units 1 and 2 level and a Units 3 and 4 sequence. If you receive a Units 3 and 4 sequence, you will be eligible for an increment towards your ATAR (10% of the average of the primary four scaled studies).

VCAL: you will be eligible for up to six credits towards your VCAL – at the Foundation, Intermediate or Senior level.

What career and/or employment opportunities will I have?

The VCE VET Applied Fashion Design and Technology program will assist you in pursuing a career in the fashion industry through vocational or higher education pathways. Completion of Certificate II in Applied Fashion Design and Technology provides you with the opportunity to be employed as a junior in the fashion industry, whilst Certificate III prepares you for supervisory roles, specialised technical tasks or multi-skilled roles within a production environment. With additional training and experience, employment opportunities may include: clothing tradesperson, product tester/inspector, product dispatcher, garment cutter, pattern maker, designer or milliner. Established fashion designers can also undertake careers in small businesses focusing on the production of individual garments or seasonal clothing ranges.

Further information:

Please Note: This study summary comprises excerpts from the VCE Art Study Design. The summary is not a substitute for the VCE Study Design. Users are advised to consult the VCAA website (www.vcaa.vic.edu.au/Pages/vce/studies/art/artindex.aspx) to view the full accredited Study Design and other resources.

Scope of study
Art is an integral part of people’s lives. It is a potent and dynamic means through which to communicate personal experiences, ideas, cultural values, beliefs, ideas and viewpoints on experiences and issues in contemporary society.

In the study of VCE Art, theoretical research and investigation informs art making. Through the study of artworks and the role of artists in society, students develop their own artistic practice, expression and communication of ideas using a range of processes, materials and techniques.

In the process of making and examining art, students use and develop their imagination, creativity, flexibility, adaptability, innovation and risk-taking. By combining a focused study of artworks with practical art making, they are encouraged to recognise the interplay between research and art making.

This study provides students with an informed context that supports an awareness of art as a tool for cultural and personal communication, in addition to providing stimulus and inspiration for their own art making.

Rationale
VCE Art introduces the role of art, in all forms of media, in contemporary and historical cultures and societies. Students build an understanding of how artists, through their practice and the artworks they produce, communicate their experiences, ideas, values, beliefs and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time.

VCE Art challenges students to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewer. Students develop skills in research, analysis, art history and criticism to interpret and debate the ideas and issues that are raised in artworks and, in response, they form and support personal points of view. Through exploration and experimentation, students develop skills in creative, critical, reflective and analytical thinking to explore, develop and refine visual artworks in a range of art forms, and to develop an awareness of appropriate health and safety practices.

VCE Art equips students with practical and theoretical skills that enable them to follow pathways into tertiary art education or further training in a broad spectrum of art related careers. VCE Art also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art making.

Aims
This study enables students to:
* understand how artworks reflect the values, beliefs and traditions of their own and other cultures
* analyse, interpret and respond to artworks, ideas and concepts using the support of the Analytical Frameworks
* critically evaluate ideas and issues used by historical and contemporary artists from different cultures, and examine and consider the different viewpoints expressed in commentaries made by others
* develop personal ideas and expression through investigation and experimentation in art making
* employ practical skills in art making and develop conceptual understanding to inform their artistic practice and aesthetic awareness
* develop confidence to make informed opinions on ideas about the role of art in society.

Structure
The study is made up of four units.
Unit 1: Artworks, experience and meaning
Unit 2: Artworks and contemporary culture
Unit 3: Artworks, ideas and values
Unit 4: Artworks, ideas and viewpoints
Certificate II in Automotive Studies (Pre-vocational) is state accredited curriculum which offers students the opportunity to develop their skills and knowledge across a range of automotive sectors including automotive mechanical and electrical, vehicle body panel beating, spray painting, trimming and making, and vehicle engine reconditioning. The VCE VET Automotive program is a work ready pre-employment course designed to meet the needs of students wishing to pursue a career in the automotive industry through study pathway options, such as an apprenticeship or higher education.

What qualification will I receive?
If you satisfactorily complete the VCE VET Automotive program, you will receive 22015VIC Certificate II in Automotive Technology Studies. This certificate is state accredited curriculum and is issued by a Registered Training Organisation (RTO).

What will I learn?
VCE VET Automotive will provide you with a basic operational knowledge of a range of automotive technologies, the ability to apply a range of skills appropriate to enter the automotive industry and to apply solutions to a range of problems. Core units of competency in the program include carry out industry research and apply safe working practices. The remainder of the program is made up of electives, allowing you to choose from streams in maintenance, mechanical, electrical, panel beating, painting, trimming, body making and engine reconditioning.

What credit will I receive towards my VCE or VCAL?
VCE: you will be eligible for up to four units towards your VCE. two units at Units 1 and 2 level and a Unit 3 and 4 sequence. If you receive a Units 3 and 4 sequence, you will be eligible for an increment towards your ATAR (10% of the average of the primary four scaled studies).
VCAL: you will be eligible for up to four credits towards your VCAL – at the Foundation, Intermediate or Senior levels.

What career and/or employment opportunities will I have?
Completion of Certificate II in Automotive Studies (Pre-vocational) provides you with a pathway into the automotive industry through an apprenticeship or higher education. With additional training and experience, future employment opportunities may include trimmer, detailer, panel beater, painter, light vehicle mechanic, heavy vehicle mechanic, motorcycle mechanic. Higher education pathways can lead to roles such as an automotive engineer.

Automotive apprenticeships are available in four industry specific strands. These are electrical, mechanical, mechanics and vehicle body. Each strand has individual occupational streams and their own specialist qualifications. For example, mechanical – diesel fitter, heavy vehicle road transport, motorcycle.

Further information:
BIOLOGY

STUDY SUMMARY
Scope of study
Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of biology leads students to appreciate the interconnectedness of the content areas both within biology, and across biology and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory, knowledge and practice. In VCE Biology inquiry methodologies can include laboratory experimentation, fieldwork which may also involve use of technologies and sampling techniques, microscopy, local and remote data logging, simulations, animations, literature reviews and the use of global databases and bioinformatics tools. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate hypotheses and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. Knowledge of the safety considerations and bioethical standards associated with biological investigations is integral to the study of VCE Biology.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

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.

**Aims**
This study enables students to:
* develop knowledge and understanding of key biological models, theories and concepts, from the cell to the whole organism
* examine the interconnectedness of organisms, their relationship to their environmental context, and the consequences of biological change over time including the impact of human endeavours on the biological processes of species and more broadly to:
  * understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
  * develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
  * develop an informed perspective on contemporary science-based issues of local and global significance
  * apply their scientific understanding to familiar and unfamiliar situations, including personal, social, environmental and technological contexts
  * develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
  * understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data
  * communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

**Structure**
The study is made up of four units.
Unit 1: How do living things stay alive?
Unit 2: How is continuity of life maintained?
Unit 3: How do cells maintain life?
Unit 4: How does life change and respond to challenges over time?
BUILDING AND CONSTRUCTION

- CARPENTRY
- PAINTING & DECORATING
- WALL & FLOOR TILING

For more details please see [www.fhscareers.com](http://www.fhscareers.com) for FHS VETis Guide or Mrs Carolyn McIver VET Co-ordinator for more details

STUDY SUMMARY

VCE VET

Certificate II in Building and Construction (Pre-apprenticeship) is a state accredited curriculum which offers students vocational training in the building and construction industry. The VCE VET program is designed to give students the opportunity to gain experience across a number of building trades including bricklaying, carpentry, painting and decorating, wall and ceiling lining, wall and floor tiling and solid plastering.

**What qualification will I receive?**
The VCE VET Building and Construction program enables you to partially complete 2184/M Certificate II in Building and Construction (Bricklaying, Carpentering, Painting and Decorating – Pre-apprenticeship). This certificate is state accredited curriculum and is issued by a Registered Training Organisation (RTO).

**What will I learn?**
The VCE VET Building and Construction program provides you with the knowledge and skills required to enhance your employment prospects in the building and construction industry. The program offers partial completion of the pre-apprenticeship and includes units such as safe handling of plant and power tools, quality principles for the building industry, calculations and working documents and plans. Stream specific units focus on providing foundation skills necessary for the chosen sectors in industry areas: carpentry, bricklaying, painting and decorating, wall and ceiling lining, wall and floor tiling and solid plastering.

**What credit will I receive towards my VCE or VCAL?**
VCE: you will be eligible for up to four units towards your VCE: two units at Units 1 and 2 level and a Unit 3 and 4 sequence. If you receive a Units 3 and 4 sequence, you will be eligible for an increment towards your ATAR (100% of the average of the primary four scaled studies).

VCAL: you will be eligible for up to four credits towards your VCAL – at the Foundation, Intermediate or Senior levels.

**What career and/or employment opportunities will I have?**
Further training in this qualification is required for completion of the pre-apprenticeship which can lead into an apprenticeship in the building and construction industry, in areas such as general construction, painting and decorating, bricklaying/ block laying or carpentry – framework/formwork/finishing. As a qualified tradesperson, potential occupations may include: carpenter, joiner, painter or bricklayer. This qualification also provides a pathway into further professional careers through vocational or higher education into roles such as a building project manager, surveyor or site manager.

**Further information:**
[www.vcca.vic.edu.au/VET/Programs/building/buildcore.html](http://www.vcca.vic.edu.au/VET/Programs/building/buildcore.html)
BUSINESS MANAGEMENT

Please Note: This study summary comprises excerpts from the VCE Business Management Study Design. The summary is not a substitute for the VCE Study Design. Users are advised to consult the VCAA website (www.vcaa.vic.edu.au/Pages/vce/studies/busmngmnt/businesstindex.aspx) to view the accredited Study Design and other resources.

Scope of study
VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Rationale
In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success.

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.

Aims
This study enables students to:
* understand and apply business concepts, principles and terminology
* understand the complex and changing environments within which businesses operate
* understand the relationships that exist between a business and its stakeholders
* recognise the contribution and significance of business within local, national and global markets
* analyse and evaluate the effectiveness of management strategies in different contexts
* propose strategies to solve business problems and take advantage of business opportunities.

Structure
The study is made up of four units.
Unit 1: Planning a business
Unit 2: Establishing a business
Unit 3: Managing a business
Unit 4: Transforming a business
The VCE VET Business program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in the business industry. The Certificate II and III in Business provide a pathway for students who wish to continue with their business studies into higher education.

What qualification/s will I receive?
The VCE VET Business program enables you to receive the following nationally recognised qualifications:

- Program 1: Certificate II in Business
- Program 2: Certificate III in Business as well as a statement of attainment for selected units of competency from Certificate III in Business.

These qualifications are drawn from the BSB007 Business Training Package and are issued by a Registered Training Organisation (RTO).

What will I learn and what career opportunities will I have?

Program 1: Certificate II in Business

VCE credit: you will be eligible for up to four units at Units 1 and 2 level.

VCAL credit: you will be eligible for up to four credits towards your VCAL – at the Foundation, Intermediate or Senior levels.

Description: Certificate II in Business is an entry level qualification which provides you with the knowledge and skills to enhance your employment prospects in a business or office environment. This certificate will give you an understanding of business fundamentals within the Australian context and will help you gain employment in an entry level administrative or customer service role. Depending on the electives chosen, the VCE VET program includes communicating in the workplace, organising and completing work activities, producing simple word processed documents, using business technology and creating and using spreadsheets.

Career opportunities: Completion of Certificate II in Business will assist you in pursuing a career in a business or related environments through vocational or higher education pathways. Potential occupations may include administration or clerical assistant, data entry operator, office junior or receptionist. This qualification reflects the role of individuals who perform a range of many routine tasks using limited practical skills and fundamental operational knowledge in a defined context, working under direct supervision.
CHEMISTRY

STUDY SUMMARY

Please Note: This study summary comprises excerpts from the VCE Chemistry Study Design. The summary is not a substitute for the VCE Study Design. Users are advised to consult the VCAA website (http://www.vcaa.vic.edu.au/vce/studies/chemistry/chemindex.html) to view the accredited Study Design and other resources.

Scope of study
Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes. VCE Chemistry enables students to explore key processes related to matter and its behaviour. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society. Students examine classical and contemporary research, models and theories to understand how knowledge in chemistry has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of chemistry leads students to appreciate the interconnectedness of the content areas both within chemistry, and across chemistry and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory, knowledge and practice. In VCE Chemistry inquiry methodologies can include laboratory experimentation, modelling, site tours, fieldwork, local and remote data-logging, simulations, animations, literature reviews and the use of global databases. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate hypotheses and collect, analyse and critically interpret qualitative and quantitative data. Students analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. They investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. Knowledge of the safety considerations, including use of safety data sheets, and ethical standards associated with chemical investigations is integral to the study of VCE Chemistry.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

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

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.
**Aims**
This study enables students to:

- apply models, theories and concepts to describe, explain, analyse and make predictions about chemical phenomena, systems, structures and properties, and the factors that can affect them
- understand and use the language and methodologies of chemistry to solve qualitative and quantitative problems in familiar and unfamiliar contexts and more broadly to:
- understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
- develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
- develop an informed perspective on contemporary science-based issues of local and global significance
- apply their scientific understanding to familiar and unfamiliar situations including personal, social, environmental and technological contexts
- develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
- understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data
- communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

**Structure**
The study is made up of four units:
Unit 1: How can the diversity of materials be explained?
Unit 2: What makes water such a unique chemical?
Unit 3: How can chemical processes be designed to optimise efficiency?
Unit 4: How are organic compounds categorised, analysed and used?
The VCE VET Community Services program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in the community services sector.

What qualification/s will I receive?
The VCE VET Community Services program enables you to receive the Certificate II in Community Services Work and a statement of attainment of selected units of competency from Certificate III in Community Services Work and Certificate III in Children’s Services. These nationally recognised qualifications are drawn from the CHC33015 Community Services Training Package and are issued by a Registered Training Organisation (RTO).

What will I learn?
The VCE VET Community Services program offers you the opportunity to learn about the community services sector and explore specific contexts of work. Skills will be developed in communication, information provision and processing, administration support, networking and group support. Units 3 and 4 of the program offers scored assessment and incorporate units such as working effectively in the leisure and health industry and operating under a casework framework, with effective units from Children’s Services or Community Services Work. There are many volunteering opportunities available whilst undertaking these certificates.

What credit will I receive towards my VCE or VCAL?
VCE: you will be eligible for up to five units towards your VCE: three units at Units 1 and 2 level and a Units 3 and 4 sequence. A study score is available for this program, which can contribute directly towards your ATAR – either as one of your best four studies (the primary four) or as your fifth or sixth study.

VCAL: you will be eligible for up to five credits towards your VCAL – at the Foundation, Intermediate or Senior levels.

What career and/or employment opportunities will I have?
The VCE VET Community Services program will assist you in pursuing a career in the community services sector, in areas such as child care, aged care, home and community care, alcohol and other drugs work, disability work, social housing or mental health work. With additional training and experience, future employment opportunities may include a community health worker, counsellor, school support worker, case manager. Pathways are also available from this qualification into health sector qualifications such as allied health assistance and nursing. Further study through vocational or higher education can lead to employment in areas such as social work and education.

Further information:
DANCE

FOR CURRENT STUDENTS IN 2012

Certificate II in Dance is a state accredited curriculum which offers students the opportunity to develop knowledge and skills in a variety of dance routine roles. The VCE VET Dance program can be delivered through a wide variety of dance styles including ballet, funk, hip hop, tap, social dance and cultural dance styles. Students will learn the fundamental skills in a range of dance disciplines and a pathway to further education and training in the entertainment industry.

What qualification will I receive?
The VCE VET Dance program enables you to receive the 2178/VC Certificate II in Dance. The qualification is issued by a Registered Training Organisation (RTO).

What will I learn?
Certificate II in Dance will provide you with the technical and performance skills to begin the process of establishing a career in the entertainment industry. You will learn the necessary knowledge and skills to be able to participate in a variety of dance routines. Units 1 and 2 of the program include developing basic levels of physical condition for dance performance and basic dance techniques, sourcing information on the history and theory of dance and applying it to an area of work. Units 3 and 4 offer assessed assessment and incorporates units such as sourcing and applying entertainment industry knowledge, preparing for a dance performance, refining basic dance techniques and applying basic dance techniques for performances.

What credit will I receive towards my VCE or VCAL?
VCE: you will be eligible for up to four units towards your VCE, two units at Units 1 and 2 level and a Units 3 and 4 sequence. A study score is available for this program, which can contribute directly towards your ATAR – either as one of your best four subjects (the primary four) or as your fifth or sixth study.
VCAL: you will be eligible for up to four credits towards your VCAL – at the Foundation, Intermediate or Senior levels.

What career and/or employment opportunities will I have?
Completion of Certificate II in Dance will provide you with the technical and performance skills, knowledge and attitudes to begin the process of establishing a career within the dance or entertainment industry. With additional training and experience, future employment opportunities may include dancer, performer, choreographer.

Further information:
Please Note: This study summary comprises excerpts from the VCE Drama Study Design. The summary is not a substitute for the VCE Study Design. Users are advised to consult the VCAA website (http://www.vcaa.vic.edu.au/vce/studies/drama/dramaindex.html) to view the full accredited Study Design and other resources.

Rationale
The study of Drama focuses on the creation and performance of characters, narratives and stories. Students draw on a range of content and use role and expressive skills to create, embody and present dramatic works. They analyse the development of their performances and explore the actor–audience relationship. Students develop an understanding of dramatic elements, stagecraft and theatrical conventions appropriate to performance styles from a range of cultural contexts. They view and analyse performances by professional and other drama practitioners.

The study provides students with opportunities to explore the ways in which drama represents social, political, and historical contexts, narratives and stories. Students develop an understanding of the language of drama including terminology and expressions appropriate to the context of the drama that students create, perform and analyse. Students develop an appreciation of drama as an art form through participation, criticism and aesthetic understanding.

The study of drama provides students with pathways to further studies in fields such as acting, direction, playwriting, production design, production management and studies in drama criticism.

Structure
The study is made up of four units:

- Unit 1: Dramatic storytelling
- Unit 2: Creating Australian drama
- Unit 3: Ensemble performance
- Unit 4: Solo performance

Each unit contains between two and four areas of study.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.
Unit 1: Dramatic storytelling

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories.

Students examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulate expressive skills in the creation and presentation of characters. They develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts.

This unit also involves analysis of a student’s own performance work and analysis of a performance by professional and other drama practitioners.

In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism. Descriptions of the terms such as naturalism, non-naturalism and stimulus material, dramatic elements, stagecraft, theatrical conventions, expressive skills and performance styles are provided in the Glossary on pages 35 to 37 of the study design.

Unit 2: Creating Australian drama

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context.

Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Theatrical conventions appropriate to the selected performance styles are also explored. Students knowledge of how dramatic elements are enhanced or manipulated through performance is further developed in this unit.

This unit also involves analysis of a student’s own performance work as well as the performance of an Australian work. An Australian work might:

- be written, adapted or devised by Australian writers or theatre-makers;
- reflect aspects of the Australian identity, for example the indigenous voice, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, the urban and bush perspectives.

In this unit, students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism.

Descriptions of the terms such as naturalism, non-naturalism and stimulus material, dramatic elements, stagecraft, theatrical conventions, expressive skills and performance styles are provided in the Glossary on pages 35 to 37 of the study design.

Unit 3: Ensemble performance

This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

A professional performance that incorporates non-naturalistic performance style/s and production elements selected from the prescribed VCE Unit 3 Drama Playlist published annually in the VCAA Bulletin will also be analysed.
Descriptions of terms such as naturalism, non-naturalism, stimulus material, dramatic elements, stagecraft, theatrical conventions, expressive skills and performance styles are provided in the Glossary on pages 35 to 37 of the study design.

**Unit 4: Solo performance**

This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

**Prescribed structure for solo performance**

Students will select one solo performance from the Drama Solo Performance Examination list published annually in the VCAA Bulletin.

Descriptions of terms such as naturalism, non-naturalism, stimulus material, dramatic elements, stagecraft, theatrical conventions, expressive skills and performance styles are provided in the Glossary on pages 35 to 37 of the study design.

**Assessment**

**Satisfactory Completion**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

**Levels of Achievement**

**Units 1 and 2**

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

**Units 3 and 4**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Drama students’ level of achievement will be determined by School-assessed Coursework, an end-of-year performance examination and an end-of-year written examination. Percentage contributions to the study score in VCE Drama are as follows:

- Units 3 and 4 School-assessed Coursework: 40 per cent
- End-of-year performance examination: 35 per cent
- End-of-year written examination: 25 per cent.
ENGINEERING

STUDY SUMMARY
VCE VET

Certificate II in Engineering is a state accredited curriculum which provides pre-employment training and pathways in the engineering, manufacturing or other related industries. The VCE VET Engineering program enables students to gain recognised credentials and to make informed choices of vocation or career path.

What qualification will I receive?

The VCE VET Engineering program enables you to receive the 22019VIC Certificate II in Engineering Studies. This qualification is issued by a Registered Training Organisation (RTO).

What will I learn?

Certificate II in Engineering Studies will provide you with the skills and knowledge to undertake an apprenticeship in the engineering trades or provide you with a foundation for professional engineering roles. Units 1 and 2 cover areas in basic machine processing, fabrication techniques, using power tools and using computers for engineering related work activities. Depending on the electives chosen, Units 3 and 4 offers scored assessment and incorporates units such as producing basic engineering sketches and drawings, handling engineering materials and assembling and testing electronic engineering equipment and making it operational.

What credit will I receive towards my VCE or VCAL?

VCE: you will be eligible for up to four units towards your VCE: two units at Levels 1 and 2, and a Units 3 and 4 sequence. A study score is available for this program, which can contribute directly towards your ATAR – either as one of your best four studies (the primary four) or as your fifth or sixth study.

VCAL: you will be eligible for up to four credits towards your VCAL – at the Foundation, Intermediate or Senior levels.

What career and/or employment opportunities will I have?

Certificate II in Engineering Studies will assist you in pursuing a career in the engineering, manufacturing or related industries through vocational or higher education pathways. Apprenticeships and traineeships can lead into a range of careers into roles in design, manufacture, installation and repair of a wide range of products. As a qualified tradesperson, occupations may include boiler maker; welder; tool/die maker; hydraulics/oil/wiring/machinery technician; drafter/draftsperson; mechanical fitter. This qualification also provides a pathway into para professional careers in the engineering industry such as a Mechanical Engineer, Electrical Engineer and Surveyor.

Further information:

ENGLISH/ EAL (ENGLISH AS AN ADDITIONAL LANGUAGE)

STUDY SUMMARY

Please Note: This study summary includes excerpts from the VCE English/EAL Study Design. The summary is not a substitute for the VCE Study Design. Users are advised to view the full accredited study design and other resources on the VCAA website.

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Rationale

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Aims

This study enables students to:
* extend their English language skills through thinking, listening, speaking, reading, viewing and writing
* enhance their understanding, enjoyment and appreciation of the English language in its written, spoken and multimodal forms
* analyse and discuss a range of texts from different periods, styles, genres and contexts
* understand how culture, values and context underpin the construction of texts and how this can affect meaning and interpretation
* understand how ideas are presented by analysing form, purpose, context, structure and language
* analyse their own and others’ texts, and make relevant connections to themselves, their community and the world
* convey ideas, feelings, observations and information effectively in written, spoken and multimodal forms to a range of audiences
* recognise the role of language in thinking and expression of ideas
* demonstrate in the creation of their own written, spoken and multimodal texts an ability to make informed choices about the construction of texts in relation to purpose, audience and context
* think critically about the ideas and arguments of others and the use of language to persuade and influence audiences
* extend their use of the conventions of Standard Australian English with assurance, precision, vitality and confidence in a variety of contexts, including for further study, the work place and their own needs and interests
* extend their competence in planning, creating, reviewing and editing their texts for precision and clarity, tone and stylistic effect.
ENVIRONMENTAL SCIENCE

STUDY SUMMARY

Scope of study
Environmental science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems.

In VCE Environmental Science, Earth is understood as a set of four interdependent systems: the atmosphere, biosphere, hydrosphere and lithosphere. The study explores how the relationships between these systems produce environmental change over a variety of time scales. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change; they explore the conceptual, behavioural, ethical and technological responses to these changes. Students examine data related to environmental monitoring over various time scales, case studies, research, models, frameworks and theories to understand how knowledge in environmental science has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of environmental science leads students to appreciate the interconnectedness of the content areas both within environmental science, and across environmental science and the other sciences. Students recognize that diverse practical implementation approaches can result from varied value systems and beliefs. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory, knowledge and practice. They work collaboratively as well as independently on a range of tasks.

In VCE Environmental Science inquiry methodologies can include laboratory investigations, fieldwork which may also involve use of technologies and sampling techniques, examination of case studies, simulations, animations, literature reviews and the use of local and global databases. Students pose questions, formulate hypotheses and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. Knowledge of the safety considerations and ethical standards associated with environmental science investigations is integral to the study of VCE Environmental Science. As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Rationale
VCE Environmental Science enables students to explore the challenges that past and current human interactions with the environment presents for the future by considering how Earth’s atmosphere, biosphere, hydrosphere and lithosphere function as interrelated systems. In undertaking this study, students examine how environmental actions affect, and are affected by, ethical, social and political frameworks.

In VCE Environmental Science 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 issues related to environmental science, and communicate their views from an informed position.

VCE Environmental Science provides for continuing study pathways within the field and leads to a range of careers. Diverse areas of employment range from design, including landscape or building architecture, engineering and urban planning, environmental consultancy and advocacy, which may involve employment in air, water and/or soil quality monitoring and control, agriculture, construction, mining and property management and water quality engineering. Environmental scientists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, geology and oceanography.
Aims
This study enables students to:
• examine Earth as a dynamic and complex set of four interacting systems (atmosphere, biosphere, hydrosphere and lithosphere) that undergo change over various time scales and that affect, and are affected by, human activities
• develop knowledge and understanding of key models, concepts and principles of environmental science that reflect the contemporary nature and diversity of the disciplines involved, and that integrate scientific, economic, sociocultural and political perspectives and more broadly to:
• understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human
deed, including its possibilities, limitations and political and sociocultural influences
• develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
• develop an informed perspective on contemporary science-based issues of local and global significance
• apply their scientific understanding to familiar and to unfamiliar situations, including personal, social, environmental and technological contexts
• develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention
to detail and respect for evidence-based conclusions
• understand and apply the research, ethical and safety principles that govern the study and practice of
discipline in the collection, analysis, critical evaluation and reporting of data
• communicate clearly and accurately an understanding of the discipline using appropriate
terminology, conventions and formats.

Structure
The study is made up of four units:
Unit 1: How are Earth’s systems connected?
Unit 2: How can pollution be managed?
Unit 3: How can biodiversity and development be sustained?
Unit 4: How can the impacts of human energy use be reduced?
Certificate II in Equine Industry is state accredited curriculum which provides access to direct employment opportunities in the equine or equine related industries, principally as stable or stud hand or as an assistant. The VCE VET Equine industry program enables students to gain recognised credentials and to make an informed choice of their vocation or career path.

**What qualification will I receive?**

The VCE VET Equine Industry program enables you to receive the 21908VIC Certificate II in Equine Industry. This qualification is issued by a Registered Training Organisation (RTO).

**What will I learn?**

Certificate II in Equine Industry is an introductory course that prepares you for work in the equine industry. Units 1 and 2 cover units such as working in an equine organisation, safe handling and daily care of horses and developing a career path in the equine industry. Elective units include horse riding and driving, preparing horses for competition, assisting in the conduct of an equine industry event, caring for mares and foals and providing advice on equine products. Units 3 and 4 offers scored assessment and incorporates units such as horse observation, responding to equine injury and disease, equine anatomy and physiology and determining nutritional requirements for horse.

**What credit will I receive towards my VCE or VCAL?**

**VCE:** you will be eligible for up to five units towards your VCE: three units at Units 1 and 2 level, and a Units 3 and 4 sequence. A study score is available for this program, which can contribute directly towards your ATAR — either as one of your best four studies (the primary four) or as your fifth or sixth study.

**VCAL:** you will be eligible for up to five credits towards your VCAL — at the Foundation, intermediate or senior levels.

**What career and/or employment opportunities will I have?**

Certificate II in Equine Industry will assist you in pursuing a career in the equine or equine related industries through vocational or higher education pathways. Employment opportunities exist in areas such as horse breeding, racing, mounted police, veterinary nursing, biological science, retail and coaching. With additional training and experience, future employment opportunities may include animal attendant, stable or stud hand, groomer, horse breeder, harness/thoroughbred trainer, track rider.

**Further information:**

FOOD STUDIES

FOOD STUDIES (REPLACES FOOD AND TECHNOLOGY)

STUDY SUMMARY

Please Note: This study summary includes excerpts from the VCE Food and Technology Study Design. The summary is not a substitute for the VCE Study Design. Users are advised to consult the VCAA website (http://www.vcaa.vic.edu.au/vce/studies/foodtech/foodtechindex.html) to view the full accredited Study Design and other resources.

Scope of study
VCE 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. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today’s complex architecture of influences and choices. 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.

Rationale
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.

VCE 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.

Aims
This study enables students to:
• develop as informed, discerning and capable food citizens
• build practical food skills in the planning, preparation, evaluation and enjoyment of food, including the principles and practices that ensure the safety of food
• apply principles of nutrition, food science and sensory evaluation to food planning and preparation
* extend understanding of food origins, cultures, customs and behaviours
* understand global and local systems of food production, distribution and governance
* develop awareness of a diverse range of influences on food choice
* research and discuss issues relating to economic, environmental and ethical dimensions of our food system
* analyse and draw evidence-based conclusions in response to food information, food advertising and current food trends.

**Structure**

The study is made up of four units.

Unit 1: Food origins
Unit 2: Food makers
Unit 3: Food in daily life
Unit 4: Food issues, challenges and futures

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**FRENCH**

**STUDY SUMMARY**

**LOTE French**

**Rationale**

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, 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.

The ability to communicate in another language, in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts, commerce, technology, science, education etc.

**Structure**

The study is made up of four units, each involving at least 50 hours of scheduled classroom instruction.

**Outcomes**

*Outcomes* define what students will know and be able to do as a result of undertaking the study. *Outcomes* include a summary statement and the key knowledge and skills that underpin them. Only the summary statements of the outcomes have been reproduced below and must be read in conjunction with the key knowledge and skills published in each language study design.

Students demonstrate the achievement of the outcomes based on progressive development of skills in listening, speaking, reading and writing through activities and tasks organised around the areas of study. The areas of study in Units 1–4 focus on the areas of study for language, which are made up of the themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study and are published in the study design. They are tailored to the specific qualities of the language being studied.

**Unit 1**

The three outcomes for Unit 1 are:

**Outcome 1**

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

**Outcome 2**

On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.
Outcome 3
On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

Unit 2
The three outcomes for Unit 2 are:

Outcome 1
On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Outcome 2
On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Outcome 3
On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

Unit 3
The three outcomes for Unit 3 are:

Outcome 1
On completion of this unit the student should be able to express ideas through the production of original texts.

Outcome 2
On completion of this unit the student should be able to analyse and use information from spoken texts.

Outcome 3
On completion of this unit the student should be able to exchange information, opinions and experiences.

Unit 4
The two outcomes for Unit 4 are:

Outcome 1
On completion of this unit the student should be able to analyse and use information from written texts.

Outcome 2
On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities.

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

Assessment

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

Levels of Achievement

Unit 1 and 2
Individual school decision on levels of achievement.

Unit 3 and 4
School-assessed coursework and end-of-year examinations:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations*: oral component 12.5 per cent
  written component 37.5 per cent

*A single grade is awarded
STUDY SUMMARY

VCE VET

This subject will be taught by Frankston High School staff and offers a contribution to the VCE ATAR in the form of a ‘Study Score’.

The VCE VET Furnishing program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications prepare students for further training or work in a range of furnishing industries, such as cabinet making, wood machining, polishing, upholstery and picture framing.

What qualifications will I receive?
The VCE VET Furnishing program enables you to receive the Certificate II in Furniture Making and a statement of attainment of selected units of competency from Certificate III in Furniture Making. These nationally recognised qualifications are issued by a Registered Training Organisation (RTO).

What will I learn?
The VCE VET Furnishing program provides you with the knowledge and skills to enhance your employment prospects in the furnishing industry. The qualifications within this program will develop your knowledge of timber and other furnishing materials, plus provide you with the ability to read plans while working on a range of projects. Units 1 and 2 include constructing a basic timber furnishing product, preparing surfaces for finishing and communicating in the workplace. Effective units include selecting and applying hardware, applying sheet laminates by hand and applying manufactured board conversion techniques. Units 3 and 4 offer scored assessment and incorporate units such as assembling furnishing components, using hand and power tools and constructing furniture using leg and rail method.

What credits will I receive towards my VCE or VCAL?
VCE: you will be eligible for up to five units towards your VCE: three units at Units 1 and 2 level and a Units 3 and 4 sequence. A study score is available for this program, which can contribute directly towards your ATAR – either as one of your best four subjects (the primary four) or as your fifth or sixth study.

VCAL: you will be eligible for up to five credits towards your VCAL – at the Foundation, Intermediate or Senior levels.

What career and/or employment opportunities will I have?
Certificate II in Furnishing will assist you in pursuing a career in the furnishing industry through vocational or higher education pathways. Apprenticeships and traineeships exist in the furniture industry in areas such as cabinet making, upholstery, polishing, soft furnishing, picture framing, floor finishing and covering. As a qualified tradesperson, you can be employed in occupations such as furniture/cabinet maker, picture framer, wood machinist, kitchen fitter. Higher education pathways can lead to employment opportunities in positions such as production manager and furniture designer.

Further information:
GEOGRAPHY

STUDY SUMMARY

Please Note: This study summary includes excerpts from the VCE Geography Study Design. The summary is not a substitute for the VCE Study Design. Users are advised to view the full accredited study design and other resources on the VCAA website.

Scope of study

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

Students explore these questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

Ten key geographic concepts underpin the study – place, scale, distance, distribution, movement, region, process, change, spatial association and sustainability. These concepts are used in the exploration of each area of study to assist in the observation, description, interpretation and analysis and explanation of geographic phenomena.

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.

Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images.

Structure

The study is made up of four units:
Unit 1: Hazards and disasters
Unit 2: Tourism
Unit 3: Changing the land
Unit 4: Human population – trends and issues
Each unit contains two areas of study.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.
Unit 1: Hazards and disasters
Area of study 1: Characteristics of hazards
In this area of study students examine hazards and hazard events before engaging in a study of at least two specific hazards at a range of scales. They study one from at least two different types of hazards from the list provided, for example, coastal hazards and an alien animal invasion, or floods and oil spills. The selection of hazards should allow students to use visual representation and topographical maps at various scales and undertake fieldwork.

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.
The study of tourism at local, regional and global scales emphasises the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

Unit 3: Changing the land
This unit focuses on two investigations of geographical change: change to land cover and change to land use.
Students investigate three major processes that are changing land cover in many regions of the world. Students investigate the distribution and causes of these three processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided.

Unit 4: Human population – trends and issues
In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.
Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions.

Assessment
Satisfactory completion
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

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

Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Geography students’ level of achievement will be determined by School-assessed Coursework tasks and an external examination.

Percentage contributions to the study score in VCE Geography are as follows:
- School-assessed Coursework Unit 3: 25 per cent
- School-assessed Coursework Unit 4: 25 per cent
- End-of-year examination: 50 per cent
HEALTH SERVICES ASSISTANCE

Please see www.fhscareers.com for FHS VETis Guide or Mrs Carolyn McIver VET Co-ordinator for more details

HEALTH AND HUMAN DEVELOPMENT

STUDY SUMMARY

HEALTH AND HUMAN DEVELOPMENT

Please Note: This study summary comprises excerpts from the VCE Health and Human Development Study Design. The summary is not a substitute for the VCE Study Design. Users are advised to consult the VCAA website (http://www.vcaa.vic.edu.au/vce/studies/healthnhuman/healthumindex.html) to view the full accredited Study Design and other resources.

Rationale
Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health as being created in the settings where people live and work. This social view of health recognises the need for personal skills development, the importance of empowering communities to take action to promote health, the creation of social and physical environments that are supportive of health and development, an awareness of the impacts on health of public policies and the need for health services to be oriented towards health promotion and the prevention of ill health.

The VCE Health and Human Development study approaches the concept of ‘development’ as a continuum, that begins with individual human development in Units 1 and 2 and progresses towards human development at a societal level in Unit 4. In Units 1 and 2 the study of human development is about individual change, that is a continuous lifelong process that begins at conception and continues until death. Individual human developmental changes are cumulative; development that occurs in the future is dependent upon development occurring in the past. Unit 4 takes a global perspective on health and human development and uses definitions of human development that are consistent with approaches taken by both the World Health Organization (WHO) and the United Nations (UN). In Unit 4 human development is about expanding people’s choices and enhancing capabilities (the range of things people can be and do) and their freedoms; enabling people to live full, productive and creative lives; having access to knowledge, health and a decent standard of living; and participating in the life of their community and decisions affecting their lives (adapted from the United Nations Development Programme, 1990).

The study of Health and Human Development is based on the premise that health and human development needs to be promoted at an individual level, and within group and community settings at national and international levels, to maximise global development potential. This underpins the structure of the four units of Health and Human Development. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

Structure
The study is made up of four units:
Unit 1: The health and development of Australia’s youth
Unit 2: Individual human development and health issues
Unit 3: Australia’s health
Unit 4: Global health and human development
Each unit contains between two and four areas of study.
Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Unit 1: The health and development of Australia’s youth

In this unit students are introduced to the concepts of health and individual human development. The World Health Organization (WHO) defines health as ‘a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity’ (World Health Organization, 1946). The WHO’s definition is still widely used today, despite the identification of a number of limitations. Individual human development is a lifelong continuous process beginning at conception and ending with death and is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual.

This unit focuses on the health and individual human development of Australia’s youth. For the purposes of this study, ‘youth’ is defined as twelve to eighteen years of age; however, it should be acknowledged that some agencies may use differing age classifications for the stage of youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition for the provision of energy and growth as well as food behaviours and their impact on youth health and individual human development.

The health status of Australia’s youth is good and continues to improve as demonstrated by reductions in morbidity and mortality from communicable diseases, chronic diseases, suicide, motor vehicle accidents and other injuries. However, Australia’s youth still experiences a range of health issues that impact on both their immediate and longer term health and individual human development.

In this unit students identify issues that impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

Unit 2: Individual human development and health issues

Individual human development is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development. This unit focuses on the lifespan stages of childhood and adulthood.

Health and development during childhood has been identified as having a significant impact on both health and development throughout the rest of the lifespan. There are many determinants of health and development of Australia’s children; however, social environments such as the family and community are crucial, as children develop through their relationships with others.

The lifespan stage of adulthood represents a period of great diversity. The period of adulthood commonly spans a time frame of over sixty years. The health and individual human development of this group can vary considerably and is influenced by a range of determinants, which include biological and behavioural factors, as well as physical and social environments.

The study of health is constantly changing with many emerging issues that have impacts on Australia’s health and development. An ageing population, new advances in technology, use of alternative health services, the impact of environmental change and acknowledgement of human rights and ethics are all issues that governments and communities need to consider in planning for the future of the health system.

Unit 3: Australia’s health

Australians generally enjoy good health and are among the healthiest people in the world when compared to other developed countries. The health status of Australians can be measured in many ways, such as consideration of burden of disease, health adjusted life expectancy, disability adjusted life years (DALYs), life expectancy, under-five mortality rate, mortality and morbidity rates, incidence and prevalence of disease. Despite Australia’s good health status, there is still potential for improvements. The National Health Priority Areas (NHPAs) initiative provides a national approach that aims to improve health status in the areas that contribute most of the burden of disease in Australia. Regardless of how health is measured, health is not shared equally by all Australians.
Different levels of health are experienced by different groups, which can be attributed to biological, behavioural and social determinants of health. Funding for the Australian health system involves a combination of both government and non-government sources. The Australian Government makes a significant contribution to the health system through the funding of Medicare. Both government and non-government organisations play an important role in the implementation of a range of initiatives designed to promote health in Australia.

**Unit 4: Global health and human development**

This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. It is about expanding people’s choices and enhancing capabilities (the range of things people can be and do), having access to knowledge, health and a decent standard of living, and participating in the life of their community and decisions affecting their lives (adapted from the United Nations Development Programme, 1990). ‘Sustainability refers to meeting the needs of the present without compromising the ability of future generations to meet their own needs’ (United Nations, 1992).

The United Nations (UN) human development work is encapsulated in the Millennium Development Goals, where the world’s countries have agreed to a set of measurable goals and targets for combating poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women. A significant focus of the Millennium Development Goals is reducing the inequalities that result in poor health and lead to inequalities in health status and human development.

The World Health Organization (WHO) is the directing and coordinating authority for international health within the United Nations. Both the WHO and the UN have a range of strategies aimed at reducing global burdens of disease and promoting human development through the achievement of the Millennium Development Goals. The Australian Agency for International Development (AusAID) manages the Australian Government’s overseas aid program. AusAID aims to reduce poverty in developing countries and improve human development, with a focus on assisting developing countries to achieve the Millennium Development Goals. Non-government organisations also play a role in promoting sustainable human development.

**Assessment**

**Satisfactory Completion**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

**Levels of Achievement**

**Units 1 and 2**

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

**Units 3 and 4**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Health and Human Development students’ level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

Percentage contributions to the study score in VCE Health and Human Development are as follows:

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

Unit 1: Twentieth century history 1918 –1939
In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939. The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Unit 2: Twentieth century history 1945 –2000
In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

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. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror. In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order. In developing a course, teachers select two revolutions to be studied from the following, one for Unit 3 and one for Unit 4:
• The American Revolution of 1776.
• The French Revolution of 1789.
• The Russian Revolution of October 1917.
• The Chinese Revolution of 1949.

Please note that at Frankston High School the selection made is Russian Revolution of October 1917 and The Chinese Revolution of 1949.

For the two selected revolutions, both areas of study must be undertaken. Students are expected to demonstrate a progression from Unit 3 to Unit 4 in historical understanding and skills.

**Russia**

• the events and other conditions that contributed to the outbreak of revolution, including tensions in Tsarist Russia, the formation of the Mensheviks and Bolsheviks, the Russo-Japanese War, Bloody Sunday, the role of the Dumas, World War One, the February Revolution, the effectiveness of the Provisional Government, The Dual Authority, Lenin’s return and his April Theses, the July Days, the Kornilov Affair and the events of October 1917
  • the ideas that played a significant role in challenging the existing order, including Nationalism, Liberal reformism, Revolutionary Populism, Marxism and Marxist-Leninism
  • the role of individuals, including Tsar Nicholas II and Tsarina Alexandra, Count Witte, Pyotr Stolypin, Grigori Rasputin, Alexander Kerensky, Lenin and Trotsky
  • the contribution of popular movements in mobilising society and challenging the existing order, including workers’ protests and peasants’ uprisings, soldier and sailor mutinies, and challenges by the Socialist Revolutionaries, Bolsheviks and Mensheviks (SDs), Octoberists and Kadets.

**China**

• the events and other conditions that contributed to the outbreak of revolution, including the economic and social inequalities, challenges to the early Republican era, Warlordism, the First United Front, the Northern Expedition, the Shanghai Massacre, the establishment of the Jiangxi Soviet (Kiangsi Soviet), successes and limitations of the Nationalist Decade, The Long March, the Japanese occupation of Manchuria and the SinoJapanese War, the Yan’an Soviet (Yenan), the Second United Front, and the Civil War
  • the ideas that played a significant role in challenging the existing order, including Marxist-Leninism, Sun Yixian’s (Sun Yat-sen’s) ‘Three Principles of the People’, Nationalism, Chinese Communism and Mao Zedong Thought (Maoism)
  • the role of individuals, including Yuan Shikai (Yuan Shih-k’ai), Sun Yixian (Sun Yat-sen), Jiang Jieshi (Chiang Kai-shek), Mao Zedong (Mao Tse-tung), Zhu De (Chu Te), and Zhou Enlai (Chou En-lai)
  • the contribution of popular movements in mobilising society and challenging the existing order, including the New Culture Movement and the May 4th Movement, the New Life Movement, actions of the Red Army, actions of the Goumindang (Kuomintang) and the Chinese Communist Party.
The VCE VET Hospitality program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the knowledge and skills to prepare them for a diverse range of occupations in the hospitality industry including commercial cookery, catering and food and beverage service.

What qualification/s will I receive?

The VCE VET Hospitality program/s enables you to receive one or more of the following nationally recognised qualifications:

- Program 1: Certificate II in Hospitality and selected units of competency from Certificate III in Hospitality
- Program 2: Certificate II in Hospitality (Kitchen Operations).

These qualifications are drawn from the ST077 Tourism, Hospitality and Events Training Package and are issued by a Registered Training Organisation (RTO).

What will I learn and what career opportunities will I have?

Program 1: Certificate II in Hospitality and selected units of competency from Certificate III in Hospitality

VCE credit: you will be eligible for up to five units towards your VCE: three units at Units 1 and 2 level, and a Units 3 and 4 sequence. A study score is available for this program which can contribute directly towards your ATAR – either as one of your best four studies (the primary four) or as your fifth or such study.

VCAL credit: you will be eligible for up to five credits towards your VCAL – at the Foundation, Intermediate or Senior levels.

Description: Certificate II in Hospitality provides you with the necessary training and skills for the achievement of competency in food and beverage service. Depending on the electives chosen, Units 1 and 2 include developing and updating hospitality industry knowledge, serving food and beverage to customers, organising and preparing food, providing visitor information and workplace hygiene. Units 3 and 4 offers scored assessment and incorporates units such as providing food and beverage service, preparing and serving non-alcoholic beverages, responsible service of alcohol and preparing and serving espresso coffee.

Career opportunities: Completing Program 1 of VCE VET Hospitality will assist you in pursuing a career in the hospitality industry through vocational and higher education pathways. Employment opportunities exist in a variety of roles such as a food and beverage attendant, bar/bottle shop attendant, catering assistant, waiter or barista. With additional training and experience, future employment opportunities may include restaurant manager, sommelier and maitre d’. Work would be undertaken in various hospitality settings in a front of house role, including restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.
STUDY SUMMARY

Scope of study
VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions. VCE Computing is underpinned by four key concepts: approaches to problem solving, data and information, digital systems and interactions and impact. Together these form the conceptual framework of the study and the organising elements for its key knowledge.

An important component of the study is the opportunity for students to develop social capital, that is, the shared understanding in social networks that enable cooperation and a cooperative approach to problem solving. VCE Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently and effectively when creating digital solutions both individually and as part of a network. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students are equipped to orient themselves towards the future, with an awareness of the technical and societal implications of digital systems.

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

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

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

Aims
This study enables students to:
• apply skills, techniques, processes and a methodology to create digital solutions that meet a range of needs and conditions
• understand how data can be represented in digital systems and structured and manipulated to become part of a digital solution
• become independent and discerning users of digital systems, able to critically appraise the opportunities and appropriateness of different digital systems in a range of settings
• understand the components of information systems and the architecture of the associated digital systems
• understand how digital systems, processes, legislation and personal behaviours can affect the integrity and security of data and information
• apply computational, design and systems thinking skills when creating digital solutions.

Structure
The study is made up of six units:
Unit 1: Computing
Unit 2: Computing
Unit 3: Informatics
Unit 4: Informatics
Unit 3: Software development
Unit 4: Software development

Note: students may elect to undertake one or both of these Units 3 and 4 sequences. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.
Certificate II in Integrated Technologies is a state-accredited curriculum which offers students vocational training in the electrotechnology industry. The VCE VET Integrated Technologies program provides students with the knowledge and skills required to further their studies or career in related industries, which encompass units in electrotechnology, telecommunications, information technology and security systems.

What qualification will I receive?

The VCE VET Integrated Technologies program enables you to receive the 22371VIC Certificate II in Integrated Technologies. The qualification is issued by a Registered Training Organisation (RTO).

What will I learn?

VCE VET Integrated Technologies will provide you with the skills and knowledge to enhance your employment prospects through an apprenticeship or traineeship in a range of industry areas including automotive, electrical, electronics, information technology and telecommunications. Units 1 and 2 of the program include compulsory units such as carrying out routine work activities as well as undertaking a shared technology project. Elective units focus on computer systems, wireless communications, energy generation, robotics and embedded controllers, fibre optics, telecommunications and security systems. Units 3 and 4 offer scored assessment and the opportunity for you to apply your skills and knowledge to a range of electrotechnology work activities. Further units are also included and are selected from the elective stream of your choice.

What credit will I receive towards my VCE or VCAL?

VCE: You will be eligible for up to four units towards your VCE two units at Units 1 and 2 level and a Units 3 and 4 sequence. A study score is available for this program, which can contribute directly towards your ATAR—either as one of your best four studies (the primary four) or as your fifth or sixth study.

VCAL: You will be eligible for up to four credits towards your VCAL— at the Foundation, Intermediate or Senior levels.

What career and/or employment opportunities will I have?

Certificate II in Integrated Technologies will assist you in pursuing a career in the electrotechnology industry through vocational or higher education pathways. Skill areas within the industry include the use and management of computer networks, manipulation of wireless communications, ability to analyze the amounts of data collected by smart devices and closer involvement in electricity generation. With additional training and experience, future employment opportunities may include electronics technician, computer assembler, data communications technician. Higher education pathways can lead to employment opportunities such as an Electrical Engineer, Robotics Engineer, Computer Systems Engineer.

Further Information:

JAPANESE SECOND LANGUAGE

STUDY SUMMARY
LOTE Japanese Second Language

Rationale
The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, 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.

The ability to communicate in another language, in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts, commerce, technology, science, education etc.

Structure
The study is made up of four units, each involving at least 50 hours of scheduled classroom instruction.

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study.

Outcomes include a summary statement and the key knowledge and skills that underpin them. Only the summary statements of the outcomes have been reproduced below and must be read in conjunction with the key knowledge and skills published in each language study design.

Students demonstrate the achievement of the outcomes based on progressive development of skills in listening, speaking, reading and writing through activities and tasks organised around the areas of study. The areas of study in Units 1–4 focus on the areas of study for language, which are made up of the themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study and are published in the study design. They are tailored to the specific qualities of the language being studied.

Unit 1
The three outcomes for Unit 1 are:

Outcome 1
On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Outcome 2
On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

Outcome 3
On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

Unit 2
The three outcomes for Unit 2 are:

Outcome 1
On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.
Outcome 2
On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Outcome 3
On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

Unit 3
The three outcomes for Unit 3 are:

Outcome 1
On completion of this unit the student should be able to express ideas through the production of original texts.

Outcome 2
On completion of this unit the student should be able to analyse and use information from spoken texts.

Outcome 3
On completion of this unit the student should be able to exchange information, opinions and experiences.

Unit 4
The two outcomes for Unit 4 are:

Outcome 1
On completion of this unit the student should be able to analyse and use information from written texts.

Outcome 2
On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese-speaking communities.

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

Japanese is offered at more than one level in the VCE. Entry into these levels is governed by eligibility criteria which are published in the VCAA website and in the current VCE and VCAL Administrative Handbook.

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

Levels of Achievement
Unit 1 and 2
Individual school decision on levels of achievement.

Unit 3 and 4
School-assessed coursework and end-of-year examinations:
- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations*: oral component 12.5 per cent
  written component 37.5 per cent

*A single grade is awarded
LABORATORY SKILLS

STUDY SUMMARY
VCE VET

LABORATORY SKILLS

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

What qualification will I receive?
The VCE VET Laboratory Skills program enables you to receive the Certificate III in Laboratory Skills. This nationally recognised qualification is drawn from the MSL006 Laboratory Skills Training Package and is issued by a Registered Training Organisation (RTO).

What will I learn?
Certificate III in Laboratory Skills will provide you with the necessary knowledge and skills associated with the day-to-day operation of a laboratory and associated technical tasks such as sampling and testing. Units 1 and 2 of the program include recording and presenting data, planning and conducting laboratory/field work, maintaining the laboratory fit for purpose, with electives such as performing basic tests and assisting with fieldwork included. Units 3 and 4 offer scored assessment and incorporate units such as performing aseptic techniques, contributing to the achievement of quality objectives, preparing working solutions and performing microscopic examinations.

What credit will I receive towards my VCE or VCAL?
VCE: you will be eligible for up to four units towards your VCE: two units at Units 1 and 2 level, and a Units 3 and 4 sequence. A study score is available for this program, which can contribute directly towards your ATAR – either as one of your best four studies (the primary four) or as your fifth or sixth study.

VCAL: you will be eligible for up to four credits towards your VCAL – at the Foundation, Intermediate or Senior levels.

What career and/or employment opportunities will I have?
Completing the Certificate III in Laboratory Skills will assist you in pursuing a career in a range of enterprises and industry sectors in areas such as biological testing, biotechnology, chemical testing, construction material testing, environmental monitoring, food testing, pathology testing and scientific glassblowing. Employment opportunities exist in positions such as an environmental field assistant or laboratory assistant. Certificate III in Laboratory Skills also provides opportunities for para-professional careers through vocational and higher education pathways which can lead to employment opportunities in positions such as Laboratory Technician, Health Care Scientist or Pathology Technical Officer.

Further information:
www.vcass.vic.edu.au/vet/programs/laboratory/laboratory.html

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY
130 Midland Road, Epping, Victoria 3076, Australia
T 61 3 8410 4040, F 61 3 8410 4303
E mailCouncil@vCAA.vic.edu.au, W www.vCAA.vic.edu.au

VCE VET
This study is available in thirty-one languages. Students interested in studying a Language Other Than English that is not on offer on-campus at Frankston High School should enquire with their Course Counsellor for details as to how to enrol in another language study. This may be via Distance Education or the Victorian Language School.

Languages available are –

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LEGAL STUDIES

STUDY SUMMARY

LEGAL STUDIES

Please Note: This study summary includes excerpts from the VCE Legal Studies Study Design. The summary is not a substitute for the VCE Study Design. Users are advised to consult the VCAA website (http://www.vcaa.vic.edu.au/vce/studies/legalstudies/legalindex.html) to view the full accredited Study Design and other resources.

Rationale

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society.

Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

Students develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. They investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures. Students are encouraged to question these systems and develop informed judgments about their effectiveness, as well as consider reforms to the law and the legal system.

Legal Studies also focuses on the development of skills. Students develop an ability to identify, collect and process information from a range of sources and engage in its interpretation and analysis. Skills for independent inquiry, critical thinking and legal reasoning to solve legal problems are also fostered. Students are required to apply legal reasoning and decision-making to contemporary cases and issues. They engage in analysis and evaluation of existing legal processes and form opinions about the operation of the legal system.

Structure

The study is made up of four units:
Unit 1: Criminal law in action
Unit 2: Issues in civil law
Unit 3: Law-making
Unit 4: Resolution and justice

Each unit contains between two and four Areas of Study.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Unit 1: Criminal law in action

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

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

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

**Unit 2: Issues in civil law**

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

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

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

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

**Unit 3: Law-making**

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

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

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

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

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

**Unit 4: Resolution and justice**

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

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

Assessment

Satisfactory Completion
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

Levels of Achievement

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

Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Legal Studies students’ level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

Percentage contributions to the study score in VCE Legal Studies are as follows:
- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

LITERATURE

STUDY SUMMARY

Please Note: This study summary includes excerpts from the VCE Literature Study Design. The summary is not a substitute for the VCE Study Design. Users are advised to view the full accredited study design and other resources on the VCAA website.

Scope of study

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text’s complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts.

VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other. Accordingly, the texts selected for study are drawn from the past through to the present, and vary in form and social and cultural contexts.
Rationale
VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts. The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

Aims
This study enables students to:
* develop an enjoyment of language and literature through reading deeply, widely and critically
* appreciate the stylistic and aesthetic qualities of texts and develop an understanding of and sensitivity to nuances in the English language
* read closely, developing the ability to engage in detailed critical analysis of the key literary features of individual texts and to make relevant connections between them
* demonstrate an understanding that the context and perspective of both author and reader influence the reading experience
* develop the capacity for critical thinking and understanding of the relationship between literature and society
* develop an understanding of literary criticism
* develop the capacity to engage with and contest complex and challenging ideas to develop their own interpretation informed by a range of literary criticism
* develop the capacity for creativity and self-expression, and the ability to write confident analytical and creative responses to texts.

Structure
The study is made up of four units:
Unit 1: Approaches to literature
Unit 2: Context and connections
Unit 3: Form and transformation
Unit 4: Interpreting texts
MATHEMATICS

STUDY SUMMARY
MATHEMATICS 2016-2020

Please Note: This study summary comprises excerpts from the VCE Mathematics Study Design. The summary is not a substitute for the VCE Study Design. Users are advised to consult the VCAA website (www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/foundation/foundmathindex.aspx) to view the full accredited Study Design and other resources.

Scope of study

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.

Rationale
This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

Aims

This study enables students to:

• develop mathematical concepts, knowledge and skills
• apply mathematics to analyse, investigate and model a variety of contexts and solve practical and theoretical problems in situations that range from well-defined and familiar to open-ended and unfamiliar
• use technology effectively as a tool for working mathematically.

Structure

The study is made up of the following units:

Foundation Mathematics Units 1 and 2

Foundation Mathematics Units 1 and 2 are completely prescribed and provide for the continuing mathematical development of students entering VCE. In general, these students would not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year.

General Mathematics Units 1 and 2

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

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

Specialist Mathematics Units 1 and 2

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

Further Mathematics Units 3 and 4

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

Mathematical Methods Units 3 and 4

Are completely prescribed and extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, humanities, economics and medicine.

Specialist Mathematics Units 3 and 4

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

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of three outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.
STUDY SUMMARY
VCE MEDIA 2012–2016

Scope of study
The media is a diverse, dynamic and evolving collection of forms used to inform, communicate with and connect people. Media influence the way people spend their time, help shape the way they perceive themselves and others, and play a crucial role in the creation and exchange of personal, social, cultural, national and global identities. The media entertain, educate, inform and provide channels of communication. This takes place within the broader context of: industrial organisation; political and market structures; professional practices; creative processes; traditional, contemporary and emerging technologies; regulation; and the need to attract and maintain audiences. The relationships between such frames of reference and audiences shape media products and the ways in which they are developed, constructed, distributed and consumed. Notions of audience underlie the creation, distribution, consumption and reception of media texts. Media texts are representations of social, personal and cultural reality, which have been constructed through a process of selection and omission, using media codes and conventions. Codes and conventions may be common to all media products, or specific to individual media forms, texts, genres and styles. VCE Media examines media products as the expression of creative ideas, specific symbolic languages and discourses of society and culture that shape meaning and reflect the society in which they were created. This study explores a variety of media forms, including audio, audiovisual media, print-based media, digital and interactive media technologies and convergent media processes. Students examine and analyse the relationships between audiences and the media; this analysis is undertaken through a theoretical and practical study that places the student in the role of a media creator.

Rationale
VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students consider media texts, technologies and processes from various perspectives, including an analysis of structure and features. They examine industry production and distribution context, audience reception and the media’s contribution to and impact on society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products. VCE Media supports students to develop and refine their analytical, critical, creative thinking and expression. Students strengthen their communication skills and technical knowledge. This study is relevant for students who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study provides knowledge and skills in creative thinking, planning, analysis, creative expression and communication valuable for participation in and contribution towards contemporary society.

Structure
The study is made up of four units.
Each unit contains three areas of study.
Unit 1: Representation and technologies of representation
Unit 2: Media production and the media industry
Unit 3: Narrative and media production design
Unit 4: Media: process, influence and society’s values
Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Unit 1: Representation and technologies of representation
In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies.

Unit 2: Media production and the media industry
In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

Unit 3: Narrative and media production design
In this unit students develop an understanding of film, television or radio drama production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film, television or radio drama texts. Students examine how production and story elements work together to structure meaning in narratives to engage audiences. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They complete a media production design plan for a specific media form and audience. They present the relevant specifications as a written planning document, with visual representations that employ media planning conventions appropriate to the media form in which the student chooses to work.

Unit 4: Media: process, influence and society’s values
In this unit students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analysed in this unit.

Assessment
Satisfactory Completion
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.
Levels of Achievement

Units 1 and 2

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

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Media students’ level of achievement will be determined by School-assessed Coursework, School-assessed Task and an end-of-year examination. The School-assessed Task information and assessment criteria for Units 3 and 4 are published annually in the VCAA Bulletin VCE, VCAL and VET Bulletin Supplement 1: Administrative advice for school-based assessment. The Victorian Curriculum and Assessment Authority will report students’ level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current VCE and VCAL Administrative Handbook for details on graded assessment and calculation of the study score.

Percentage contributions to the study score in VCE Media are as follows:

- Unit 3 School-assessed Coursework: 8 per cent
- Unit 4 School-assessed Coursework: 12 per cent
- School-assessed Task: 35 per cent
- End-of-year examination: 45 per cent.

MEDIA - MULTIMEDIA

Please see www.fhscareers.com for FHS VETis Guide or Mrs Carolyn McIver VET Co-ordinator for more details

MUSIC PERFORMANCE

STUDY SUMMARY

Music

Please Note: This study summary comprises excerpts from the VCE Music Study Design. The summary is not a substitute for the VCE Study Design. Users are advised to consult the VCAA website (http://www.vcaa.vic.edu.au/vce/studies/futuresd.html) to view the full accredited Study Design and other resources.

Scope of study

VCE Music is based on active engagement in, and considered response to, all aspects of music. Students develop and refine musicianship skills and critical awareness of their relationship with music as listener, performer, composer, consumer and user of music technologies. Students explore, reflect on, and respond to the music they listen to, create and perform and consider its contexts, associations and interactions. Students study music styles and genres from diverse cultures, times and locations. They analyse and evaluate live and recorded performances and learn to incorporate, adapt and interpret musical elements and ideas from the work of leading practitioners. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performer and/or composer.
Students build fundamental musicianship skills by developing and refining their use of the rhetorical, technical and theoretical language of music through studies in aural and written analyses of performed, recorded and notated music. They use this knowledge and understanding to describe, define and express in music the intricacies and nuances of musical form and style. The practical application of this knowledge also assists students to compose, arrange, interpret, reimagine, improvise and critique music in an informed and a creative manner. Students develop competence in the use of digital music technologies and equipment as creative tools, broadening their versatility as music practitioners.

**Rationale**

Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. Music exists in a myriad of forms, each able to elicit an array of intellectual and emotional responses from its audience.

A study of music enables students to strengthen their own relationship with music and to be personally enriched as they develop greater control of their own musical expression. Music learning requires students’ active engagement in the practices of listening, performing and composing. As they learn in music, students apply critical and creative thinking skills to analyse and critique the work of contemporary and historical practitioners and develop their understanding of the diverse ways in which music ideas can be shaped to communicate artistic and expressive intent. Students also develop insights into the music traditions of contemporary and historical global cultures and form understandings of ways in which music can interact with other arts forms and fields of endeavour.

When students perform the works of other musicians, they develop skills in communicating and in working cooperatively and communally to achieve creative outcomes. Through analysing and responding to the work of other musicians, students develop knowledge of music, skills in critical thinking and greater confidence in written and oral expression. Students use communications and music technologies to achieve considered musical outcomes.

VCE Music equips students with personal and musical skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

**Aims**

This study enables students to:

* develop and practise musicianship
* perform, compose, arrange and improvise music from diverse styles and traditions
* engage with diverse music genres, styles, contexts and practices
* communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
* explore and expand personal music interests, knowledge and experiences
* use imagination, creativity and personal and social skills in music making
* access pathways for further education, training and employment in music
* use electronic and digital technologies in making and sharing music and communicating ideas about music
* participate in life-long music learning and the musical life of their community.
The VCE VET Music program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the knowledge and skills to enhance their employment prospects within the music industry.

What qualification/s will I receive?
The VCE VET Music program enables you to receive one or more of the following nationally recognised qualifications:
- Program 1: Certificate II in Music
- Program 2: Certificate III in Music

These qualifications are drawn from the CUSS8 Music Training Package and are issued by a Registered Training Organisation (RTO).

What will I learn and what career opportunities will I have?

Program 1: Certificate II in Music

VCE credit: you will be eligible for up to four units towards your VCE – at Units 1 and 2 level.
VCAL credit: you will be eligible for up to four credits towards your VCAL – at the Foundation, Intermediate or Senior levels.
Description: Certificate II in Music provides you with the foundation knowledge and skills required for entry into the music industry. Core units of competency in the program include developing and updating industry knowledge, participating in work, health and safety processes and working effectively with others. The elective units in the program allow you to specialise in an area of your interest from preparing for performances, mixing sound in a broadcasting environment or repairing and maintaining audio equipment.
Career opportunities: With additional training and experience future employment opportunities may include band member, sound or studio engineer, writer/arranger, sales and merchandising personnel.

Program 2: Certificate III in Music

VCE credit: you will be eligible for up to five units towards your VCE: three units at Units 1 and 2 level, and a Units 3 and 4 sequence. A study score is available for this program, which can contribute directly towards your ATAR – either as one of your best four studies (the primary four) or as your fifth or sixth study.
VCAL credit: you will be eligible for up to five credits towards your VCAL – at the Foundation, Intermediate or Senior levels.
Description: Certificate III in Music provides you with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, Units 1 and 2 include making a music demo, composing simple songs or musical pieces and preparing for performances. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist.
OUTDOOR AND ENVIRONMENTAL STUDIES

STUDY SUMMARY
VCE OUTDOOR AND ENVIRONMENTAL STUDIES 2012–2016

Please Note: This study summary comprises excerpts from the VCE Outdoor and Environmental Studies Study Design. The summary is not a substitute for the VCE Study Design. Users are advised to consult the VCAA website www.vcaa.vic.edu.au/vce/studies/outdoor/outdoorindex.html to view the full accredited Study Design and other resources.

Scope of study
VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. ‘Outdoor environments’ include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between human impacts on outdoor environments and nature’s impact on humans.

Outdoor experiences suited to this study include a range of guided activities in areas such as farms, mining/logging sites, interpretation centres, coastal areas, rivers, mountains, bushland, forests, urban parks, and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects. Outdoor experiences that use weapons or motorised devices to replace human effort are not suitable for this study.

Rationale
VCE 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 reflection 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.
Structure
The study is made up of four units.
Unit 1: Exploring outdoor experiences
Unit 2: Discovering outdoor environments
Unit 3: Relationships with outdoor environments
Unit 4: Sustainable outdoor relationships
Each unit contains two Areas of Study.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Unit 1: Exploring outdoor experiences
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual’s access to outdoor experiences and relationships with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2: 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.

In this unit students study nature’s impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

Unit 3: 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. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.
Unit 4: 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.

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop and apply theoretical knowledge about outdoor environments.

Assessment
Satisfactory Completion
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

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

Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Outdoor and Environmental Studies students’ level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

Percentage contributions to the study score in VCE Outdoor and Environmental Studies are as follows:
• Unit 3 School-assessed Coursework: 25 per cent
• Unit 4 School-assessed Coursework: 25 per cent
• End-of-year examination: 50 per cent.
PHYSICAL EDUCATION

STUDY SUMMARY
VCE PHYSICAL EDUCATION

Please Note: This study summary includes excerpts from the VCE Physical Education Study Design. The summary is not a substitute for the VCE Study Design. Users are advised to consult the VCAA website (www.vcaa.vic.edu.au/Pages/vce/studies/physicaledu/phyeduindex.aspx) to view the full accredited Study Design and other resources.

Scope of study
VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise. Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

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.

Aims
This study enables students to:
• use practical activities to underpin contemporary theoretical understanding of the influences on participation and performance in physical activity, sport and exercise
• develop an understanding of the anatomical, biomechanical, physiological and skill acquisition principles, and of behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity across the lifespan
• engage in physical activity and movement experiences to determine and analyse how the body systems work together to produce and refine movement
• critically evaluate changes in participation from a social-ecological perspective and performance in physical activity, sport and exercise through monitoring, testing and measuring of key parameters.

Structure
The study is made up of four units.
Unit 1: The human body in motion
Unit 2: Physical activity, sport and society
Unit 3: Movement skills and energy for physical activity
Unit 4: Training to improve performance
Scope of study

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of physics leads students to appreciate the interconnectedness of the content areas both within physics, and across physics and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory and practice. In VCE Physics inquiry methodologies can include laboratory experimentation, local and remote data logging, simulations, animations and literature reviews. Investigation in physics is diverse and may take many forms including the design, building, testing and evaluation of a device; the investigation of the operation of a device; creating a solution to a scientific or technological problem; and the investigation of a physical phenomenon. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate hypotheses and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes or alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. Knowledge of the safety considerations associated with physics investigations is integral to the study of VCE Physics.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

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.

**Aims**
This study enables students to:
- apply physics models, theories and concepts to describe, explain, analyse and make predictions about diverse physical phenomena
- understand and use the language and methodologies of physics to solve qualitative and quantitative problems in familiar and unfamiliar contexts and more broadly to:
  - understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
  - develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
  - develop an informed perspective on contemporary science-based issues of local and global significance
- apply their scientific understanding to familiar and to unfamiliar situations, including personal, social, environmental and technological contexts
- develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
- understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data
- communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

**Structure**
The study is made up of four units:
- Unit 1: What ideas explain the physical world?
- Unit 2: What do experiments reveal about the physical world?
- Unit 3: How do fields explain motion and electricity?
- Unit 4: How can two contradictory models explain both light and matter?
Scope of study

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. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of psychology leads students to appreciate the interconnectedness between different content areas both within psychology, and across psychology and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory, knowledge and practice. In VCE Psychology inquiry can include laboratory experimentation, observational studies, self-reports, questionnaires, interviews, rating scales, simulations, animations, examination of case studies and literature reviews. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate research hypotheses, operationalise variables, and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. A working knowledge of the safety considerations and the ethical standards and guidelines that regulate psychological research is integral to the study of VCE Psychology.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Rationale

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.

In VCE Psychology 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 psychology-related issues, and communicate their views from an informed position.

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.
Aims
This study enables students to:
• apply psychological models, theories and concepts to describe, explain and analyse observations and ideas related to human thoughts, emotions and behaviour
• examine the ways that a biopsychosocial approach can be applied to organise, analyse and extend knowledge in psychology and more broadly to:
  • understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
  • develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
  • develop an informed perspective on contemporary science-based issues of local and global significance
• apply their scientific understanding to familiar and to unfamiliar situations, including personal, social, environmental and technological contexts
• develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
• understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data
• communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

Structure
The study is made up of four units:
Unit 1: How are behaviour and mental processes shaped?
Unit 2: How do external factors influence behaviour and mental processes?
Unit 3: How does experience affect behaviour and mental processes?
Unit 4: How is wellbeing developed and maintained?

SPORT AND RECREATION - VCE VET

An exciting complimentary program to the Physical Education Curriculum at Frankston High School, this VCE VET subject will be available to Year 10 and Year 11 and 12 students. This subject will be taught by Frankston High School staff and offers a contribution to the VCE ATAR in the form of a ‘Study Score’.

Students will be required to study this course on a Wednesday afternoon from 1.30pm – 5.30pm. Selection of this subject will take the place of one of your elective subjects (if in Year 10) or as one of your program subjects (if in VCE) and shall incur a fee for participation.

Of special interest to many will be the fact that this course will be run at Monash University, Peninsula Campus at the new Monash Sport and Recreation Facility! Students will walk to this venue with their teacher on a Wednesday afternoon.

VCE VET Sport and Recreation is a subject which will give students a vocational certificate of achievement at the Certificate II level after successful participation for one year and the Certificate III will be awarded to those who complete the two year program. This is a two year course, and consequently, students in Year 10 who wish to gain full benefit from the program would do the first year of the course in Year 10 and complete the course in Year 11. If in Year 11 a student can also do this course as a VCE VET course and consequently do this program in Year 11 and Year 12 for ATAR contribution and VCE progression. If in Year 12 a student may choose to do the first year of this course to develop an understanding of the sport and recreation industry in readiness for career choice not long after. It must be noted that Year 12 students undertaking this program for only one year at the Year 12 level will not gain a contribution to their ATAR or a study score from this program. They will gain insight to the sports industry and a Certificate II in Sport and Recreation.
The VCE VET Sport and Recreation program aims to:
- Provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the sport and recreation or related industries.
- Enable participants to gain a recognised credential and to make a more informed choice of vocation or career path.

In the VCE VET Sport and Recreation course the following would be covered:

- Organise personal work priorities and development
- Apply first aid
- Operate application software packages
- Provide customer service
- Respond to emergency situations
- Follow occupational health and safety policies
- Conduct basic warm-up and cool-down programs
- Plan and conduct sport and recreation sessions
- Facilitate groups
- Analyse participation patterns
- Provide public education on the use of resources
- Undertake risk analysis of activities
- Provide fitness orientation and health screenings
- Develop and apply an awareness of specific populations to exercise delivery
- Instruct and monitor fitness programs

STUDIO ARTS

STUDY SUMMARY

STUDIO ARTS

Please Note: This study summary comprises excerpts from the VCE Studio Arts Study Design. The summary is not a substitute for the VCE Study Design. Users are advised to consult the VCAA website (www.vcaa.vic.edu.au/Pages/vce/studies/studioarts/studioindex.aspx) to view the full accredited Study Design and other resources.

Scope of study
VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists’ perceptions, beliefs and actions and their relationship with the viewer. Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making.

Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and to support art making.

Visiting a variety of art exhibition spaces is integral to the student’s artistic and creative development. Students also consider the ways in which artists work to develop and resolve artworks, including their use of inspiration and their creative process. The role of artists in society includes their relationships with others in the art industry and the presentation and exhibition of artworks in art galleries and exhibition spaces. Students research aspects of the art industry including the presentation, conservation and marketing of artworks.
Rationale

The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibitions of artworks offer an insight into the diverse interpretations of life and experiences of artists. Engagement with artworks facilitates creative thinking and the development of new ideas; it also supports connection and exchange within local, national and global communities.

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.

Aims

This study enables students to:
• express themselves creatively through art making and come to understand how to support and sustain their art practice
• develop an individual studio process, and practise and refine specialised skills appropriate to particular art forms and media selected for art making
• analyse and draw inspiration from the ways in which artists apply studio processes in the production of their individual artworks
• develop an understanding of historical and cultural contexts in the production and analysis of artworks
• develop and apply skills in visual analysis, including the use of appropriate terminology in relation to their own artwork and artists studied
• extend their understanding of the roles and methods involved in the presentation of artworks in a range of gallery and exhibition spaces
• develop an understanding of professional art practices related to the exhibition of artworks to an audience, including the roles and methods involved in the presentation of artworks in a range of gallery and exhibition spaces.

Structure

The study is made up of four units.
Unit 1: Studio inspiration and techniques
Unit 2: Studio exploration and concepts
Unit 3: Studio practices and processes
Unit 4: Studio practice and art industry contexts

TOURISM

Please see www.fhscareers.com for FHS VETis Guide or Mrs Carolyn McIver VET Co-ordinator for more details
VISUAL COMMUNICATION DESIGN

STUDY SUMMARY

VCE VISUAL COMMUNICATION DESIGN 2013–2017

Please Note: This study summary includes excerpts from the VCE VISUAL Communication Design Study Design. The summary is not a substitute for the VCE Study Design. Users are advised to consult the VCAA website (http://www.vcaa.vic.edu.au/vce/studies/visualcomm/vcommindex.html) to view the full accredited Study Design and other resources.

Scope of Study
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.

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.

Students use 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, environmental and economic factors.

Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Creative, critical and reflective thinking (design thinking) supports students to progress through and focus on the design process.

Throughout the study students explore manual and digital methods to develop and refine presentations.

Students investigate the work and practices of Australian and international designers selected from a variety of social, cultural, historical and contemporary contexts. 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.

Rationale
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 on what they think they need or want. The study provides students with the opportunity to develop an informed, a critical and a discriminating approach 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, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management.

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 graphic design, industrial and architectural design and communication design.

Structure
The study is made up of four units:

Unit 1: Introduction to visual communication design
Unit 2: Applications of visual communication design
Unit 3: Design thinking and practice
Unit 4: Design development and presentation
Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

The Cross study specifications comprise study specific content applicable across Units 1 to 4. These specifications refer to definitions of visual communications, drawing methods and applications and the design process.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Unit 1: Introduction to visual communication design
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Through experimentation and through exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. In this unit students are introduced to three stages of the design process detailed on pages 12 and 13: researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts.

Unit 2: Applications of visual communication design
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process detailed on pages 12 and 13 as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Unit 3: Design thinking and practice
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students use their research and analysis of visual communication designers to support the development of their own work. They establish a brief and apply design thinking skills through the design process detailed on pages 12 and 13. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.
Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and investigation work underpin the developmental and refinement work undertaken in Unit 4.

Unit 4: Design development and presentation
The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused. Students refine and present two visual communications within the parameters of the brief. They investigate how the application of design elements and design principles creates different communication messages with their target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused. Students refine and present two visual communications within the parameters of the brief. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

Assessment
Satisfactory Completion
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

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

Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Visual Communication Design Visual students’ level of achievement will be determined by School–assessed Coursework, a school– assessed Task and an end–of–year examination.

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

School–assessed Coursework:
Unit 3 Outcomes 1 and 2 and Unit 4 Outcome 3 25 per cent
School–assessed Task:
Unit 3 Outcome 3 and Unit 4 Outcomes 1 and 2 40 per cent
End-of-year examination:
Units 3 and 4 35 per cent
# School Council Curriculum and Services Charges 2016

## Frankston High School

### VCE Studies

**School Approved Additional Charges for Subjects Requiring Special Equipment and Materials.**

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(Includes Top Designs Excursion)

(Students may require extra materials, depending on artwork choice).

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| Resource Booklet, Exam Revision Docs | 30.00  | 40.00 |
| Excursion, Exam Revision Docs        | 30.00  | 60.00 |
| Excursion, Exam Revision Docs        | 30.00  | 30.00 |
| Excursion, Exam Revision Docs,       | 40.00  | 95.00 |

| Subscription, Yr12 Notes booklet    |         |         |

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*The subject fees represented in this handbook are a guide only and may change by the time final fee sheets are distributed.*