Our Mission

Marist-Sion College, Warragul, is a Catholic co-educational secondary school which is inspired by the traditions of the Marist Brothers and the Sisters of Our Lady of Sion.

Our mission is to proclaim the Gospel message with joyful hope, to nurture those in our community and to inspire excellence.

Values and Vision

<table>
<thead>
<tr>
<th>Values &amp; Vision</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Faith in Action</td>
<td>We aim to promote an active faith which is guided by the Gospel message, scriptural values and the Catholic tradition.</td>
</tr>
<tr>
<td>Excellence in Teaching and Learning</td>
<td>We aim to help students and staff to maximise their capabilities.</td>
</tr>
<tr>
<td>Community</td>
<td>We aim to build a community within which all are nurtured, valued and respected.</td>
</tr>
<tr>
<td>Resilience</td>
<td>We aim to develop students’ ability to recover from setbacks and persevere in the face of challenges.</td>
</tr>
<tr>
<td>Purpose</td>
<td>We aim to help students find meaning and direction, enabling them to live active and engaged lives.</td>
</tr>
<tr>
<td>Justice</td>
<td>We aim to create a more just and sustainable world.</td>
</tr>
</tbody>
</table>
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter from the Principal</td>
<td>3</td>
</tr>
<tr>
<td>College Structure</td>
<td>4</td>
</tr>
<tr>
<td>General Information</td>
<td>6</td>
</tr>
<tr>
<td>Promotions Statement</td>
<td>7</td>
</tr>
<tr>
<td>Student Services</td>
<td>9</td>
</tr>
<tr>
<td>Career and Course Advice</td>
<td>9</td>
</tr>
<tr>
<td>Victorian Certificate of Education (VCE) Features</td>
<td>11</td>
</tr>
<tr>
<td>Glossary of Terms Associated with VCE</td>
<td>11</td>
</tr>
<tr>
<td>VCE Units offered for 2016</td>
<td>12</td>
</tr>
<tr>
<td>Constructing a VCE Program</td>
<td>13</td>
</tr>
<tr>
<td>VCE Programs</td>
<td>14</td>
</tr>
<tr>
<td>VET in the VCE - Vocational Education and Training</td>
<td>16</td>
</tr>
<tr>
<td>VCE VET Programs</td>
<td>17</td>
</tr>
<tr>
<td>The Victorian Certificate of Applied Learning (VCAL)</td>
<td>19</td>
</tr>
<tr>
<td>VCAL Programs</td>
<td>20</td>
</tr>
<tr>
<td>Unit Descriptions for VCE Studies</td>
<td>21-58</td>
</tr>
<tr>
<td>Distance Education Centre / Victorian School of Languages</td>
<td>59</td>
</tr>
<tr>
<td>Published Resources Checklist</td>
<td>59</td>
</tr>
</tbody>
</table>
Dear Students,

Throughout our lives, we navigate our way to destinations. We set out for places we have not yet been, equipped with key assets: experience, information from trusted advisors and a map which shows us the alternatives ahead and how they connect.

Whether it be the journey of life or an unfamiliar city, it is hard to know which road to take because there are so many to choose from. However, knowing which way to turn at the fork ahead is much easier if we know our intended destination! I have heard it said, ‘If you don’t know where you want to go, you will end up somewhere else’.

We all make wrong turns from time to time and it is possible to get to the same destination through different routes. However, the only way we can find the smoothest, most direct and safest way is to do our research before we embark.

While it can seem daunting, the process of subject selection is also exciting because of the number of options that it presents you with, both for next year and beyond. The fact that you have so many choices reflects that you are on the verge of adulthood; you are being given a chance to chart a course to your future, and you decide the destination.

I encourage you to enjoy the process of clarifying your dreams and goals, reflecting on where your strengths lie and weighing up what will really matter to you in your future.

There is a lot of support for you in this process – take advantage of this. Your parents, Tutors, Teachers, Heads of House, Mrs Moore, Mrs Lilford, Mr Wood, Mrs Kee and many others have wisdom which you should tap into.

Life offers us wonderful opportunities. It is up to you to decide where you want to go from here. Best wishes with your choices.

Mr Peter Houlahan

Principal
## Leadership Team

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Mr Peter Houlahan</td>
</tr>
<tr>
<td>Deputy Principal - Learning</td>
<td>Mrs Marian Kee</td>
</tr>
<tr>
<td>Deputy Principal - Pastoral Care</td>
<td>Mr John Picinali</td>
</tr>
<tr>
<td>Director of Faith Development</td>
<td>Mrs Robyn Rebbechi</td>
</tr>
<tr>
<td>Director of School Administration</td>
<td>Mr Bernie Gleesoch</td>
</tr>
<tr>
<td>Director of Staff Development</td>
<td>Mr Ron Ruzzier</td>
</tr>
<tr>
<td>Business Manager</td>
<td>Mr Brett McKellar</td>
</tr>
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## Curriculum Leaders

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 7 and 8 Curriculum Leader</td>
<td>Ms Victoria Hare</td>
</tr>
<tr>
<td>Years 9 and 10 Curriculum Leader</td>
<td>Mrs Michelle Lilford</td>
</tr>
<tr>
<td>Years 11 and 12 Curriculum Leader</td>
<td>Mr Andrew Wood</td>
</tr>
<tr>
<td>Education Support Coordinator</td>
<td>Mrs Margot Spencer</td>
</tr>
<tr>
<td>eLearning Coordinator</td>
<td>Mr Matthew Sciberras</td>
</tr>
<tr>
<td>eCoach</td>
<td>Ms Victoria Hare</td>
</tr>
<tr>
<td>Head Librarian</td>
<td>Mrs Gaye Marshall</td>
</tr>
<tr>
<td>Psychologist</td>
<td>Mrs Joanna McArthur</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>Mrs Melanie Bradley</td>
</tr>
<tr>
<td>Sustainability Coordinator</td>
<td>Mrs Michelle Lilford</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>Ms Vivian Lally</td>
</tr>
<tr>
<td>VCAL Coordinator</td>
<td>Mr Michael Beecham</td>
</tr>
</tbody>
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## College Structure in 2015 - 2016

### Learning Area Mentors

<table>
<thead>
<tr>
<th>Area</th>
<th>Mentor</th>
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</thead>
<tbody>
<tr>
<td>Computing</td>
<td>Mr Matthew Sciberras</td>
</tr>
<tr>
<td>English</td>
<td>Mr Jacob Sharp</td>
</tr>
<tr>
<td>Health</td>
<td>Mrs Helen Davine</td>
</tr>
<tr>
<td>Humanities</td>
<td>Mrs Elly Martin</td>
</tr>
<tr>
<td>Languages other than English</td>
<td>Mrs Birgit Eriksson</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mr Andrew Wood</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Mrs Jill Lawrence</td>
</tr>
<tr>
<td>Religious Education</td>
<td>Mrs Robyn Rebbechi</td>
</tr>
<tr>
<td>Science</td>
<td>Ms Nicole Vanatta</td>
</tr>
<tr>
<td>Technology</td>
<td>Ms Sue Haeusler</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Mrs Allison Cameron</td>
</tr>
</tbody>
</table>

### Heads of House

<table>
<thead>
<tr>
<th>House</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Champagnat</td>
<td>Mr Jacob Sharp</td>
</tr>
<tr>
<td>Jericho</td>
<td>Mr Thomas Sandner</td>
</tr>
<tr>
<td>Joseph</td>
<td>Mr John Heatley</td>
</tr>
<tr>
<td>Loreto</td>
<td>Mrs Catherine Mills</td>
</tr>
<tr>
<td>Lourdes</td>
<td>Mrs Christine Haasz</td>
</tr>
<tr>
<td>MacKillop</td>
<td>Mr Jason Blackburn</td>
</tr>
<tr>
<td>Marcellin</td>
<td>Mr Adrian Mitchell</td>
</tr>
<tr>
<td>Sion</td>
<td>Mr Peter Coghlan</td>
</tr>
</tbody>
</table>
General Information

The College Timetable Structure
The Timetable will have 5 lessons per day in a 10 day cycle. Each lesson will be of approximately 60 minutes duration. This structure is considered to enhance effective teaching and learning. The structure for Years 11 and 12 will be 8 lessons per VCE unit studied per cycle in each semester. Religious Education Units, except for Texts and Traditions Units 3 and 4 and Religion and Society Units 3 and 4 will have 4 lessons per cycle in Year 12 and 5 lessons per cycle in Year 11.

Assessment and Reporting
Assessment of a student's academic progress is carried out on a regular basis, using assessment methods as prescribed by the Victorian Curriculum and Assessment Authority for each VCE unit.

At the end of Term 1 and Term 3 - Parents receive detailed written reports on student progress prepared by each subject teacher. Each subject report includes a continuum of 4 Work Habits – effort, behaviour, organisation and completion of set tasks. Two written statements describing what the student has achieved and areas for improvement / future learning are included. This type of report provides parents with more information on student progress at a point during the semester when a teacher’s advice about areas for improvement and future learning can be effectively acted upon by the student. These reports will be followed by Parent/Teacher/Student interviews at the start of Term 2. A second opportunity for interviews occurs during Term 3. Parents are encouraged to make an appointment with all of their son's/daughter's teachers when interview evenings are conducted. The interviews enable parents to meet the teachers and to gain an overview of their son's/daughter's performance. Parents are also invited to make contact with the College at any time when they have a particular concern about their son or daughter. In some instances, the College may initiate this contact if concerns arise.

At the end of Semester 1 and Semester 2 - Parents receive final semester reports prepared by each subject teacher. Each subject report includes a continuum of 4 Work Habits as above. Final grades for all Assessment Tasks and a Final Grade Result for each semester unit are included. There are no detailed subject teacher comments at this time.
Promotions Statement

The College aims to help all students to succeed in their studies, as we prepare students for life beyond school. To help students to become ‘lifelong learners, dedicated citizens’ and ready for employment, we promote a culture of diligence while encouraging individuals to take responsibility for their own learning. In accordance with Marist values, students are expected to work in order to earn promotion to the subsequent year level. Monitoring of student achievement and engagement occurs throughout the school year, to identify students at risk of unsatisfactory academic achievement. After a student is identified as being at risk, parents are informed and a structured process of support to help him/her successfully complete their studies is initiated. If a student does not satisfy the Promotion Requirements, he/she may be required to repeat some or all of the subjects at the year level in which he/she has not demonstrated success.

Policy Implementation Guidelines

Expectations of Students
Each student is expected to work to achieve successful achievement of the learning outcomes in each unit of study, within the limits of his/her capability.

Promotion and Access to Subject Selections
If the student's progress is not deemed to be acceptable at the end of the year, a meeting will be held between the parents, student, a Deputy Principal and the Principal. The final decision regarding promotion is to be made by the Principal, following consultation with the parent(s), student and relevant College staff. Promotion decisions are to be based on a judgement of what is best for the student. Such decisions consider the child’s academic progress in the context of their psychological and social development. Therefore, promotion to the next year level is not solely dependent on final results in given units.

Students who do not fulfill the Promotion Requirements may be promoted if this is judged to be warranted by their circumstances. Factors to be considered include extended absence, illness, diagnosed learning difficulties or psychological factors.

The College reserves the right to restrict subject/unit choice based on prior academic performance. Such decisions are normally made by the Deputy Principal: Learning, in consultation with the student and parent(s).

Entry to Year 12 (Units 3 and 4)
A student should complete at least 8 out of 11 VCE units studied to a satisfactory standard, including 2 units of English. Students should achieve end of semester results of ‘60%’ or above in units which they wish to study in Year 12. VCAL students must satisfy all VCAL requirements.

Entry to Year 11 (Units 1 and 2)
A student should complete at least 10 out of 14 units studied to a satisfactory standard, including 2 units of English. Students are normally be expected to achieve end of semester unit results of ‘50%’ or above in subjects in which they wish to study in Year 11.

Attendance
Students in Years 7 to 12 are expected to attend all of their timetabled classes. All absences must be explained. Students with unexplained absences or an excessive number of explained absences will be monitored to determine whether they can be considered to have reached a satisfactory standard and be eligible for promotion.
General Information

Student Programs in VCE
In general, students will undertake the following programs:

Year 11: 12 VCE Units at Unit 1 and Unit 2 level including 2 units of Religious Education

Year 12: 5 VCE Units 3 and 4 sequences, including Religious Education at Units 3 and 4 level

or

Year 12: 5 VCE Units 3 and 4 sequences and 1 Unit of Religious Education

Acceleration into VCE Units 3 and 4 in Year 11
Students considered eligible for acceleration because of a high standard in their overall Year 10 program will have received a letter of recommendation for acceleration prior to subject selection time.

These selected Year 10 students may proceed to a particular VCE Units 3 and 4 Study in Year 11 if they have satisfied the necessary acceleration requirements including; a high standard (over 75% on average) in their overall Year 10 program and/or consistently high grades in the particular subject at Year 10 (averaging 80% - 100%), Head of House support, subject teacher support, parent support and timetable feasibility.

Final acceleration decisions will be made by the Deputy Principal-Learning in consultation with the Years 9 and 10 Curriculum Leader. There will be consultation with the subject teacher and Head of House.

Students and parents should note that the study of a VCE Unit 3 and 4 sequence whilst in Year 11 is a bonus not an alternative to the College requirement for VCE Year 12 students to study 5 Unit 3 and 4 sequences.

Acceleration is not available for VCE-VET students or VCAL students.

Student Programs in VCAL
VCAL Programs will be developed to suit each individual student’s needs. These programs must include 1 unit of Religious Education in each year, units in Numeracy and Literacy Skills, a selection of VCE units, a VET in the VCE program and two compulsory VCAL units – Personal Development Skills and Work Related Skills. Progress from one VCAL level to the next will be determined by satisfactory completion of the learning outcomes for each VCAL and VCE unit studied.
Student Services

The College provides a range of student services

- Pastoral Care and Welfare
- Special Needs Education
- Student Counselling
- Student Leadership
- Co-curricular Programs

Details are provided on the College Website and other publications.

Library L2L (Learning to Learn) Program

By integrating the teaching of Information and Digital Literacy skills across the curriculum and running topic specific lessons in the College Year Level Program, the Library L2L Program team aims to provide students with an education that will prepare them for a lifetime of learning. Our focus is on teaching students to become competent, independent learners who develop skills that are necessary for them to effectively research and become discerning users of information. Students are also taught the importance of, and given strategies to develop, good skills in time management, organization and study.

From Year 7, students are introduced to the wide range of digital resources that the College Library provides for them in the Library Resources section of Blackboard, and they are taught the importance of working through the six steps of the learning process (Defining, Locating, Selecting, Organising, Presenting, Evaluating), in their study of subjects across the curriculum.

In the Library L2L program we strive to prepare our students for their VCE studies by giving them the skills that are necessary to enhance the understanding and enjoyment they have of their studies, and subsequently assist them to improve their academic outcomes.

Careers and Course Advice

At the senior level of secondary school studies, students become more informed about post-secondary school options, they may decide to seek employment or continue their studies at the tertiary level. The College provides the students with a range of resources to assist them in their choices about their career pathway plan. Resources are available in the Careers Office located next door to the Academic Office. Individual career counselling will be scheduled for all year 12 students in term one and will be available to all senior students throughout the year. Appointments are to be made via email to Mrs. Mandy Moore.

The resources available for students to use include:

- Careers Online – Marist-Sion College’s Careers webpage which contains a variety of information about courses and jobs, resume preparation, future work trends etc. It can be found by accessing the college’s website - https://publish.mscw.vic.edu.au/careers/ on blackboard.
- Information pamphlets about the TAFE Colleges and Universities and the courses they offer.
- Course link - the VTAC website that enable students to enter their VCE program and check the various tertiary courses for which they can apply.
- Information about traineeships, apprenticeships and employment opportunities which become available in the local area and Melbourne.
- The Job Guide which provides lists of jobs in career interest categories and specific job descriptions.
Student Services

Careers and Course Advice
Representatives from private and government organizations, universities and TAFE colleges are invited to the College to speak about career related issues.

The College aims to ensure that all of our students have access to the information and advice that is available to assist them in their decisions about post-secondary school options. The changing nature of the employment market and the high level of competition for tertiary study places at Universities and TAFE Institutes, and traineeships and apprenticeships, require that our students have the support and counselling necessary to be flexible in their attitudes and be able to make informed choices.
VCE Features

- The Victorian Certificate of Education (VCE) is a single certificate completed over a minimum of two years.
- Work is assessed by School Assessed Coursework (SAC) and School Assessed Tasks (SAT).
- Learning Outcomes define what students will know (key knowledge) and be able to do (key skills) as a result of undertaking the particular course of study.
- Each Study will have 3 Graded Assessment Components at Units 3 and 4 level including at least one examination and at least one set of coursework assessment in most studies.
- The College will award an ‘S’ (Satisfactory) for a unit based on our judgment that the student has satisfactorily demonstrated achievement of the learning outcomes.
- The College will provide the Victorian Curriculum and Assessment Authority (VCAA) with the required results representing the subject teacher’s assessment of each student’s level of understanding and achievement for each school assessed component.
- At Units 3 and 4 level, statistical moderation will be used – the VCAA will match the school assessments of students to the spread and level of examination scores. The student’s performance in the General Achievement Task (GAT) will also be used for comparison purposes. The College’s rank order of students as determined by the coursework assessment will be retained in the moderated assessment.
- At Units 1 and 2 level, students will also undertake school assessed coursework (SAC).
- Attendance in class, especially to complete the school assessed coursework at designated times, is essential.
- In order to achieve the learning outcomes, the VCE study teachers will use a variety of assessment tasks prescribed by the VCAA.

Glossary of terms associated with the VCE:

**VCAA:** The Victorian Curriculum and Assessment Authority are responsible for setting the curriculum assessing the examinations, determining the grades and issuing the certificates to all VCE students.

**Common Study:** A study which every student must undertake. At Marist-Sion this includes: 4 units selected from the English study options; Year 11 Religious Education - students undertake both Texts and Traditions Unit 1 and Religion and Society Unit 1; Year 12 Religious Education - students study one of the Religious Education Options

**ATAR:** The Australian Tertiary Admissions Rank is calculated from the results achieved in VCE Units 3 and 4. Results in some VET in the VCE programs also contribute to the ATAR. The ATAR is used to select students for tertiary courses.

**Learning Outcomes:** Learning Outcomes define what students will know (key knowledge) and be able to do (key skills) as a result of undertaking the particular course of study.

**Program:** The overall course of studies undertaken by a student during the VCE. Programs will normally include at least 20 units over four semesters. Students can spread studies over more than two years.

**SAC:** School Assessed Coursework.

**SAT:** School Assessed Task.

**Semester and Unit:** Half a school year; A semester length component of study representing about 100 hours of work of which about 50 hours are spent in class.

**Study Design:** Describes the units available within the study and prescribes the objectives, course structure and assessments.

**Units 1 and 2:** Units designed to approximate the Year 11 level of difficulty.

**Units 3 and 4:** Units designed to approximate the Year 12 level of difficulty.

**VCE:** Victorian Certificate of Education.

**VCE VET:** Vocational Education and Training. Students undertake a program that will contribute to and allow them to attain both their VCE and a nationally recognised training credential.

**VICTER:** Victorian Tertiary Entrance Requirements. Tertiary Courses have specific VCE Unit requirements for entry.
VCE Units offered for 2016

**English**

<table>
<thead>
<tr>
<th>English</th>
<th>Units 1, 2, 3 &amp; 4</th>
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</thead>
<tbody>
<tr>
<td>Foundation English (VCAL students only)</td>
<td>Units 1 &amp; 2</td>
</tr>
<tr>
<td>Literature</td>
<td>Units 1, 2, 3 &amp; 4</td>
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</table>

**Arts/Humanities**

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<thead>
<tr>
<th>Accounting</th>
<th>Units 1, 2, 3 &amp; 4</th>
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</thead>
<tbody>
<tr>
<td>Art</td>
<td>Units 1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>Business Management</td>
<td>Unit 1</td>
</tr>
<tr>
<td>Drama</td>
<td>Units 1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>Health and Human Development</td>
<td>Units 1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>History</td>
<td>Units 1 &amp; 2</td>
</tr>
<tr>
<td>History (Revolutions)</td>
<td>Units 3 &amp; 4</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Units 1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>LOTE (German)</td>
<td>Units 1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>LOTE (Japanese)</td>
<td>Units 1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>Music Investigation</td>
<td>Units 3 &amp; 4</td>
</tr>
<tr>
<td>Music Performance</td>
<td>Units 1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>Outdoor and Environmental Studies</td>
<td>Units 3 &amp; 4</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Units 1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Units 1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>Religion and Society</td>
<td>Units 1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>Units 1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>Texts and Traditions</td>
<td>Unit 1</td>
</tr>
<tr>
<td>Theatre Studies</td>
<td>Units 2, 3 &amp; 4</td>
</tr>
<tr>
<td>Visual Communication Design</td>
<td>Units 1, 2, 3 &amp; 4</td>
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**Mathematics/Science/Technology**

<table>
<thead>
<tr>
<th>Biology</th>
<th>Units 1, 2, 3 &amp; 4</th>
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<tbody>
<tr>
<td>Chemistry</td>
<td>Units 1, 2, 3 &amp; 4</td>
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<tr>
<td>Computing</td>
<td>Units 1 &amp; 2</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Units 1 &amp; 2</td>
</tr>
<tr>
<td>Food and Technology</td>
<td>Units 1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>Further Mathematics</td>
<td>Units 3 &amp; 4</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>Units 1 &amp; 2</td>
</tr>
<tr>
<td>Informatics</td>
<td>Units 3 &amp; 4</td>
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<tr>
<td>Mathematical Methods</td>
<td>Units 1, 2, 3 &amp; 4</td>
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<tr>
<td>Physics</td>
<td>Units 1, 2, 3 &amp; 4</td>
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<tr>
<td>Product Design and Technology (Wood)</td>
<td>Units 1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>Psychology</td>
<td>Units 1, 2, 3 &amp; 4</td>
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<tr>
<td>Software Development</td>
<td>Units 3 &amp; 4</td>
</tr>
<tr>
<td>Specialist Mathematics</td>
<td>Units 1, 2, 3 &amp; 4</td>
</tr>
</tbody>
</table>

The College also provides opportunities for students to participate in a selection of VET in the VCE (Vocational Education and Training in Schools) and Vocational Programs.

This is a list of the Units that the College is offering to Year 11 and 12 students. The VCE units that are actually taught in the Year 2016 will depend on student demand, viable class sizes, teacher availability and College resources.
Constructing a VCE Program

The Basic Requirements
To receive the VCE Certificate, a student must satisfactorily complete at least 16 Units of Study which must include at least three Units from the English Study Options and three pairs (sequences) of Units 3 and 4.

Planning which Units to do
Students will normally undertake between 16 and 24 Units over the two years. It is possible in some circumstances for a student at Year 11 level to undertake studies in particular Units 3 and 4 studies. A VCE VET Program will contribute towards the satisfactory completion of the VCE. Making this choice needs time and careful consideration. Parents have an important role in planning a Program with their son/daughter. Even though a program is chosen at the beginning of the VCE, as the program progresses it is usually possible to change some Units.

Looking Beyond the VCE
Parents’ knowledge and experience can be particularly useful in looking beyond the VCE. Does your son or daughter wish to go to University? Most courses have certain prerequisites - Units that must be studied before selection is possible, eg. most teaching courses require at least VCE Units 1 and 2 General Mathematics. Check the relevant VICTER guide that is distributed to each Year 10 student for more specific information.

How about TAFE? Certain specific combinations of VCE Units provide considerable credit towards TAFE courses. It is worth checking them out. What sort of career is likely? Together you may wish to make enquiries with some possible alternatives to find out which Studies are recommended.

All these points must be considered when putting together a VCE program. Careful thought will help construct a meaningful VCE course which will lead the student to a particular pathway after leaving school. Decisions made this year may have an important impact on the student's future. Students must think very carefully about the decisions that they make.

11 Points to Discuss
Consider these questions when constructing a VCE program:

1. What are your interests?
2. What subjects do you currently enjoy?
3. Which VCE Studies are you interested in? (Ensure, you understand what each VCE study involves. As a starting point read the ‘Units of Study’ description in this guide)
4. How long do you plan to take for your VCE? Two years or longer?
5. Would you like to do a VCE VET subject as part of your VCE program?
6. Which Units of which Studies is the College offering?
7. Are there any occupational areas which you are interested in?
8. What qualifications do you need for these occupations?
9. What tertiary or TAFE courses will give you these qualifications?
10. Is it possible to gain any of these qualifications whilst studying your VCE?
11. What are the prerequisites and/or associated ATARs required for these courses?
VCE Programs

At Marist-Sion College VCE students must complete:

- Religious Education Units in Years 11 and 12
- Four English Units

Sample Two Year VCE Programs at Marist-Sion College

**Standard Program 1**

<table>
<thead>
<tr>
<th></th>
<th>Common Study of English</th>
<th>Religious Education Commitment</th>
<th>Other Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 Semester 1</td>
<td>VCE Unit 1 from English Options</td>
<td>VCE Texts &amp; Traditions Unit 1 and VCE Religion &amp; Society Unit 1</td>
<td>VCE Unit 1 VCE Unit 1 VCE Unit 1 VCE Unit 1</td>
</tr>
<tr>
<td>Year 11 Semester 2</td>
<td>VCE Unit 2 from English Options</td>
<td>VCE Religion &amp; Society Unit 2 or Year 12 Religious Education</td>
<td>VCE Unit 2 VCE Unit 2 VCE Unit 2 VCE Unit 2</td>
</tr>
<tr>
<td>Year 12 Semester 1</td>
<td>VCE Units 3 &amp; 4 sequence from English Options</td>
<td>VCE Units 3 &amp; 4 Sequence</td>
<td>VCE Units 3 &amp; 4 Sequence</td>
</tr>
<tr>
<td>Year 12 Semester 2</td>
<td>VCE Units 3 &amp; 4 sequence from English Options</td>
<td>VCE Units 3 &amp; 4 Sequence</td>
<td>VCE Units 3 &amp; 4 Sequence</td>
</tr>
</tbody>
</table>

Or

**Standard Program 2**

<table>
<thead>
<tr>
<th></th>
<th>Common Study of English</th>
<th>Religious Education Commitment</th>
<th>Other Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 Semester 1</td>
<td>VCE Unit 1 from English Options</td>
<td>VCE Texts &amp; Traditions Unit 1 and VCE Religion &amp; Society Unit 1</td>
<td>VCE Unit 1 VCE Unit 1 VCE Unit 1 VCE Unit 1</td>
</tr>
<tr>
<td>Year 11 Semester 2</td>
<td>VCE Unit 2 from English Options</td>
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<td>VCE Unit 2 VCE Unit 2 VCE Unit 2 VCE Unit 2</td>
</tr>
<tr>
<td>Year 12 Semester 1</td>
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</tr>
<tr>
<td>Year 12 Semester 2</td>
<td>VCE Units 3 &amp; 4 sequence from English Options</td>
<td>VCE Units 3 &amp; 4 Sequence</td>
<td>VCE Units 3 &amp; 4 Sequence</td>
</tr>
</tbody>
</table>
## VCE Programs

### Accelerated Program 1 - Selected students only

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Common Study of English</th>
<th>Religious Education Commitment</th>
<th>Other Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td>Semester 1</td>
<td>VCE Unit 1 from English Options</td>
<td>VCE Texts &amp; Traditions Unit 1 and VCE Unit 1</td>
<td>VCE Unit 1</td>
</tr>
<tr>
<td>Year 11</td>
<td>Semester 2</td>
<td>VCE Unit 2 from English Options</td>
<td>VCE Religion &amp; Society Unit 1</td>
<td>VCE Unit 2</td>
</tr>
<tr>
<td>Year 12</td>
<td>Semester 1</td>
<td>VCE Units 3 &amp; 4 sequence from English Options</td>
<td>VCE Religion &amp; Society Unit 2 or Year 12 Religious Education</td>
<td>VCE Units 3 &amp; 4 Sequence</td>
</tr>
<tr>
<td>Year 12</td>
<td>Semester 2</td>
<td>VCE Unit 2 from English Options</td>
<td>VCE Units 3 &amp; 4 Sequence</td>
<td>VCE Units 3 &amp; 4 Sequence</td>
</tr>
</tbody>
</table>

### Accelerated Program 2 – Selected students only

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Common Study of English</th>
<th>Religious Education Commitment</th>
<th>Other Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td>Semester 1</td>
<td>VCE Unit 1 from English Options</td>
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<tr>
<td>Year 11</td>
<td>Semester 2</td>
<td>VCE Unit 2 from English Options</td>
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<tr>
<td>Year 12</td>
<td>Semester 1</td>
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<td>Year 12</td>
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<td>VCE Unit 2 from English Options</td>
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<td>VCE Units 3 &amp; 4 Sequence</td>
</tr>
</tbody>
</table>

* See page 8 for Accelerated Program details
VET in the VCE
Vocational Education and Training

What is a VCE VET program?
A student can choose a VCE VET program as part of your VCE. This means that the student will be undertaking training in a specific vocational area with VCE credit built in.

This training will contribute towards satisfactory completion of the VCE and also provides students with a nationally recognised vocational qualification. The vocational qualification will provide the student with access to further training. On completion of their VET program students will obtain a pre-apprenticeship qualification making their employability opportunities greater.

VCE VET programs will give the student's credit at Units 1 – 4 like any VCE subject. A number of programs also have a study score available like any VCE Unit 3 and 4 subject and will contribute directly to the student’s ATAR score. There are also a number of non-VET courses that contribute to VCE through block credit and indirectly to the ATAR score, (by calculation of 10% of the scores of four VCE studies completed.)

Dependent on the chosen course, these programs may be completed over one or two years and must begin at the start of each school year.

What are the Advantages in Completing a VET in the VCE Program?
These VCE VET programs should be of particular interest to students who want to:

- complete their VCE
- complete a nationally recognised training credential
- obtain an ATAR (Australian Tertiary Admission Rank) and keep tertiary options open
- select a program which is flexible enough to give the student some choice with clearer career and studies pathways after VCE.
- achieve greater confidence in tackling the labour market

How will Vocational Education Programs be provided?
Students will attend the campus of the RTO provider every Wednesday. Students will miss an elective class at school on their VET day each week. They must accept responsibility for keeping up with all assessed work and ensure that they follow up all missed class work. Students are allocated to Vocational Preparation classes which includes supervised private study lessons.

Students and their parents, in conjunction with the College, can arrange other Certificate Courses not listed in the Guide if a suitable course provider can be found. These arrangements should not take the student out of the College for more than one day per week. This day must be a Wednesday as the Year 10 Applied learning program classes are timetabled to free up each Wednesday as much as possible.

What are the costs associated with Vocational Training Programs?
Additional course costs for VET Programs will be added to the annual tuition fee. In 2015 an average VET fee charged was from $500 per course. It is likely that the VET fee charged to parents will increase beyond this $500 fee in 2016.

VET students will be expected to purchase a VET shirt from the uniform shop.
Additional material costs will be levied by the course provider and are borne directly by the family. The costs for each course vary depending on the course undertaken and the level of government funding provided through the Catholic Education Commission of Victoria and the College itself. Fee Remissions for families may be available in accordance with the General College Fees Policy. Specific costing will be detailed via letter to each family early next year once enrolments, course costs and funding levels are finalised.
VCE VET Programs

VET Programs available through the Baw Baw VET Cluster or the Latrobe Valley VET Cluster

Certificate II in Agriculture
Certificate II in Animal Studies
Certificate II in Automotive Studies
Certificate II in Building and Construction - Bricklaying
Certificate II in Building and Construction - Carpentry
Certificate II in Building and Construction - Painting and Decorating
Certificate II in Civil Construction
Certificate II in Community Services – Aged, Disability Care and Child Care
Certificate II in Electrical
Certificate II in Engineering
Certificate II in Equine Studies
Certificate III in Fitness
Certificate II in Furniture Making- Cabinet Making
Certificate II in Hairdressing
Certificate II in Horticulture (Landscaping)
Certificate II in Hospitality
Certificate II in Plumbing
Certificate II in Retail Make-up and Skin Care

Further details of all possible programs are available from Mrs Mandy Moore, the Careers and Pathways Coordinator. Courses will not run if there are insufficient numbers.
## VET IN THE VCE Programs

Sample VCE VET Programs at Marist-Sion College

### VCE VET Program 1

<table>
<thead>
<tr>
<th></th>
<th>Common Study of English</th>
<th>Religious Education Commitment</th>
<th>VET Program</th>
<th>Other Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 11</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>VET Units 1 &amp; 2 Sequence</td>
<td>VCE Unit 1</td>
</tr>
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<td><strong>Year 11</strong></td>
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<td></td>
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<td><strong>Semester 2</strong></td>
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<td>VCE Unit 2</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td>VCE Units 3 &amp; 4 sequence from English Options</td>
<td>VCE Religion &amp; Society Unit 2 or Year 12 Religious Education</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td>VCE Units 3 &amp; 4 sequence from English Options</td>
<td>VCE Religion &amp; Society Units 3 &amp; 4</td>
<td>VET Units 3 &amp; 4 Sequence</td>
<td>VCE Units 3 &amp; 4 Sequence</td>
</tr>
</tbody>
</table>

Or

### VCE VET Program 2

<table>
<thead>
<tr>
<th></th>
<th>Common Study of English</th>
<th>Religious Education Commitment</th>
<th>VET Program</th>
<th>Other Options</th>
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<td><strong>Year 11</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td>VCE Unit 1 from English Options</td>
<td>VCE Texts &amp; Traditions Unit 1 and VCE Religion &amp; Society Unit 1</td>
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<td>VCE Unit 1</td>
</tr>
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<td><strong>Year 11</strong></td>
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</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester 1</strong></td>
<td>VCE Units 3 &amp; 4 sequence from English Options</td>
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<td>VET Units 3 &amp; 4 Sequence</td>
<td>VCE Units 3 &amp; 4 Sequence</td>
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<td><strong>Year 12</strong></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Semester 2</strong></td>
<td>VCE Units 3 &amp; 4 sequence from English Options</td>
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<td>VET Units 3 &amp; 4 Sequence</td>
<td>VCE Units 3 &amp; 4 Sequence</td>
</tr>
</tbody>
</table>
The Victorian Certificate of Applied Learning (VCAL)

The VCAL is an alternative qualification that sits alongside the VCE. Some young people feel constrained by the current educational programs offered in the VCE because their individual learning, personal development and transition needs cannot be fully met by traditional approaches. The VCAL will provide new pathways for these young people in Years 11 and 12 and will be based on hands-on or applied learning.

The VCAL is delivered in three qualification levels to cater for a range of students with different abilities and interests. They also provide a progression in the development of skills, knowledge and attributes.

At Foundation level, students learn under close supervision with high levels of direction. Knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning.

At Intermediate level, learning is reasonably autonomous in regard to planning and work activities but conducted under supervision. Knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills.

At Senior level, learning is autonomous in regard to planning and work activities but conducted under supervision. Knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership.

The VCAL will provide an accredited program of studies in the following four compulsory strands:

- **Religious Education** – A compulsory study at each year level at the College.
- **Literacy and Numeracy Skills** – to develop literacy and numeracy skills
  (Students will complete Foundation English and General Mathematics)
- **Industry Specific skills** – to develop skills, knowledge etc important in industry
  (Students enroll in VET Course – one day a week at TAFE or other RTO)
- **Work-Related skills** – complex development of appropriate skills and knowledge in order to provide the necessary WH&S preparation for the workplace, and the development of work related and vocational skills in a workplace context.
- **Personal Development Skills** – focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

The VCAL can be completed at Intermediate Level and Senior Level at Marist-Sion College:

The VCAL units do not have graded assessments and the Statement of Results issued to students will only contain ‘S’ (Satisfactory) or ‘N’ (Unsatisfactory) results. If the student decides at a later stage that the VCE is a better option for them, any VCE, VET or VCAL units that the student has completed during VCAL contribute towards the VCE.

The table shows the units of study accredited to the VCAL Levels.

<table>
<thead>
<tr>
<th>Strands</th>
<th>Foundation / Intermediate Level Year 11</th>
<th>Senior Level Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>VCE Religion and Society Unit 1</td>
<td>Year 12 Religious Education</td>
</tr>
<tr>
<td>Literacy Skills</td>
<td>VCE Foundation English Units 1 and 2</td>
<td>VCAL Senior Literacy</td>
</tr>
<tr>
<td>Numeracy Skills</td>
<td>VCE General Maths Units 1 and 2</td>
<td>One VCE Study at Units 3 &amp; 4 level. Students may choose to study VCE Further Mathematics Units 3 and 4 but this is not compulsory.</td>
</tr>
<tr>
<td>Industry Specific Skills</td>
<td>Select any VET course from the list described in the VET in the VCE section of the guide</td>
<td>Select any VET course from the list described in the VET in the VCE section of this guide</td>
</tr>
<tr>
<td>Work Related Skills</td>
<td>Work Placement</td>
<td>Work Placement</td>
</tr>
<tr>
<td>Personal Development Skills</td>
<td>Personal Development Skills</td>
<td>Personal Development Skills</td>
</tr>
</tbody>
</table>
VCAL Programs

VCAL Programs at Marist-Sion College incorporating VCE, VET and VCAL units

Student VCAL Programs will be developed to suit each individual student’s needs.

**Personal Development Skills:** the purpose of this unit is to focus on the development of organization and planning skills, knowledge, practical skills, problem solving and interpersonal skills.

### Foundation / Intermediate Level VCAL

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Religious Education</th>
<th>Literacy and Numeracy Skills</th>
<th>Personal Development Skills</th>
<th>Industry Specific Skills</th>
<th>Work Related Skills</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VCE Religion and Society Unit 1</td>
<td>VCE Foundation English Units 1 &amp; 2 and VCE General Maths Units 1 &amp; 2</td>
<td>Personal Development Skills</td>
<td>VET Program</td>
<td>One day each week – either a Wednesday or Friday</td>
<td>Choice of one VCE Units 1 and 2 study from a limited range offered</td>
</tr>
</tbody>
</table>

### Senior Level VCAL

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Religious Education</th>
<th>Literacy and Numeracy Skills</th>
<th>Personal Development Skills</th>
<th>Industry Specific Skills</th>
<th>Work Related Skills</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 12 Religious Education</td>
<td>Senior VCAL Literacy</td>
<td>Personal Development Skills</td>
<td>VET Program</td>
<td>One day each week – either a Wednesday or Friday</td>
<td>Choice of one VCE Units 3 &amp; 4 study from a limited range offered</td>
</tr>
</tbody>
</table>
Unit Descriptions for VCE Studies
Accounting

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 business. 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. Each unit contains between two and four areas of study.

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

Accounting: Unit 1
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Topics include: forms of business ownership, sources of finance, the accounting equation, business documents, recording receipts and payments, the GST, bank reconciliations, accounting reports, cash budgeting.

Accounting: Unit 2
This unit focuses on accounting for a sole proprietor of a single activity trading business. Topics include: recording cash and credit transactions, the difference between cash and profit, depreciation, stock cards, price setting, gross profit and net profit, evaluation business performance, the use of a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

Accounting: Unit 3
Topics include: double entry accounting, the general ledger, subsidiary ledgers, balance day adjustments, the GST, debtor and creditor schedules, the General Journal, depreciation, accounting reports.

Accounting: Unit 4
Topics include: sales and purchase returns, further balance day adjustments, valuing stock, budgeting, financial evaluation.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. However, students entering Unit 3 without having successfully completed Units 1 and/or 2 are advised to consult with a VCE Accounting teacher before submitting preferences. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory Completion - Demonstrated achievement of the set of outcomes specified for the unit as determined by the teacher. Each Unit has a prescribed ICT based assessment component.

Levels of Achievement

Units 1 and 2
Individual school decision on levels of achievement

Units 3 and 4

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3</td>
<td>25 per cent</td>
</tr>
<tr>
<td>Unit 4</td>
<td>25 per cent</td>
</tr>
<tr>
<td>Units 3 and 4</td>
<td>50 per cent</td>
</tr>
</tbody>
</table>
Art

Rationale
VCE Art provides the opportunity to investigate the role of art in the world through a study of historical and contemporary cultures. The Art study challenges students to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewer. Throughout their study, students develop skills in research, analysis and arts criticism to interpret and debate the issues that are raised and, in response; they form and support personal points of view. Through exploration and experimentation using art forms, materials, techniques and processes, students progressively develop their own artworks and develop an awareness of appropriate health and safety practices.

Structure: The study is made up of four units.

Art: Unit 1
This unit focuses on artworks as objects and examines how formal qualities such as art elements, materials and techniques communicate meaning. Students examine artists in different societies and cultures, and historical periods, and develop their own points of view about the meanings and messages of the studied artwork. They explore the work of artists who have been inspired by ideas relating to personal and cultural identity. In this unit, students will study at least three artists and at least one artwork from each of the selected artists. Students apply the Formal Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and art making. In their practical work, they explore the characteristics and qualities of materials and areas of personal interest to generate their own artworks.

Art: Unit 2
In this unit students become aware that artworks can be created as forms of cultural expression for specific contexts. Students begin to see the importance of an artwork's cultural context and analyse the varying social functions that art can serve. Students use the Formal Framework and the Cultural Framework to examine the different ways that artists interpret and present social issues. Students study at least one artwork from at least four artists. In their practical work, students continue to explore techniques and develop personal and creative responses in their art making. They explore the effects on their own artwork of cultural contexts and social attitudes to art.

Art: Unit 3
In this unit, students study selected artists who have produced works before 1970 and selected artists who have produced works since 1970. Students use all the Analytical Frameworks for interpreting and analysing the meaning of artworks. Students apply imagination and creativity to develop their ideas through a visual language. Their art making is supported through investigation, exploration and application of a variety of materials and techniques. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the formal, personal, cultural and contemporary aspects of their own developing artworks. (At the end of this unit, students present a body of work and at least one finished artwork accompanied by documentation of thinking and working practices).

Art: Unit 4
In Unit 4 students continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. They examine and analyse their own viewpoints and those of others through commentaries and use this information to formulate and support their own developing points of view. In relation to their developing artwork students continue to build upon ideas and concepts begun in Unit 3. They focus on the development of a body of work that demonstrates creativity and imagination, the evolution of ideas and the realisation of appropriate concepts, knowledge and skills. (At the end of this unit, students present a body of work and at least one finished artwork accompanied by documentation of thinking and working practices).

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 outcomes specified for the unit.
Levels of Achievement

Units 1 and 2 Individual school decision on levels of achievement
Units 3 and 4 School assessed coursework and an end of year examination

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3 School assessed coursework</td>
<td>10 per cent</td>
</tr>
<tr>
<td>Unit 4 School assessed coursework</td>
<td>10 per cent</td>
</tr>
<tr>
<td>Units 3 and 4 school assessed task</td>
<td>50 per cent</td>
</tr>
<tr>
<td>Units 3 and 4 examination</td>
<td>30 per cent</td>
</tr>
</tbody>
</table>
Biology

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

Structure
The study is made up of four units.

- **Unit 1:** How do living things stay alive? (2016 - 2021 Biology Study design)
- **Unit 2:** How is continuity of life maintained? (2016 - 2021 Biology Study design)
- **Unit 3:** Signatures of life (2013 - 2016 Biology Study design)
- **Unit 4:** Continuity and change (2013 - 2016 Biology Study design)

**Biology: Unit 1**
This unit introduces students to challenges to survival. They examine the cell as the structural and function unit of life and the requirements for sustaining cellular processes. They analyse adaptations that assist with an organism’s survival and consider the role of homeostasis. Students investigate relationships within a community (interactions between species and with the environment), methods for classification and factors affecting population growth.

**Biology: Unit 2**
This unit focuses on cell reproduction and the transmission of biological information from generation to generation. Students study the cell cycle and process of DNA replication. Reproductive strategies are compared and the role of stem cells explored. Classical genetics is used to explain inheritance, study pedigree charts and predict outcomes of genetic crosses. The uses of genetic screening and its social and ethical issues are examined.

**Biology: Unit 3**
This unit examines the molecules and biochemical processes that are indicators of life. Syntheses of biomolecular and biochemical processes common to autotrophic and heterotrophic life forms are investigated. The universality of DNA provides a key focus.

**Biology: Unit 4**
This unit explores the evidence for evolution of life forms over time. Hypotheses that explain how changes to species have come about are investigated. The similarities and differences between organisms are examined, including the conservation of genes as evidence for ancestral lines of life.

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

Students must undertake Unit 3 prior to undertaking Unit 4.

**Assessment**
Satisfactory Completion - Achievement of the set of outcomes specified for the unit.

**Levels of Achievement**

**Units 1 and 2**
The individual school will determine levels of achievement

**Units 3 and 4**
School assessed coursework and one final examination

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Unit 3 School assessed coursework</td>
<td>20 per cent</td>
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<tr>
<td>Unit 4 School assessed coursework</td>
<td>20 per cent</td>
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<tr>
<td>Units 3 and 4 examination</td>
<td>60 per cent</td>
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Business Management

Rationale
Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. The study recognises that there is a range of management theories rather than a single theory of management. Each unit examines some of these theories and, through exposure to real business scenarios and/or direct contact with business, compares them against management in practice.

Structure
The study is made up of four units:

- **Unit 1**: Small business management
- **Unit 2**: Communication and management
- **Unit 3**: Corporate management
- **Unit 4**: Managing people and change

Business Management: Unit 1
This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success. It also involves a consideration of business concepts; small business decision-making, planning and evaluation and day-to-day operations.

Business Management: Unit 2
This unit focuses on the importance of effective communication in achieving business objectives. It includes communication both internally and externally to business with special attention to the functions of marketing and public relations. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different contexts.

Business Management: Unit 3
In this unit students investigate how large scale organisations operate. Students examine the context in which they conduct their business, focus on aspects of their internal environment and then look at the operations management function. Students develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications.

Business Management: Unit 4
This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about the process of change management. This includes addressing forces for change, a change management theory discussion of the impact of change and the opportunity to apply this learning to a contemporary issue of significance.

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

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

Levels of Achievement

**Units 1 and 2**
Individual school decision on levels of achievement

**Units 3 and 4**
School assessed coursework and an end of year examination

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Unit 3</td>
<td>25 per cent</td>
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<tr>
<td>Unit 4</td>
<td>25 per cent</td>
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<tr>
<td>Units 3 and 4</td>
<td>50 per cent</td>
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</tbody>
</table>
Rationale
Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. 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. Throughout the study, students use chemistry terminology including symbols, formulas, nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Structure
The study is made up of four units:

- Unit 1: How can the diversity of materials be explained? (2016 - 2021 Physics Study design)
- Unit 2: What makes water such a unique chemical? (2016 - 2021 Physics Study design)
- Unit 3: Chemical pathways (2013 - 2016 Physics Study design)
- Unit 4: Chemistry at work (2013 - 2016 Physics Study design)

Chemistry: Unit 1
Students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. They are introduced to quantitative concepts, including the mole, and apply their knowledge to determine the relative masses of elements and the composition of substances.

Chemistry: Unit 2
Students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. They are introduced to stoichiometry and to analytical techniques and instrumental procedures. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Chemistry: Unit 3
Students investigate analytical chemistry. Specific properties and reactions of key chemicals are explored to explain how various analytical tools are used in forensics, food manufacturing, geology and environmental studies. Organic chemistry is studied and linked to the synthesis of new medicines and the generation of biochemical fuels and forensic analysis. The applications of green chemistry are further developed.

Chemistry: Unit 4
Students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Equilibrium within chemical reactions is investigated and used to understand the optimum conditions required for the industrial production of selected chemicals. Students investigate energy production from available resources, considering the efficiencies, advantages and disadvantages of each. Transforming chemical and electrical energy is studied through the investigation of galvanic and electrolytic cells. Their use in the laboratory, industry everyday society is explored. The applications of green chemistry are further developed.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional reading as prescribed by their teacher.

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

Levels of Achievement
Units 1 and 2 Individual school decision on levels of achievement
Units 3 and 4 School assessed coursework and two examinations
- Unit 3 School assessed coursework 20 per cent
- Unit 4 School assessed coursework 20 per cent
- Units 3 and 4 examination 60 per cent
Computing

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-tech.

Structure
The study is made up of six units:

Unit 1: Computing
Unit 2: Computing
Units 3 and 4: Informatics
Units 3 and 4: Software development

Note: students may elect to undertake one or both of these Units 3 and 4 sequences

Computing: Unit 1
In this unit students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills.

Computing: Unit 2
In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.
Informatics: Unit 3

In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution.

Students develop an understanding of the power and risks of using complex data as a basis for decision making. In Area of Study 2 students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.

Informatics: Unit 4

In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project.

In Area of Study 2, students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

Software Development: Unit 3

In Software development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules.

In Area of Study 1 students respond to given software designs and develop a set of working modules through the use of a programming language. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

Software Development: Unit 4

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3.

In Area of Study 1 students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress. In Area of Study 2 students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Entry

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

Assessment

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

Levels of Achievement

Units 1 and 2 Individual school decision on levels of achievement

Units 3 and 4 School assessed coursework and an end of year examination

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Unit 3 school assessed coursework</td>
<td>25 per cent</td>
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<tr>
<td>Unit 4 school assessed coursework</td>
<td>25 per cent</td>
</tr>
<tr>
<td>Units 3 and 4 examination</td>
<td>50 per cent</td>
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</tbody>
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Drama

Drama Unit 1 will be offered for study in 2016 in conjunction with Theatre Studies Unit 2.

Rationale
The study of Drama focuses on the creation and performance of characters, narratives and stories. Students use role and expressive skills to create, and present dramatic works and develop an understanding of dramatic elements, stagecraft and theatrical conventions.

Structure
The study is made up of four units.
Unit 1 Drama is offered to students at Marist-Sion College in 2016. Units 3 and 4 Drama will be available for study in 2017.

Unit 1: Dramatic storytelling

Drama: Unit 1
This unit focuses on creating, presenting and analysing a devised performance that includes characters, based on personal, cultural and/or community experiences and stories. Students examine storytelling through the creation of devised performance/s and manipulate expressive skills in the creation and presentation of characters.

Entry
There are no prerequisites for entry to Unit 1.

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

Levels of Achievement
Unit 1 The school will determine levels of achievement
The Study of English

Rationale
Effective participation in Australian society depends on an ability to understand the various uses of the English language and to employ them effectively for a range of purposes. Each of the English studies aims to enable all students to develop their critical understanding and control of the English language and to develop a level of competence adequate for the demands of post-school employment, further education and life.

Introduction
Students must select four units of English, from those listed below, during their VCE studies at the College. Of these four units students must satisfactorily complete three units (including a Unit 3 and 4 sequence) to achieve their VCE.

Structure
The study is made up of the following units:

English: Units 1, 2, 3 and 4
Foundation English: Units 1 and 2 (available to VCAL students only)
Literature: Units 1, 2, 3 and 4

These additional conditions apply to achieving the VCE:
Foundation English is an essential English course which is ideally suited to students who need some intensive work on their literacy skills and/or those who hope to gain full-time employment at the end of Year 11. Only students undertaking a VCAL program will study this option.

The Literature course is recommended for students who have very strong skills in reading, comprehension and written analysis.

Students selecting Unit 1 and/or Unit 2 Literature must have received a grade of 80% or higher in their previous Year 10 English studies. Units 1 and 2 Literature are not prerequisites for the study of Units 3 and 4 Literature, but they are highly recommended. Students selecting Units 3 and 4 Literature must have received 75% or higher in their Year 11 English studies. If students wish to study Units 3 and 4 Literature they are strongly advised to also select Units 3 and 4 English in their Year 12 VCE program.
English

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.

Structure
The study is made up of four units.

English: Unit 1
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

English: Unit 2
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

English: Unit 3
The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

English: Unit 4
The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

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

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

Levels of Achievement

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

Units 3 and 4
School assessed coursework and an end of year examination
Unit 3 School assessed coursework 25 per cent
Unit 4 School assessed coursework 25 per cent
Units 3 and 4 examination 50 per cent
Foundation English

Rationale
The Foundation English course is designed for students who may require a more vocationally orientated approach to English or may be aiming to directly enter the workforce upon completing their post compulsory secondary studies.

The study design draws on and strengthens the skills gained and the knowledge students have acquired about texts and language. It integrates speaking, listening, reading, viewing and writing across all areas of study to enhance students’ knowledge about the structures and functions of written and oral language. The course allows students to improve their skills in comprehending and responding to a variety of texts, and to enhance their communication skills.

Structure
The study is made up of two units.

Foundation English: Units 1 and 2
The Foundation English course is designed around one compulsory area of study, Essentials of English, and five optional areas of study from which one must be selected for study in each unit. These areas of study are not discrete. Each contains aspects of other areas of study and the modes of language – speaking and listening, reading and writing – define the outcomes, key knowledge, key skills and learning activities in all areas of the course.

Area of study 1: Essentials of English. Compulsory area of study in both Units 1 and 2:
This area of study focuses on developing learning strategies and literacy skills. It describes the fundamental understandings and processes students need in order to read and write effectively and identifies learning strategies designed to enhance achievement in English.

Areas of study:
Area of study 2: Communication and the workplace
Area of study 6: Information literacy.

Any student completing Foundation English Units 1 & 2 and planning to progress to English Units 3 & 4 must have satisfactorily completed an end of year English exam in the previous year.

Entry
There are no prerequisites for entry to Units 1 or 2

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

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

Structure
The study is made up of four units.

Literature: Unit 1 – Approaches to Literature
In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Literature: Unit 2 – Context and Connections
In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

Literature: Units 3 and 4
The study of literature is a means of exploring and making sense of human experience. The process of making meaning involves asking questions such as: Whose experiences are given voice in the text? How are they created through the text’s use of language and literary devices? What seem to be the main ideas and preoccupations of the text? What does the text's representation of characters and events suggest about the views and values of the text? In what ways, if any, does the text appear to be shaped by the cultural context in which it was produced? This unit examines such questions and involves students in analysing a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

Entry
The Literature course is recommended for students who have very strong skills in reading comprehension and written analysis. Students selecting Literature Units 1 and 2 must have received a grade of 80% or higher in their previous English studies. Students selecting Literature Units 3 and 4 must have received a grade of 75% or higher in their previous English studies.

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

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

Units 3 and 4
School assessed coursework and an end of year examination
Unit 3 School assessed coursework 25 per cent
Unit 4 School assessed coursework 25 per cent
Units 3 and 4 examination 50 per cent
Environmental Science

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

Structure
The study is made up of four units:
Units 1 and 2 Environmental Science are offered to students at Marist-Sion College.

**Unit 1:** How are Earth’s systems connected? (2016 - 2021 Environmental Science Study design)
**Unit 2:** How can pollution be managed? (2016 - 2021 Environmental Science Study design)

Environmental Science: Unit 1
Students examine Earth as a set of four interacting systems. They explore the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components and consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

Environmental Science: Unit 2
Students explore the concept of pollution and associated impacts on Earth’s four systems through global, national and local perspectives. They analyse the effects of pollutants on the health of humans and the environment over time and consider how values, beliefs and evidence affect environmental decision making. Students compare three pollutants of national and/or global significance with reference to their effects in the atmosphere, biosphere, hydrosphere and lithosphere, and discuss management options.

Entry
There are no prerequisites for entry to Unit 1 and Unit 2.

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

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

Rationale
VCE Food and Technology focuses on the importance of food in our daily lives from both a theoretical and practical point of view. Students use the design process, critical thinking and problem-solving skills to develop food products to suit specific situations or to meet the needs of individual consumers and their lifestyles. In this process, they also develop independent and cooperative learning skills. The study may provide a foundation for pathways to food science and technology, consumer science, home economics, child care and education, community services and aged care, the hospitality and food manufacturing industries, and nutrition and health studies.

Structure
The study is made up of four units:

- Unit 1: Food safety and properties of food
- Unit 2: Planning and preparation of food
- Unit 3: Food preparation, processing and food controls
- Unit 4: Food product development and emerging trends

Food and Technology: Unit 1
Practical cooking tasks are integrated with theoretical understanding of topics including safe and hygienic food handling and storage practices, classification of foods and their properties, and quality and ethical considerations in food selection. Students use the design process to meet the requirements of design briefs to maximise the qualities of key foods.

Food and Technology: Unit 2
In this unit student’s research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food. Working both independently and as members of a team, students research and implement solutions to a design brief.

Food and Technology: Unit 3
Topics include food safety in Australia, causes of food spoilage and food poisoning, natural components of key foods, cooking techniques, primary and secondary processes, and food preservation techniques. Students devise a design brief and design plan, conduct research and incorporate their knowledge about key foods. In developing the design plan, students establish an overall production timeline to complete the set of food items (the product) to meet the requirements of the brief for implementation in Unit 4.

Food and Technology: Unit 4
In this unit students develop individual production plans for the proposed four to six food items and implement the design plan they established in Unit 3. In completing this task, students apply safe and hygienic work practices using a range of preparation and production processes, including some which are complex. They use appropriate tools and equipment and evaluate their planning, processes and product. Other topics studied include food product development, emerging trends in product development, and food packaging, packaging systems and marketing.

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

Assessment
Satisfactory Completion – Demonstrated achievement of the set outcomes specified 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 School assessed coursework and end of year examination
- Unit 3 School assessed coursework 18 per cent
- Unit 4 School assessed coursework 12 per cent
- Units 3 and 4 School-assessed Task 40 per cent
- Units 3 and 4 examination 30 per cent
Health and Human Development

Rationale
The central focus of the Health and Human Development study is to examine the factors that promote and impact on the well-being of individuals, families and communities. This study aims to develop an understanding of the relationship between health and human development across the lifespan.

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

Health and Human Development: Unit 1
In this unit students develop an understanding of the concepts of health and individual human development. This is done with a focus on youth and the changes associated with this stage. Students study the health status of Australia’s youth and look at factors that influence their health and individual human development. Students explore the health issues relevant to Australia’s youth as well as strategies and programs that affect youth health and individual human development.

Health and Human Development: Unit 2
In this unit student’s look at the health and individual human development for the lifespan stages of prenatal, childhood and adulthood. Students investigate factors that influence the health and individual human development of children and adults. Students explore issues that affect health and individual human development of Australia’s mothers and babies, children and adults as well as strategies and programs affect health and individual human development.

Health and Human Development: Unit 3
In this unit student's compare the health status of Australia’s population with other developed countries and look at the variations in health status of population groups in Australia. Students analyse the role of the National Health Priority Areas in improving our health. The unit looks at a number of approaches to health promotion as well as the roles of government and non-government organisations in promoting health.

Health and Human Development: Unit 4
This unit focuses on factors that contribute to variations in health status between Australia and developing countries. Student's evaluate progress towards the United Nations’ Millennium Development Goals and look at the interrelationships between health, human development and sustainability. Students evaluate programs implemented by international and Australian government and non-government organisations.

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

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

Levels of Achievement

**Units 1 and 2**
Individual school decision on levels of achievement

**Units 3 and 4**
School assessed coursework and end of year examination

- **Unit 3 School assessed coursework** 25 per cent
- **Unit 4 School assessed coursework** 25 per cent
- **Units 3 and 4 examination** 50 per cent
History

Rationale
History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is synthesising discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

Structure
The study is made up of a number of units.

- **Unit 1**: Twentieth Century History 1919 - 1945
- **Unit 2**: Twentieth Century History 1945 - 2000
- **Units 3 and 4**: Revolutions

History: Unit 1
The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. Totalitarian governments used the military, education and propaganda to impose on the way people lived, to exclude particular groups of people and to silence criticism. Economic crises such as the great Depression cause strains within liberal democracies. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Areas of Study: 1. Ideology and Conflict 2. Social and Cultural Change

History: 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 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. 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.

Areas of Study: 1. Competing Ideologies, 2. Challenge and Change

History: Units 3 and 4
Students investigate the significant historical causes and consequences of political revolution. Revolutions 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. At Marist-Sion College the American Revolution is studied for Unit 3 while the Russian Revolution is studied for Unit 4.

Areas of Study: 1. Causes of Revolution 2. Consequences of Revolution

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

Assessment
Satisfactory Completion - Demonstrated achievement of completion of set of outcomes.

Levels of Achievement

Units 1 and 2
Individual school decision on levels of achievement

Units 3 and 4
School assessed coursework and an end of year examination
Unit 3 school-based assessment 25 per cent
Unit 4 school-based assessment 25 per cent
Units 3 and 4 external examination 50 per cent
Legal Studies

Rationale
This study 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. 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.

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

Legal Studies: Unit 1
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. 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.

Legal Studies: Unit 2
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.

Legal Studies: Unit 3
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.

Legal Studies: Unit 4
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. 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.

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

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

Levels of Achievement

Units 1 and 2
Individual school decision on level of achievement

Units 3 and 4
School assessed coursework and an end of year examination

<table>
<thead>
<tr>
<th>Coursework Type</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Unit 3 School assessed coursework</td>
<td>25 per cent</td>
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<tr>
<td>Unit 4 School assessed coursework</td>
<td>25 per cent</td>
</tr>
<tr>
<td>Units 3 and 4 Examination</td>
<td>50 per cent</td>
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</tbody>
</table>
LOTE: German

Rationale
The ability to use a language other than English and move between cultures is important for full participation in the modern world, especially in the context of increasing globalisation and Australia’s cultural diversity.

The study of German develops students’ ability to understand and use a language that has long been recognised as a world language of culture, music, theology and philosophy, as well as a key language in the fields of science, medicine, economics and technology.

German-speaking countries have emerged as strong international leaders in trade, commerce and politics, and the ability to communicate in German, in conjunction with other skills, enhances students’ opportunities in a wide range of vocational areas.

Structure
The study is made up of four units, which are based on three prescribed themes:
The individual: Personal identity, school and aspirations, leisure and lifestyles
The German-speaking communities: People and places, past and present, Arts and entertainment
The changing world: The world of work, social issues and tourism

German: Unit 1
For this unit the student is required to establish and maintain a spoken or written exchange related to personal areas of experience; to listen to, read and obtain information from spoken and written texts; and to produce a personal response to a text focusing on a real or imaginary experience.

German: Unit 2
Students are required to participate in a spoken or written exchange related to making arrangement and completing transactions; to listen to, read, and extract and use information and ideas from spoken and written texts; and to give expression to real or imaginary experience in spoken or written form.

German: Unit 3
For this unit the student must be able to express ideas through the production of original texts; to analyse and use information from spoken texts and to exchange information, opinions and experiences.

German: Unit 4
Students must analyse and use information from written texts; and to respond critically to spoken and written texts that reflect aspects of the language and culture of German-speaking communities.

Entry
German is designed for students who have studied the language for at least 200 hours prior to the commencement of Unit 1. Students must undertake Unit 3 prior to undertaking Unit 4.

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

Levels of Achievement
Units 1 and 2
These are school based according to the set of criteria in the study design

Units 3 and 4
School assessed coursework and two end of year examinations
Unit 3 school assessed coursework 25 per cent
Unit 4 school assessed coursework 25 per cent
End of Year Examination – Oral 12½ per cent
End of Year Examination – Written 37½ per cent
LOTE: Japanese

Rationale
The study of Japanese contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Japanese is one of the most widely taught languages from the Asia-Pacific region in Australian schools. This recognizes the close economic and cultural ties between the two countries.

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

Structure
The study is made up of 4 units.

Japanese: Unit 1
Students are required to: establish and maintain a spoken or written exchange related to personal areas of experience; listen to, read and obtain information from written and spoken texts; produce a personal response to a text focusing on real or imaginary experience.

Japanese: Unit 2
Students are required to: participate in a spoken or written exchange related to making arrangements and completing translations; listen to, read, extract and use information and ideas from spoken and written texts; give expression to real or imaginary experience in written or spoken form.

Japanese: Unit 3
Students are required to: express ideas through the production of original text; analyse and use information from spoken texts; exchange information, opinions and experience.

Japanese: Unit 4
Students are required to: respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese speaking communities.

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

Entry
Units 3 and 4 cannot be taken without the successful completion of Units 1 and 2. Units 3 and 4 are designed to be taken as a sequence.

Levels of Achievement
Units 1 and 2
The individual school will determine levels of achievement

Units 3 and 4
School assessed coursework and an end of year examination.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Unit 3 school assessed coursework</td>
<td>25 per cent</td>
</tr>
<tr>
<td>Unit 4 school assessed coursework</td>
<td>25 per cent</td>
</tr>
<tr>
<td>Units 3 and 4 examination – oral</td>
<td>12.5 per cent</td>
</tr>
<tr>
<td>Units 3 and 4 examination – written</td>
<td>37.5 per cent</td>
</tr>
</tbody>
</table>
The Study of Mathematics

Rationale
Mathematics is the study of quantity, structure, space, change and pattern. Through the use of abstraction and logical reasoning, Mathematics has evolved from counting, calculation, measurement and the systematic study of the shapes and motions of physical objects. Mathematics is sued throughout the world in many fields, including natural science, engineering, medicine and the social sciences such as economics. It is the cornerstone for decision making and various quantitative activates in commerce, industry, education and defense. Mathematics provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. In an increasingly technological society the use and need for understanding Mathematics is becoming more, not less important. To be a functioning and effective citizen of our society the ability to understand and analyse politicians claims, scientific research and ethical considerations, to even balance your credit card, an understanding of mathematical concepts in crucial. In addition any career that requires Mathematics is higher paid than one that does not.

All students in all the mathematical units offered will apply knowledge and skills, model, investigate and solve problems, and use CAS calculator technology to support learning mathematics and its application in different contexts.

Structure
The study is made up of the following units:
- General Mathematics Units 1 and 2
- Mathematical Methods Units 1 and 2
- Specialist Mathematics Units 1 and 2
- Further Mathematics Units 3 and 4
- Mathematical Methods Units 3 and 4
- Specialist Mathematics Units 3 and 4

Introduction
- Students are encouraged to attempt the highest level of Mathematics that they are capable of studying to maximise their future career options.
- General Mathematics Units 1 and 2 are a prerequisite for Further Mathematics Units 3 and 4. However, students who have successfully completed Mathematical Methods Units 1 and 2 are able to study Further Mathematics Units 3 and 4.
- Mathematical Methods Units 1 and 2 are a prerequisite for Mathematics Methods Units 3 and 4.
- Specialist Mathematics Units 1 and 2 are strongly recommended as a prerequisite for Specialist Mathematics Units 3 and 4.
- Specialist Mathematics Units 1 and 2 should only be selected by students who are studying Mathematical Methods Units 1 and 2.
- Mathematical Methods Units 1 and 2 may be studied without Specialist Mathematics Units 1 and 2 however there are obvious benefits from completing both subjects concurrently to provide the most comprehensive preparation for Year 12 Mathematical study.
- Specialist Mathematics Units 3 and 4 must be studied concurrently with Mathematical Methods Units 3 and 4.
- Progression in accordance with the flowchart is dependent on student achievement and teacher recommendation. Students and parents should seek information and advice from the student’s Mathematics teacher.
- Recommendations will be based on semester one performance and may be reviewed if semester two performance varies significantly.
Pathways available to students in the selection of Mathematics units

Year 10
- Advanced Maths
- Standard Maths

Year 11
- Specialist Mathematics Units 1 & 2
- Mathematical Methods Units 1 & 2
- General Mathematics Units 1 & 2

Year 12
- Specialist Mathematics Units 3 & 4
- Mathematical Methods Units 3 & 4
- Further Mathematics Units 3 & 4
Mathematics

General Mathematics: Units 1 and 2
General Mathematics provides courses for diverse groups of students and may be implemented in a number of ways. This course is aimed at those students wishing to study Further Mathematics Units 3 and 4. The areas of study are Statistics; Algebra and structure; Graphs of Linear and Non Linear Relations; Discrete Mathematics; Geometry Measurement and Trigonometry; and Arithmetic and Number.

Mathematical Methods: Units 1 and 2
These units are designed in particular as preparation for Mathematical Methods CAS Units 3 and 4. The areas of study are Functions and Graphs; Algebra; Calculus; and Probability.

Specialist Mathematics: Units 1 and 2
Specialist Mathematics is aimed at those students who require a more thorough preparation for Mathematics Methods Units 3 and 4 as well as those students wishing to study Specialist Mathematics Units 3 and 4. The prescribed topics are Number Systems and Recursion; Geometry in the Plane and Proof; Vectors in the Plane; and Graphs of Non-Linear Relations. Please note: This study is only available to students who are also studying Mathematical Methods Units 1 and 2.

Further Mathematics: Units 3 and 4
Further Mathematics consists of two compulsory area of studies - Data Analysis, Recursion and Financial Modelling - and then two modules - Geometry and Measurement; Graphs and Relations.

Mathematical Methods: Units 3 and 4
Mathematical Methods consists of the following areas of study: Functions and Graphs, Calculus, Algebra, Statistics and Probability which must be covered in a progression from Unit 3 to Unit 4.

Specialist Mathematics: Units 3 and 4
Specialist Mathematics consists of the following areas of study: Functions and Graphs; Algebra; Calculus; Vectors; Mechanics; Probability and Statistics. All of this material must be covered in a progression from Unit 3 to Unit 4. Specialist Mathematics must be studied in association with Mathematical Methods Units 3 and 4.

Entry to VCE Mathematics Units
VCE Mathematics Units options have been shown in the Pathways Table. Student choices in Year 11 VCE Units 1 and 2 depend on Year 10 Mathematics Level. Student choices in Year 12 VCE Units 3 and 4 depend on Year 11 satisfactory completion. Students attempting Mathematical Methods, in particular, are expected to have a sound background in Algebra, Functions, and Probability. Students must undertake Unit 3 of a study before entering Unit 4 of that study. Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in Mathematical Methods Units 3 and 4.

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

Levels of Achievement

Units 1 and 2
The school will determine levels of achievement.

Units 3 and 4
School assessed coursework and two end of year examinations

Further Mathematics
Unit 3 school assessed coursework 20 per cent
Unit 4 school assessed coursework 14 per cent
Units 3 and 4 examination 1 (Facts, skills and applications task) 33 per cent
Units 3 and 4 examination 2 (Analysis task) 33 per cent

Mathematical Methods
Unit 3 school assessed coursework 17 per cent
Unit 4 school assessed coursework 17 per cent
Units 3 and 4 examination 1 22 per cent
Units 3 and 4 examination 2 44 per cent

Specialist Mathematics
Unit 3 school assessed coursework 17 per cent
Unit 4 school assessed coursework 17 per cent
Units 3 and 4 examination 1 22 per cent
Units 3 and 4 examination 2 44 per cent

Calculators for Year 11 and 12 students

Students in VCE Mathematics are required by the Victorian Curriculum and Assessment Authority (VCAA) to use a CAS calculator. CAS calculators sell for around $220. The type of CAS calculator required must be one approved by the VCAA for use in VCE Mathematics examinations.

All Maths students must purchase a CAS calculator.

Most students purchased the approved model in Year 10 this year. The booklist will indicate the type of approved CAS calculator that must be purchased.
Music Performance

Rationale
The study develops performance skills in interpreting styles and applying a range of technical and artistic techniques to present a program of works in ensemble and solo contexts. Students use performance techniques to develop understanding and interpretation of a range of styles. Students develop aural perception and critical listening skills used by ensemble performers to prepare and present performance and analyse strategies and techniques for preparing and presenting ensemble performances. Solo technical work and unprepared performances broaden music performance skills. Units 3 and 4 prepare students to present convincing performances of group and solo works. Students must demonstrate a range of styles and diversity in their performance. Students develop instrumental techniques that allow them to expressively shape their performance. Students develop aural perception and comprehension, transcription, theory, analysis and unprepared performance skills.

Structure
The study is made up of four units

Music Performance: Unit 1 and Unit 2
These units focuses on performance in solo and group contexts, studying approaches to performance and performing, and developing skills in aural comprehension. Students present a solo and a group performance, demonstrate prepared technical work and perform previously unseen music. Selected works are analysed to enhance performance interpretation and to understand their context, influences, characteristics and styles. These units also focus on music language that is relevant to performance and used to analyse and compose music. Students also study strategies for developing technical and expressive performance skills.

Music Performance: Unit 3
Students select a program of contrasting group and solo works that demonstrate a range of musical styles, diversity of character and a range of technical, stylistic and interpretative demands. They rehearse with other musicians to present performances throughout the semester that communicate their artistic intention.

Music Performance: Unit 4
Students focus on works by Australian composers and interpret works that have been created since 1910 to further develop their aural comprehension and perception skills. Students continue work on transcription, theory, analysis and unprepared performances.

Entry
To be eligible to undertake the study of Music Performance at Units 1 and 2 it is highly recommended that students have two years experience on a musical instrument or in voice. For Units 3 and 4 students should have at least three years of experience on a musical instrument or in voice. All Music Performance students must be involved in instrumental/voice lessons and a school based instrumental group rehearsing on a weekly basis.

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

Levels of Achievement
Units 1 and 2 Individual school decision on levels of achievement
Units 3 and 4 School assessed coursework and end of year examinations

Units 3 and 4 School assessed coursework 20 per cent
Units 3 and 4 Technical work 10 per cent
Units 3 and 4 Performance examination (group or solo) 50 per cent
Units 3 and 4 Aural and written examinations 20 per cent
Music Investigation

Rationale
Students use a work they have selected from a prescribed list as a starting point, and design an investigation into a specific area of music which becomes their Focus Area. This Focus Area is the basis for study of repertoire, performance, technique and general musicianship. Students should select a Focus Area that is of particular interest to them and that complements their experience and abilities as a performer. The Focus Area should also provide scope for students to develop their performance expertise and musicianship.

Structure
Units 3 and 4 Music Investigation are offered to students at Marist-Sion College.

Music Investigation: Unit 3
This Unit explores the Focus Area through three complementary areas of study: Investigation, composition/arrangement/improvisation and Performance.

Area of Study 1, Investigation involves research into background contextual issues relevant to performance practice, critical listening to recordings of performances and examination of texts including musical scores.
Area of Study 2, Composition/arrangement/improvisation involves applying these research findings to create a folio of exercises, sketches or recorded improvisations that demonstrate understanding of the characteristics of the Focus Area.
Area of Study 3. Students plan, rehearse and perform a program of works that are representative of the Focus Area and in doing so develop relevant instrumental and performance techniques and apply performance practices.

Music Investigation: Unit 4
In Unit 4 the Investigation involves the preparation of program notes to accompany their end-of-year performance program. In Area of Study 2, the Composition/improvisation/arrangement involves creating and performing a composition, improvisation or arrangement that draws on musical characteristics of the Focus Area. This composition, arrangement or improvisation builds on and extends exercises completed in Unit 3. Students rehearse and perform works for inclusion in a performance program of works that relates to the Focus Area. They develop mastery of relevant instrumental techniques and apply advanced performance conventions to realise their intended interpretations of each work. They continue to use skills in aural awareness, transcription, music theory and music analysis to support their work.

Entry
Music Investigation has a focus on the performance of music. Completion of Music Performance Units 1 and 2 prior to undertaking this study is beneficial.

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

Levels of Achievement
Units 3 and 4
School assessed coursework and an end of year examination
Unit 3 School assessed coursework 25 per cent
Unit 4 School assessed coursework 25 per cent
Units 3 and 4 performance examination 50 per cent

45
Outdoor and Environmental Studies

**Rationale**
This study encourages students to explore the relationships humans have with the outdoor environment. The outdoor environment is understood to include both natural environments which have minimal influence from humans and natural environments which have been subject to human intervention.

**Structure**
The study is made up of four units.
Units 3 and 4 Outdoor and Environmental Studies are offered to students at Marist-Sion College.

- **Unit 3:** Relationships with outdoor environments
- **Unit 4:** The future of natural environments

**Outdoor and Environmental Studies: Unit 3**
This unit considers the ecological, historical and social context of relationships between humans and outdoor environments in Australia. Students should experience one or more outdoor environments that have characteristics of natural environments and evidence of human intervention.

**Outdoor and Environmental Studies: Unit 4**
This unit focuses on the conservation and use of the natural environment. Students should experience one or more outdoor environments that have characteristics of natural environments and evidence of human intervention.

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

Rationale
Philosophy provides students with the opportunity to read and understand some of the powerful ideas that have shaped our culture. This course introduces students to methods of philosophical argument and analysis, and their application to contemporary issues. The study also focuses on philosophers and philosophical ideas at different stages in history. Philosophy grapples with some of the most profound questions. Philosophy demands independent thinking, and develops independent reasoning skills which are highly transferable. Philosophy is a challenging and stimulating study which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour.

Structure:  The study is made up of 4 units:
- Unit 1: Existence, knowledge and reasoning
- Unit 2: Ethics and philosophical investigation
- Unit 3: Minds, bodies and persons
- Unit 4: The good life

Philosophy: Unit 1
What is the nature of reality? How can we achieve certain knowledge? These are some of the questions which have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical problems through active, guided investigation, and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – and hence the study and practice of the distinctive nature of philosophical thinking, including techniques of logic, are central to this unit.

Philosophy: Unit 2
This unit engages students in philosophical investigation and critical discussion of two key areas of philosophy, developing their abilities to analyse the reasoning of others and to formulate logical responses to philosophical questions. Students apply philosophical methods as they analyse problems, develop independent ideas, and explain and defend their views in philosophical exchanges with others, evaluating viewpoints and arguments.

Philosophy: Unit 3
This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates.

Philosophy: Unit 4
This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life.

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

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

Levels of Achievement

Units 1 and 2
The individual school will determine levels of achievement

Units 3 and 4
School assessed coursework and one examination
- Unit 3 school assessed coursework: 25 per cent
- Unit 4 school assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent
Physical Education

Rationale
Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this study which is approached through both the study of, and participation in, physical activity.

Structure
The study is made up of four units:

- **Unit 1**: Bodies in motion
- **Unit 2**: Sports coaching and physically active lifestyles
- **Unit 3**: Physical activity participation and physiological performance
- **Unit 4**: Enhancing performance

Physical Education: Unit 1
Students examine the systems of the human body including the musculoskeletal, cardiovascular and respiratory systems. There is an introduction to aerobic and anaerobic pathways, and an analysis of how Biomechanics can improve performance.

Physical Education: Unit 2
Students will focus on the roles, responsibilities and different styles of a coach as well as looking at skills acquisition and learning strategies. Students are also introduced to the importance of physical activity and relationship to both health and fitness.

Physical Education: Unit 3
Students will research methods for assessing and promoting regular physical activity. A study of energy systems and related fatigue and recovery factors is also covered.

Physical Education: Unit 4
Students focus on the assessment of fitness components within a chosen sport. They are required to plan, sample and evaluate a six week training program, and to analyse related performance enhancement and recovery strategies.

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

PALAC classes:
All 4 units will include a practical element where students will be involved in physical activity sessions.

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

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

Units 3 and 4
School assessed coursework and an end of year examination

- Unit 3 school assessed coursework 25 per cent
- Unit 4 school assessed coursework 25 per cent
- Units 3 and 4 examination 50 per cent
Physics

Rationale
Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. Students explore selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. They 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.

Structure
The study is made up of four units.

- **Unit 1:** What ideas explain the physical world? (2016 - 2021 Physics Study design)
- **Unit 2:** What do experiments reveal about the physical world? (2016 - 2021 Physics Study design)
- **Units 3 and 4:** Physics (2013 - 2016 Physics Study design)

Physics: Unit 1
Students explore how physics explains phenomena, at various scales, which are not always visible to the unaided eye. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

Physics: Unit 2
Students investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. They explore the ways in which forces are involved in both moving objects and in keeping objects stationary. Students will be offered options for study during which they investigate a selected question.

Physics: Unit 3
Students investigate the areas of motion (in one and two dimensions) and electronics and photonics. In addition a detailed study of one of Einstein’s special relativity, materials and their use in structures or further electronics is also completed in either Unit 3 or Unit 4.

Physics: Unit 4
Students explore electric power and interactions of light and matter. In addition a detailed study of one of synchrotron and its applications, photonics or sound is also completed in either Unit 3 or Unit 4. Units 3 and 4 are designed to be taken as a sequence. The development of practical skills in investigating physical phenomena is an essential part of all units.

Entry
There are no prerequisites for entry into Units 1 and 2. It is strongly recommended that students wishing to attempt Unit 2 have completed Year 10 Mathematics (Methods) or (General) and are studying Mathematical Methods in Year 11. Students are advised to take Unit 2 before Unit 3 as the minimum prerequisite.

Students who enter the study at Unit 3 must be willing to undertake some preparation as specified by the teacher. It is strongly recommended that students wishing to undertake Units 3 and 4 have completed Mathematical Methods in Year 11 and are studying Mathematical Methods in Year 12. Students must undertake Unit 3 prior to Unit 4.

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

Levels of Achievement

**Units 1 and 2**
Individual school decision on levels of achievement

**Units 3 and 4**
- Unit 3 school assessed coursework: 16 per cent
- Unit 4 school assessed coursework: 16 per cent
- Unit 4 school assessed coursework (detailed study Unit 3 or Unit 4): 8 per cent
- Units 3 and 4 examination: 60 per cent
Product Design and Technology (Wood)

Rationale
Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfill human needs and wants. In recent history the use of resources to create an ever-increasing array of products has given designers an increased responsibility to think sustainably.

Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions. VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior and exhibition design, engineering, and fashion, furniture, design at both professional and vocational levels.

Structure
The study is made up of four units:

- **Unit 1**: Product re-design and sustainability
- **Unit 2**: Collaborative design
- **Unit 3**: Applying the product design process
- **Unit 4**: Product development and evaluation

Product Design and Technology: Unit 1
Design often involves the refinement and improvement of existing products. This unit focuses on the analysis, modification and three improvements to a product design to make it better and more sustainable.

Product Design and Technology: Unit 2
In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product.

Product Design and Technology: Unit 3
In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors.

Product Design and Technology: Unit 4
In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas.

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

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

Levels of Achievement

**Units 1 and 2**
Individual school decision on levels of achievement

**Units 3 and 4**

- Unit 3 School assessed coursework: 12 per cent
- Unit 4 School assessed coursework: 8 per cent
- School assessed task: 50 per cent
- Units 3 and 4 examination: 30 per cent
Psychology

Rationale
Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition. The science of psychology has produced rapid expansion in knowledge, particularly in the fields of neuroscience and cognition. This growth has been fuelled by the emergence of new interdisciplinary approaches, advances in imaging technologies and a broader public interest in applications of psychology. VCE Psychology is not intended as a prerequisite for tertiary studies in psychology. Rather, it provides a challenging yet accessible introduction to the science of psychology, allowing students to increase their knowledge of human behaviour.

Structure
The study is made up of four units:

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>How are behaviour and mental processes shaped?</th>
<th>(2016-2021 Psychology Study Design)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>How do external factors influence behaviour and mental processes?</td>
<td>(2016-2021 Psychology Study Design)</td>
</tr>
<tr>
<td>Unit 3</td>
<td>The Conscious Self</td>
<td>(2013-2015 Psychology Study Design)</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Brain, behavior and experience</td>
<td>(2013-2015 Psychology Study Design)</td>
</tr>
</tbody>
</table>

Psychology: Unit 1
Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system.

Psychology: Unit 2
A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Psychology: Unit 3
This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Students study the structure and function of the nervous system, including key advances in brain research methods.

Psychology: Unit 4
This unit investigates the interrelationship between learning, the brain and its response to experiences, and behaviour. Students examine learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours.

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

Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory Completion - Achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
The individual school will determine levels of achievement

Units 3 and 4
School assessed coursework and one examination

<table>
<thead>
<tr>
<th>Component</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Unit 4 school assessed coursework</td>
<td>20 per cent</td>
</tr>
<tr>
<td>Units 3 and 4 examination</td>
<td>60 per cent</td>
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Religious Education
Year 11 and Year 12

Rationale
Marist-Sion College has a vision which it shares with other Catholic schools. The College upholds and promotes a Christian philosophy which values a faith-centered approach to life and upholds the uniqueness, integrity and dignity of all those involved in its community life.

The Religious Education program is the formal and most obvious means by which this philosophy is passed on to students; therefore it is an integral part of the College curriculum. All students will complete studies in Religious Education in each year at the College from Year 7 to Year 12 inclusive and are expected to honour the important place of Religious Education through commitment to full participation and effort in their studies. While formal religious education includes knowledge and understanding of the Catholic faith, it will also seek to awaken, nourish and develop the personal faith of students. Students also have regular opportunities to participate in prayer and reflection activities, including participation in residential retreats in both Year 11 and Year 12.

Year 11 Religious Education Options

Year 11 students will study the following VCE Units:
VCE Religion and Society: Unit 1: Religion in society

and

VCE Texts and Traditions: Unit 1: Texts in Tradition

Year 11 VCAL students will study:
VCE Religion and Society: Unit 1: Religion in society

Year 12 Religious Education Options

Year 12 VCE students will study one of the following options:
VCE Religion and Society: Unit 2: Ethics and Morality

or

VCE Religion and Society: Units 3 and 4

or

Year 12 Religious Education

Year 12 VCAL students will study the following option:
Year 12 Religious Education
Religious Education – School Based Unit

**Year 12 Religious Education**
This school-based unit enables students to complete their education by considering issues which affect their lives as faith-filled people of the 21st century.

Students will study topics including:
- Understandings of God through the ages
- Science and Religion
- How should we live? Personal morality and social responsibility
- Issues of justice in society
- The Arts and Religion
- Ecology and spirituality
- The moral and spiritual influence of film and television

**Assessment**
Satisfactory Completion - Demonstrated achievement of the set of outcomes specified in the unit. Assessment tasks include - Media reviews, assignments and research projects.
Religion and Society

Structure
The study is made up of four units.

Religion and Society: Unit 1
In this unit students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Students examine how religious traditions are affected and changed by individuals and groups. Throughout this unit at least two religious traditions should be studied.

Religion and Society: Unit 2
Choosing which values to live by in principle and in practice is fundamental to being human. Ethics is a discipline that investigates the various methods for making ethical decisions; it involves reflection on what ‘right’ and ‘wrong’, and ‘good’ and ‘bad’ mean when applied to human decisions and actions. Ethics is concerned with discovering principles that guide practical moral judgment. Ethics is particularly concerned with the justification for moral choices – identifying the arguments and analysing the reasoning behind them. Ethical questions are raised at the personal, family, local, wider community, national and global level.

Religion and Society: Unit 3
Across time and cultures, humanity has sought to understand the why and how of existence. In this quest humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Why do we die? Is there anything beyond death? In response to this quest for meaning, religions have developed systems of belief that have offered ways of establishing meaning and purpose – not only for human existence but also for all that exists. Such religious beliefs have also attempted to explain the nature of relationships between humans, between humans and the rest of the natural world, and between humans and ultimate reality.

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

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

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

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement
Units 3 and 4
School assessed coursework and an end of year examination
Unit 3 school assessed coursework 25 per cent
Unit 4 school assessed coursework 25 per cent
Units 3 and 4 examination 50 per cent
Structure
The study is made up of four units. Unit 1 is offered to students at Marist Sion College.

Texts and Traditions: Unit 1
This unit examines the place of text and their literary forms within a religious tradition. Story-telling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. This unit explores the importance of texts at the source of a tradition and how we might find and describe their meaning for the earlier and continuing tradition. This unit introduces the student to basic methods of exegesis, (the discovery of meaning in a religious text), to bring about a deeper awareness of the meaning of texts to the religious tradition. This unit also explores how texts have been used by people both within and beyond the religious tradition as a means of bringing meaning to the text, or using the text to bring meaning to issues or ideas in a new cultural setting.

Entry
There are no prerequisites for entry to Texts and Traditions Unit 1.

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

Levels of Achievement
Unit 1
Individual school decision on levels of achievement
Theatre Studies

Theatre Studies Unit 2 will be offered for study in 2016 in conjunction with Drama Unit 1.

Rationale
In VCE Theatre Studies students interpret playscripts and produce theatre for audiences. Through practical and theoretical engagement with playscripts from the pre-modern era to the present day, students gain an insight into the history and rich possibilities of playscript-based theatrical production and develop understanding and appreciation of the role and place of the practitioner in theatre.

Structure
The study is made up of four units:

Unit 2: Modern Theatre
Unit 3: Playscript interpretation
Unit 4: Performance interpretation

Theatre Studies: Unit 2: Modern Theatre
In this unit students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

Theatre Studies: Unit 3: Playscript Interpretation
In this unit students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They also analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts and analyse and evaluate the interpretation of the playscript in performance.

Theatre Studies: Unit 4: Performance interpretation
This In this unit students study a scene and associated monologue, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students’ work for Outcomes 1 and 2 is supported through analysis of a performance they attend selected from the prescribed VCE Theatre Studies Unit 4 Playlist.

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

Special Requirements
Students are advised that the study of VCE Theatre Studies will require attendance outside of school hours as required.

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

Levels of Achievement
Unit 2 The school will determine levels of achievement
Units 3 and 4 A combination of school assessed coursework and two examinations.
Units 3 and 4 School-assessed coursework 45 per cent
Units 3 and 4 Stagecraft examination 25 per cent
Units 3 and 4 written examination 30 per cent
Studio Arts

Rationale
Studio Arts aims to develop in students the ability to establish effective practices through the application of a design process and the production of a cohesive folio. In the design process, students generate a range of directions and potential solutions to analyse and evaluate these before producing final art pieces. Art works resulting from design explorations are presented as a cohesive folio of finished works with clearly established relationships between the art works. The theoretical component of the studio arts design has been structured to inform students’ practice.

Structure: The study is made up of four units.

- **Unit 1:** Artistic inspiration and techniques
- **Unit 2:** Design exploration and concepts
- **Unit 3:** Studio production and professional art practice
- **Unit 4:** Studio production and industry contexts

**Studio Arts: Unit 1**
This unit focuses on using sources of inspiration and ideas as the basis for artworks and exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. Students also explore the ways in which artists from different times and locations have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

**Studio Arts: Unit 2**
This unit focuses on establishing and using a design process to produce artworks. The design process includes the use of sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities and potential solutions prior to the production of artworks. Students also develop skills in the visual analysis of artworks. Artworks from different times and locations are analysed to understand artists’ ideas and the creation of aesthetic qualities and identifiable styles.

**Studio Arts: Unit 3**
The focus of this unit is the implementation of the design process leading to the production of a range of solutions. Students use an exploration proposal to define an area of exploration and apply a design process to explore and develop their ideas and produce a range of potential directions. The unit also explores professional art practices in relation to particular art forms and the development of distinctive styles in artworks. Students investigate the response to artists to a wide range of stimuli and their use of materials and techniques.

**Studio Arts: Unit 4**
The focus of this unit is to produce a cohesive folio of finished photographic works which resolves the aims and intentions set out in the brief formulated in Unit 3. Students also examine different components of the photographic industry and issues relating to the preparation, presentation and conservation of artworks. Students analyse current art industry issues about the content and context of art in a contemporary setting. They also develop and substantiate personal points of view about the issues studied.

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

**Assessment**
Satisfactory Completion - Demonstrated achievement of the set of outcomes specified in the unit.

**Levels of Achievement**

**Units 1 and 2**
Individual school decision on levels of achievement

**Units 3 and 4**
School assessed coursework and an end of year examination
- Unit 3 school assessed coursework 33 per cent
- Unit 4 school assessed coursework 33 per cent
- Units 3 and 4 examination 34 per cent
Visual Communication Design

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, critical and discriminating approach to understanding and using visual communications. It 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.

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.

Visual Communication Design: Unit 1
The primary focus of this unit is on students developing drawing skills as a means of communication and to develop an understanding of how visual communications are shaped by past and contemporary factors. Students develop: skills in drawing methods used from observation, visualization and presentation. They will create drawings for different purposes using a range of drawing methods, media and materials. Knowledge of design elements and principles and their interplay are applied to this understanding when creating visual communications in response to the stated purpose. The written task will focus on the history of design from the Art Craft Movement to Present Day looking at the social, economic, technological and political impact on design.

Visual Communication Design: Unit 2
This unit offers a practical context for learning and applying drawing methods and an understanding and application of basic typography components. Students develop their knowledge and practice of the application of appropriate basic drawing conventions through either environmental or industrial/product contexts. Students explore typography. Students review key features of both historical and contemporary typography to develop an understanding of how type communicates visually. Students are introduced to the key aspects of the design process. Students respond to a given brief demonstrating their knowledge.

Visual Communication Design: Unit 3
The unit provides students with the knowledge and skills to undertake a successful design process. Students complete a range of design exercises to develop an understanding of the breath of visual language employed in visual communication design fields: Environmental, Industrial and Communication. Students will describe how visual communications are designed and produced in the design industry and explain factors that influence these practices. Students apply design thinking skills to develop a creative client brief. They will also undertake suitable research to generate a range of visual ideas.

Visual Communication Design: Unit 4
The focus of this unit is the final stage of the design process where final presentations are produced and presented. Students review the range of ideas developed in Unit 3 and develop two distinctly different design concepts that address each identified client need and the requirements of the brief. Students resolve two separate visual communication final presentations, further refined and produced from the selected concepts developed in Outcome 1 (Unit 3). Students reflect on their work and develop a story that articulates the merits of their final presentations and identifies how best they have addressed the needs of the client in each presentation.

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

Assessment
Satisfactory completion—demonstrated achievement of the set outcomes.

Levels of achievement

**Units 1 and 2**
Individual school decision on levels of achievement

**Units 3 and 4**
School assessed coursework and an end of year examination

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Unit 3 school assessed coursework</td>
<td>25 per cent</td>
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<tr>
<td>Unit 3 and 4 school assessed tasks</td>
<td>40 per cent</td>
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<tr>
<td>Units 3 and 4 examination</td>
<td>35 per cent</td>
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Distance Education Centre and Victorian School of Languages

If students wish to study a unit which is not available at our College in a particular year, we may be able to enrol them in the desired study at the DISTANCE EDUCATION CENTRE or THE VICTORIAN SCHOOL OF LANGUAGES. Marist Sion College takes on the responsibility for the provision of information to the students and the administration tasks involved in such an enrolment.

Please Note:
The parent is obliged to pay the fees associated with the provision of such courses of study in addition to the student’s full year College Tuition Fees. The College may decide to subsidise a small portion of these fees. The State Government Department DEET have previously charged $810 per student per subject for students to undertake any studies through the Distance Education Centre. The fee for these courses will be at least this amount. For Language Studies the fee charged is usually lower. Further information relating to Distance Education is available from the Academic Office at the College.

Published Resources Checklist

The material included in this Student Course Guide is compiled as one of the sources of information for students wishing to decide their appropriate course selections for their VCE Studies. Students must also make use of the following published resources.

The Tertiary Entrance Prerequisites for tertiary courses appropriate to their year have been provided to all students during their Year 10

- Year 12 2016 must check the VICTER 2017 requirements
- Year 11 2016 must check the VICTER 2018 requirements

The course descriptions detailed in this book are based on the material provided to the College by the Victorian Curriculum and Assessment Authority (VCAA) and are accurate at the time of printing. Similarly, Learning Outcomes, School Assessed Course Work, School Assessed Tasks and VCAA requirements for completion of VCE are based on the information supplied by VCAA.

The responsibility for checking the correctness of enrolment requirements, course content and VCE Units available remains solely with the student concerned and the College provides the information in this Student Course Guide on that understanding.