



Terang College VCE Handbook

VCE/VCAL HANDBOOK

“Together we grow”

VCE and VCAL at Terang College

VCE

The VCE contains a range of studies, each being broken up into four Units. Units 1 & 2 of the studies selected by a student are generally completed during Year 11, and Units 3 & 4 are usually completed during Year 12.

Most students will enrol in 22 Units over two years of V.C.E., 12 Units in year 11 and 10 in year 12.

The Victorian Curriculum and Assessment Authority (VCAA) sets out certain types of units you must include in your two-year program, as well as a number and pattern of units you must satisfactorily complete to get the VCE.

To meet the graduation requirements of VCE each student must satisfactorily complete no fewer than 16 units.

These units **must** include-

- Three units of English: Any 3 of 4 units for VCE; 3 /4 sequence plus one of 1/2 for ATAR
- At least four, unit 3 / 4 sequences.
- One sequence must be from the English group.

Students in year 11 can undertake some Unit 3 and 4 studies; however, the student must obtain a recommendation from staff if they had not completed the subject as a Unit 1 and 2 in year 10.

Students select a program for two years that satisfies the various requirements mandated by VCAA to ensure breadth of study. Whilst the program maps the course of study for a period of two years there is some room for students to change direction or focus during that time; however, it is vital that all students undertake a meaningful course of study which will provide pathways into further study or employment.

VCE ASSESSMENT

Outcomes: The skills that you must demonstrate and achieve to pass.

School Assessed Coursework: An assessment that is reported as a grade for a Unit 3 and 4 sequences.

School Assessment Task: A school-based assessment for a VCE Unit 3 and 4 sequences set by VCAA and assessed by teachers.

External Exams: In Units 3 and 4 in November.

GAT – General Assessment Task: A test of knowledge and skills in writing, mathematics, science and technology, humanities, and social science and the arts.

ATAR: Australian Tertiary Admission Rank.

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- *Each study has 2 to 4 outcomes.*
- *Assessment tasks are set to check whether students have achieved these outcomes.*
- *In Units 1 and 2 all of the assessment is internal. Satisfactory achievement of the outcomes will be shown by S or N. Students will gain grades from the school which will appear on their school report, but the VCAA certificate will only indicate which outcomes were achieved.*
- *In Units 3 and 4 some of the assessment will be internal, and some of it will be external such as exams. Grades will be given for all assessment at this level as well as the S or N for outcomes.*

VCAL

Terang College has a proud recent history of providing practical, real-world experiences for students who enjoy 'hands-on learning' and plan to head straight to employment after their secondary schooling.

The VCAL course will be of benefit to those students wishing to develop skills to prepare themselves for employment, apprenticeships, traineeships or TAFE courses. The program is **not** suitable for those wishing to go on to a university course.

A student will be able to gain a VCAL certificate on the successful completion of one full year of study. There are three levels to the VCAL Certificate – Foundation, Intermediate and Senior.

It is expected that students will be out in the workplace or at TAFE every Thursday and Friday. For Intermediate and Senior Certificates, a TAFE training or minimum of 100 hours of VET accredited training is required.

VCAL is an excellent course for many students. It is **not easier** than the VCE as it requires a high level of commitment and active participation at school and in the workplace. Students need to consider this program carefully and make sure that it is the best choice for them. Entry into the course will be based on a number of factors. It is not automatic.

What should I think about before choosing a VCE/VCAL course?

- Consider where you wish to go after VCE/VCAL e.g. University, TAFE, Apprenticeship, or employment.
- If choosing University, are there any pre-requisites for the course/courses I am interested in?
- What additional training might you like to do? E.g. TAFE, VET, School Based Apprenticeship etc.
- Be prepared for course counselling.

Students should gather as much information as possible on what is required.

What resources are available for forward planning?

- VTAC Guide (Newspaper supplement from the 'AGE') TAFE Course Directory
- Careers Teacher
- VCE Coordinator
- 9-12 Leader
- Current employers/prospective employers

Things to consider

- Am I interested in this study?
- How valuable would this subject be for post-school options?
- Is it a study containing the right level of difficulty for me?
- Do my parents and teachers think it is a wise choice?

It is important to realise that subjects will only run in 2018 if there is sufficient demand from students. The feasibility of a class running is dependent on many variables and constraints: the timetable, the minimum class size and the physical/human resources available to the College. Many of these issues cannot be dealt with until late in the year when students' results are known and the program for the rest of the College has been determined. However, there are a variety of other options available for students. We always endeavour to satisfy the choices and requirements of as many students as possible.

Course and subject selections are conducted via counselling with student, parent & senior staff at Terang College.

On the following pages are descriptions of the VCE Unit 1-4 classes and VCAL classes that have previously been offered at Terang College.

NOTE: these may not include specific Distance Education or Virtual Education (offered via Bendigo Senior Secondary College) courses.

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1. Accounting (Units 1-4)

Check out the video! https://www.youtube.com/watch?v=kOpFZhxzMQk&list=PLHcBZAPMv93z_pEcc76zIEGsnxgX6aGvi&index=1

Accounting could be your introduction to the exciting world of business and finance. It provides you with the skills to understand the financial position of a business, organisation or an individual and to make strategic decisions between financial options. How to use finance wisely is an amazing skill both in business and personal settings.

Have you ever wondered why some businesses fail and others flourish? Financial record-keeping and strategic decision-making are key to the success of a business. In Accounting, you explore different business structures. You learn about financial recording and reporting. You will look at how this financial information is analysed to support decision making. You will also consider how ethical factors, such as social and environmental aspects, should impact on business decisions. Using case studies, you will evaluate business situations and model alternatives

Aims

In Accounting, you will:

- Develop the skills to record financial data and report financial information both in businesses and for personal applications
- Appreciate how accounting contributes to the successful operation of a business
- Understand how ICT can be used in accounting systems
- Appreciate that ethical considerations should be a part of the decisions the business makes
- Use financial and other information to improve decision-making within a business and to model alternative outcomes.
- Apply critical thinking to resolve problems
- Apply many of the skills you have learnt in Maths in lower year levels in a real and useful way
- Develop problem-solving skills and processes applicable in business and in many occupations

The study is made up of four units: Year 11 – Units 1&2 / Year 12 – Units 3&4

Unit 1: Role of accounting in business

You discuss the reasons for starting a business and the factors to be considered. You explore the different types of business ownership structures. You will identify, classify and record financial data. You will use both manual methods and technology to record and report financial information. You apply your understanding to measure the success of a business

Unit 2: Accounting and decision-making for a trading business

This unit focuses on the accounting processes for a sole proprietor operating as a trading business. You will prepare a budget for a business. You look at strategies to improve the performance of a business. You also predict the potential effects of those strategies. This includes a discussion of some ethical considerations involved in making business decisions.

Units 3 & 4: Financial accounting for a trading business & Recording, reporting, budgeting and decision-making

In these units, you look at the difference between cash and profit. You use the double entry system to record transactions. You prepare, interpret and analyse accounting reports for a trading business. You consider strategies to manage inventory, accounts received and the accounts that need to be paid. This includes an understanding of balance day adjustments and depreciation methods. You prepare budgets and interpret financial reports. You identify ways an owner could improve the operation of their business. This includes both the financial and ethical factors (social and environmental) faced by business owners when making decisions.

Assessment

Units 1 & 2 - school based and may involve practical activities, case studies, reports based on visiting/studying actual businesses, structured questions and an end of unit exam.

Units 3 & 4

Unit 3	
Outcome 1 – Recording financial data	60
Outcome 2 – Record transactions and prepare, interpret and analyse accounting reports for a trading business.	40
Total	100
	*School-assessed Coursework for Unit 3 contributes 25 per cent towards the study score received.
Unit 4	
Outcome 1 – Record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.	50
Outcome 2 – Prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business	50
Total	100
	*School-assessed Coursework for Unit 4 contributes 25 per cent towards the study score received.
Exam	50% towards the study scored received.

2. Biology (Units 1-4)

Units 1 & 2 (Year 11)

Unit 1 - How do living things stay alive?

Unit 1 looks at living things and how they live in their environments. We learn the needs of cells and look at the effects a changing environment has on chances of survival and examine the functional and structural characteristics of organisms. Particular areas studied include the balancing required within a multicellular body and the physiological processes that maintain optimal functioning and the importance of biodiversity in maintain life in an ecosystem.

Unit 2 - How is continuity of life maintained?

Unit 2 looks at the passing of biological information through generations including cell reproduction as well as stem cell technology in replacing damaged tissue. It also looks at models for the inheritance of different genetic characteristics.

Units 3 & 4 (Year 12)

Unit 3 - How do cells maintain life?

Unit 3 looks at the biochemistry of cells in living things and the important factors that impact on them functioning effectively. This includes the nature of the plasma membrane as the key boundary controlling what enters each cell and how this ensures its effective functioning. It then investigates how plants and animals have special features to help them respond to and survive in different conditions including the invasion by microorganisms.

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

Unit 4 looks at the functioning of DNA in cells, how it controls the way in which organisms develop, and how modern technology has developed a variety of techniques to manipulate it to our benefit. It also investigates the fossil record and theories of evolution to interpret genetic changes in living things throughout the history of the Earth and how humans have impacted on that evolution.

3. Business Management (Units 1-4)

Check out the video! https://www.youtube.com/watch?v=cGfeyhXkJHY&list=PLHcBZAPMv93z_pEcc76zIEGsnxgX6aGvi&index=2

There are a range of businesses owned or managed by people in an infinite number of occupations including sport, architecture, health, finance, law, hospitality, ICT, retail, education, agriculture and all the trades. VCE Business Management examines the ways businesses manage resources to achieve objectives. Students are able to start this course at Unit 1, 2 or 3 level without having done earlier units. Students in year 11 can access Units 3 & 4 as there are no pre-requisites for this course.

The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business.

Business Management looks at the systems and processes designed to optimise the likelihood of achieving success. Students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the community, and as informed citizens, consumers and investors.

The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Aims

This study enables students to:

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

Unit 1: Planning a business

Students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. As part of this unit students will run a practical activity as well as participate in statewide competition – I plan a business (Ipab) through Victoria University.

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business's life. In this unit students examine the legal requirements, essential features of effective marketing, staffing and financial record keeping.

Unit 3: Managing a business

Students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Unit 4: Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a variety of strategies to manage change in the most efficient and effective way to improve performance. They investigate the importance of leadership in change management and evaluate business practice against theory.

Assessment

Units 1 & 2 - school based and may involve practical activities, case studies, reports based on visiting/studying actual businesses, structured questions and an end of unit exam.

Units 3 & 4

Unit 3	
Outcome 1 – Business Foundations	20
Outcome 2 – Management of employees	40
Outcome 3 – Operations Management	40
Total	100
	*School-assessed Coursework for Unit 3 contributes 25 per cent towards the study score received.
Unit 4	
Outcome 1 – The need for change	50
Outcome 2 – Implementing change	50
Total	100
	*School-assessed Coursework for Unit 4 contributes 25 per cent towards the study score received.
Exam	50% towards the study scored received.

4. Chemistry (Units 1-4)

Scope of study

VCE Chemistry enables students to explore the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and the materials used in society.

Rationale

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

Structure

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

Unit 2: What makes water such a unique chemical?

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

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

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices. They explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible through to nanoparticles, molecules and atoms. Students are introduced to quantitative concepts in chemistry.

Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Students examine the structure and bonding within and between water molecules in order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. They are introduced to stoichiometry and to analytical techniques and instrumental procedures analysis, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

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

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

Students compare and evaluate different chemical energy resources and investigate the combustion of fuels. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They apply the equilibrium law and Le Chatelier's principle to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

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

Carbon is the basis of the diverse compounds found in living tissues and in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food.

Students process data from instrumental analyses to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. They predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy released in the combustion of food.

Assessment

Satisfactory completion

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

Units 1 and 2

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

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Chemistry the student's level of achievement will be determined by School-assessed Coursework as specified in the VCE Chemistry study design and external assessment.

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

- **Unit 3 School-assessed Coursework:** (Two outcomes) 16 per cent
- **Unit 4 School-assessed Coursework:** (Three outcomes) 24 per cent
- **End-of-year examination:** 60 per cent.

5. English (Units 1-4)

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 Victorian Curriculum English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Aims

This study enables students to:

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

Unit 1

AOS 1: Reading and Creating Texts

Students will be required to first read and analyse a set text, compiling a sustained response about structure, as well as key features, themes, and ideas. Students will then also need to use their

knowledge of a set text to develop a creative writing piece, taking into account audience, purpose, and context and how these choices affect their writing.

Assessment for Outcome 1:

1. Text response essay based on a selected text.
2. A series of short creative writing pieces based on the selected text.

AOS 2: Analysing and Presenting Argument

Students study persuasive language techniques found in texts relating to an issue in the Australian media and analyse how the author positions the reader. Students then apply this knowledge and present a speech voicing their own opinion about an issue using techniques of persuasion to position a specific audience.

Assessment for Outcome 2:

1. A written analysis of language and techniques used by an author to persuade the audience about a current issue studied in class.
2. A prepared speech presenting a point of view to persuade a specific audience about a current issue.

Unit 2

AOS 1: Compare and Contrast

Students will be required to compare and contrast two different texts, analysing any similarities and differences of structure, ideas, issues and themes.

Assessment for Outcome 1:

- Compare and contrast essay approx. 800 words based on the two texts studied in class.

AOS 2: Analysing and Presenting Argument

Students study persuasive language techniques found in texts relating to an issue in the Australian media and analyse how the author positions the reader. Students then apply this knowledge and their own written opinion using techniques of persuasion to position a specific audience.

Assessment for Outcome 2:

1. A written analysis of language and techniques used by authors to persuade the audience about a current issue studied in class.
2. A point of view piece written to persuade a specific audience about a current issue.

Unit 3

AOS 1: Reading and Creating Texts

Students will be required to discuss and analyse how the features of two texts create meaning and influence their interpretation. They will prepare a sustained analytical interpretation for one, and a sustained creative response for another. This will demonstrate their understanding of the world of the texts and how the authors construct meaning.

Texts: two texts (selected from novels, film, poetry, plays, and non-fiction works) yet to be determined for 2018.

Assessment for Outcome 1: produce an analytical interpretation of a selected text and creative response to a different selected text.

AOS 2: Analysing Argument

Students analyse and compare the use of argument and language in texts that debate a topical issue that has appeared in the Australian media. Students read and view media texts in a variety of forms, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

Assessment for Outcome 2: students should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

	MARKS ALLOCATED	ASSESSMENT TASKS
OUTCOME 1		
Produce an analytical interpretation of a selected text, and a creative response to a different selected text.	30	An analytical interpretation of a selected text in written form.
	30	AND A creative response to a selected text in written or oral form with a written explanation of decisions made in the writing process and how these demonstrate understanding of the text.
OUTCOME 2		
Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.	40	An analysis and comparison, in written form, of argument and the use of persuasive language in two to three texts that present a point of view on an issue. Texts must include written and visual material and have appeared in the media since 1 September of the previous year.
	TOTAL MARKS: 100	

***School-assessed Coursework for Unit 3 + 4 contributes 50% of final mark.**

Unit 4

AOS 1: Reading and Comparing Texts

Students will explore the meaningful connections between two texts. They analyse the texts, including the interplay between character and setting, voice and structure, and how ideas, issues or themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues or themes that reflect the world and human experiences.

Assessment for Outcome 1: Students shall produce a detailed comparison which analyses how two texts present ideas, issues and themes.

AOS 2: Presenting Argument

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Students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive text on a topical issue that has appeared in the Australian media.

Assessment for Outcome 1: Students will deliver a speech that is a sustained and reasoned point of view on an issue currently debated in the media.

	MARKS ALLOCATED	ASSESSMENT TASKS
OUTCOME 1		
Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.	60	A detailed comparison in written form of how two selected texts present ideas, issues and themes.
OUTCOME 2		
Construct a sustained and reasoned point of view on an issue currently debated in the media.	10	A written statement of intention to accompany the student's own oral presentation, articulating the intention of decisions made in the planning process, and how these demonstrate understanding of argument and persuasive language.
	30	AND A point of view presented in oral form using sound argument and persuasive language. The point of view should relate to an issue that has appeared in the media since 1 September of the previous year. The issue does not have to be the same as the issue selected for study in Outcome 2, Unit 3.

6. English Literature (Units 1-4)

In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts.

VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other.

Rationale

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure.

Entry

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

Text selection

Units 1 and 2

In Units 1 and 2, text selection is a school-based decision, and made in accordance with the instructions provided on page 8 of the VCE Literature Study Design.

Units 3 and 4

In Units 3 and 4, text selection and made in accordance with the instructions provided on page 15 of the VCE Literature Study Design.

Unit 1: Approaches to literature

In this unit students focus on the ways the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop responses to a range of literary forms and styles. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

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. Students consider the relationships between authors, audiences and contexts and 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.

Unit 3: Form and transformation

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

Area of Study 1 - Adaptations and transformations

In this area of study students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used, such as the use of imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel. Students use this understanding to reflect upon the extent to which changing the form of the text affects its meaning. By exploring adaptations, students also consider how creators of adaptations may emphasise or understate perspectives, assumptions and ideas in their presentation of a text.

Area of Study 2 - Creative responses to texts

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts. They learn how writers develop images of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text and speculate about the writer's purpose. In their adaptation of the tone and the style of the original text, students develop an understanding of the concerns and attitudes explored. Students develop an understanding of the various ways in which authors craft texts. They reflect critically upon their own responses as they relate to the text, and discuss the purpose and context of their creations.

Unit 4: Interpreting texts

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of

speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

Area of Study 1 - Literary perspectives

In this area of study students focus on how different readings of texts may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding. They compare and analyse two pieces of literary criticism reflecting different perspectives, assumptions and ideas about the views and values of the text studied. Students identify the issues, ideas and contexts writers choose to explore, the way these are represented in the text/s and the cultural, social, historical and ideological contexts in which they were created. Students enquire into the ways readers may arrive at differing interpretations about a text and the grounds on which they are developed. Through close attention to two pieces of literary criticism reflecting different perspectives, students develop their own response to a text.

Area of Study 2 - Close analysis

In this area of study students focus on detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific features and/or passages in a text contributes to their overall interpretations. Students consider features of texts including structure, context, ideas, images, characters and situations, and the language in which these are expressed. They develop their interpretations using detailed reference to the text, logical sequencing of ideas and persuasive language.

7. Food Studies (Units 1-4)

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. Practical work is integral to Food Studies.

Structure

The study is made up of four units:

Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs and circumstances.

Unit 3: Food in daily life

This unit investigates the many roles and everyday influences of food. Students explore the science of food – they consider the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Students also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles

that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4: Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. Students focus on issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Students also investigate individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. Students' food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Assessment

Units 1 and 2

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

Units 3 and 4

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

8. History

Why study history? [Why Study History?](#)



Modern History (Units 1-2)

Unit 1: Change and conflict

Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Unit 1: Area of Study 1

Ideology and conflict

- *How did significant events and ideas contribute to conflict and change?*
- *How did individuals and movements challenge existing political and economic conditions?*
- *What were the consequences of World War One?*
- *How did ideology influence the emergence of new nation states?*
- *To what extent did the events, ideologies, individuals, movements and new nations contribute to the causes of World War Two?*

Unit 1: Area of Study 2

Social and cultural change

- *How did society and culture change?*
- *How did cultural life both reflect and challenge the prevailing political, economic and social conditions?*
- *How did ideologies contribute to continuities and changes in society and culture?*

- *What role did individuals, groups and movements play in social and cultural continuity and/or change?*

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

Unit 2: The changing world order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

Unit 2: Area of Study 1

Causes, course and consequences of the Cold War

- *What were the causes of the Cold War?*
- *How did Cold War ideology contribute to increased tensions and conflict?*
- *What were the consequences of the Cold War on nations and peoples?*
- *What caused the end of the Cold War?*
- *How did the social, political, economic and cultural conditions influence and change the post-Cold War world?*

Unit 2: Area of Study 2

Challenge and change

- *What caused the challenges to existing political and/or social structures and conditions?*
- *How did the actions and ideas of popular movements and individuals contribute to continuity and change?*
- *To what extent did change occur?*
- *What were the perspectives and experiences of those who demanded and/or resisted change?*

Assessment tasks over Units 1 and 2 include the following:

- a historical inquiry
- an essay
- evaluation of historical sources
- short-answer questions
- extended responses
- a multimedia presentation

History: Revolutions (Units 3-4)

The French Revolution of 1789

The Russia Revolution of 1917

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

individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology.

Change in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

Unit 3 & 4: Structure (both revolutions)

Area of Study One: Causes of revolution

- *What were the significant causes of revolution?*
- *How did the actions of popular movements and particular individuals contribute to triggering a revolution?*
- *To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?*

In this area of study students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time.

Area of Study 2: Consequences of revolution

- *How did the consequences of revolution shape the new order?*
- *How did the new regime consolidate its power?*
- *How did the revolution affect the experiences of those who lived through it?*
- *To what extent was society changed and revolutionary ideas achieved?*

In this area of study students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. The success of the revolution was not guaranteed or inevitable. Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline.

Assessment tasks over Units 3 and 4 include the following:

- a historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay

History: Ancient History (Units 3-4)

Focus will be:

Egypt
Rome

In Units 3 and 4 Ancient History students investigate the features of two ancient societies, and a significant crisis and the role of individuals in these ancient societies. Egypt, Greece and Rome were major civilisations of the Mediterranean and bestowed a powerful legacy on the contemporary world. Students explore the structures of two of these societies and a period of crisis in its history, one for Unit 3 and one for Unit 4.

Unit 3 & 4: Structure (both societies)

Area of Study One: Living in an ancient society

- *What were the social, political and economic features of an ancient society?*
- *Why were these social, political and economic features significant?*
- *How did the society develop and change?*

In this area of study students focus on the historical significance of the social, political and economic features of the selected ancient society. In terms of social features, the existence of hierarchies meant that individual experiences varied enormously. There were profound differences in the experiences of men and women, locals and foreigners, and slaves and free people.

Area of Study Two: People in power, societies in crisis

- *What were the causes of the crisis in the ancient society?*
- *How did the consequences of the crisis change ancient societies?*
- *What were the roles, motives and influences of significant individuals in contributing to the crisis?*
- *What are the different historical interpretations of the crisis?*

In this area of study students focus on crisis in ancient Egypt, Greece or Rome with particular reference to four significant individuals and their role in shaping events. Crises take the form of internal political struggles, civil war and conflict between states.

Assessment tasks over Units 3 and 4 include the following:

- a historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay

9. Legal Studies (Units 1-4)

Check out the video! https://www.youtube.com/watch?v=2cy_TCoeEo0&list=PLHcBZAPMv93z_pEcc76zIEGsnxgX6aGvi&index=4

Legal Studies is made up of four units.

Unit 1: Guilt and liability

Unit 2: Sanctions, remedies and rights

Unit 3: Rights and justice

Unit 4: The people and the law

Unit 1: Guilt and liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Area of Study 1 - Legal foundations

This area of study provides students with foundational knowledge of laws and the Australian legal system. Students explore the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals. Students consider the characteristics of an effective law, and sources and types of law. They examine the relationship between parliament and the courts, and the reasons for a court hierarchy in Victoria, and develop an appreciation of the principles of justice.

Area of Study 2 - The presumption of innocence

The presumption of innocence is the fundamental principle of criminal law and provides a guarantee that an accused is presumed innocent until proven guilty beyond reasonable doubt. In this area of study students develop an understanding of key concepts in criminal law and types of crime, and investigate two criminal offences in detail. For each offence, students consider actual and/or hypothetical scenarios in which an accused has been charged with the offence, use legal reasoning to determine possible culpability and explain the impact of the offence on individuals and society.

Area of Study 3 - Civil liability

Civil law aims to protect the rights of individuals, groups and organisations, and provides opportunities for a wronged party to seek redress for a breach of civil law. In this area of study students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail. Possible areas of civil law could include negligence, defamation, nuisance, trespass and contracts. For each area of civil law, students consider actual and/or hypothetical scenarios giving rise to a civil claim, apply legal reasoning to determine possible liability for a breach of civil law and explain the impact of a breach of civil law on the parties

Unit 2: Sanctions, remedies and rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Area of Study 1 - Sanctions

The criminal justice system determines the guilt or otherwise of an accused, and imposes sanctions on a guilty person. In this area of study students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law, and the purposes and types of sanctions and approaches to sentencing. Through an investigation of two criminal cases from the past four years, either decided or still being decided, students explore the extent to which the principles of justice were or could be achieved.

Area of Study 2 - Remedies

Remedies may be available to a wronged party where there has been a breach of civil law. In this area of study students develop an appreciation of key concepts in the resolution of a civil case, including the methods used and institutions available to resolve disputes, and the purposes and types of remedies. Through an investigation of two civil cases from the past four years, either decided or still being decided, students explore the extent to which the principles of justice were or could be achieved.

Area of Study 3 - Rights

The protection of rights is fundamental to a democratic society. Rights are protected in Australia through the Australian Constitution, the Victorian Charter of Human Rights and Responsibilities and through common law and statute law such as through statutes relating to racial discrimination, sex discrimination and equal opportunity. In this area of study students examine the ways in which rights are protected in Australia and compare this approach with that of another country. Based on this comparison, they consider possible reforms to the ways rights are protected in Australia. Students investigate an Australian case that had an impact on the protection of rights in Australia and develop their understanding of the role of an individual in taking a case to court.

Unit 3: Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the

Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases.

Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Area of Study 1 - The Victorian criminal justice system

The Victorian criminal justice system is used to determine whether an accused person is guilty beyond reasonable doubt of an offence for which they are charged, and to impose sanctions where guilt has been found or pleaded. The system involves a range of institutions including courts (the Magistrates' Court, County Court and Supreme Court) and others available to assist an accused. In this area of study students explore the criminal justice system, its range of personnel and institutions and the various means it uses to determine a criminal case. Students investigate the rights of the accused and of victims, and explore the purposes and types of sanctions and sentencing considerations. Students consider factors that affect the ability of the criminal justice system to achieve the principles of justice. They examine recent reforms from the past four years and recommended reforms to enhance the ability of the criminal justice system to achieve the principles of justice. Students synthesise and apply legal principles and information relevant to the criminal justice system to actual and/or hypothetical scenarios.

Area of Study 2 - The Victorian civil justice system

The Victorian civil justice system aims to restore a wronged party to the position they were originally in before the breach of civil law occurred. The system involves a range of institutions to resolve a civil dispute, including courts (the Magistrates' Court, County Court and Supreme Court), complaints bodies and tribunals. In this area of study students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies. Students consider factors that affect the ability of the civil justice system to achieve the principles of justice. They examine recent reforms from the past four years and recommended reforms to enhance the ability of the civil justice system to achieve the principles of justice. Students synthesise and apply legal principles and information relevant to the civil justice system to actual and/or hypothetical scenarios.

Unit 4: The people and the law

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Area of Study 1 - The people and the Australian Constitution

The Australian Constitution establishes Australia's parliamentary system and provides mechanisms to ensure that parliament does not make laws beyond its powers. In this area of study students examine the relationship between the Australian people and the Australian Constitution and the ways in which the Australian Constitution acts as a check on parliament in law-making. Students investigate the involvement of the Australian people in the referendum process and the role of the High Court in acting as the guardian of the Australian Constitution.

Area of Study 2 - The people, the parliament and the courts

Parliament is the supreme law-making body, and courts have a complementary role to parliament in making laws. Courts can make laws through the doctrine of precedent and through statutory interpretation when determining cases. In this area of study students investigate factors that affect the ability of parliament and courts to make law. They examine the relationship between parliament and courts in law-making and consider the capacity of both institutions to respond to the need for law reform. In exploring the influences on law reform, students draw on examples of individuals and the media, as well as examples from the past four years of law reform bodies recommending legislative change.

10. Mathematics (Further, General, Methods, Specialist Units 1-4)

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

Aim

This study enables students to:

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

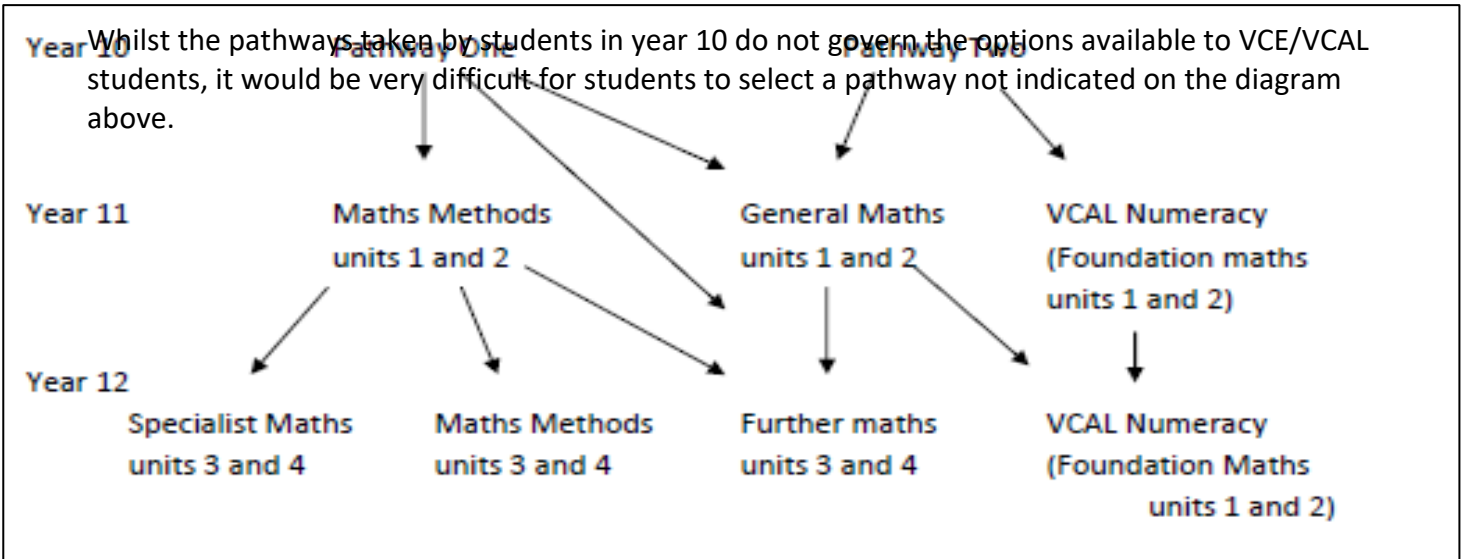
Structure

- Foundation Mathematics Units 1 and 2
 - Best suited for those students pursuing a career in a trade.
- General Mathematics Units 1 and 2
 - Best suited for students pursuing a career in business
- Mathematical Methods Units 1 and 2
 - Best suited for students pursuing a career in the Sciences
- Specialist Mathematics Units 1 and 2
 - Best suited for students pursuing a career in Applied Mathematics
- Further Mathematics Units 3 and 4
 - Best suited for students pursuing a career in business
- Mathematical Methods Units 3 and 4
 - Best suited for students pursuing a career in the Sciences
- Specialist Mathematics Units 3 and 4
 - Best suited for students pursuing a career in Applied Mathematics

Note: The above is an indication of what Mathematics subjects are best suited for what industry. This is just a guide; specific information is available through the VTAC website.

Pathways

At Terang College we offer a number of pathways through Mathematics. These are outlined below:



11. Outdoor and Environmental Studies (Units 1-4)

VCE Outdoor and Environmental Studies is concerned with the way's humans interact with and relate to outdoor environments. In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects. This can be done in a variety of environments.

Aims

This study enables students to:

- Develop an understanding of the ecological, historical, economic and social factors that have had an impact on and will influence outdoor environments over time
- Develop skills, knowledge and behaviours that promote safe and sustainable interaction with outdoor environments
- Identify and analyse the strategies used to protect, conserve and manage outdoor environments in a sustainable manner
- Understand the implications of trends towards sustainable environmental relationships
- Critically analyse interactions with outdoor environments in shaping Australian cultural practices.

Unit 1 – Exploring outdoor experiences

Area of study 1 – motivations for outdoor experiences

- **Outcome 1** – on the completion of this unit students should be able to describe the motivations for participation in and personal responses to outdoor environments

Area of Study 2 – Experiencing outdoor environments

- **Outcome 2** – on the completion of this unit the students should be able to describe ways of knowing and experiencing outdoor environments and evaluate factors that influence outdoor experiences

Unit 2 – Discovering outdoor environments

Area of Study 1 – Investigating outdoor environments

- **Outcome 1** – by the end of this unit students should be able to describe the characteristics of different outdoor environments and analyse a range of understandings of these environments

Area of Study 2 – Impacts on outdoor environments

- **Outcome 2** – by the end of this unit, students should be able to evaluate human impacts on outdoor environments and analyse procedures for promoting positive impacts.

Unit 3: Relationships with outdoor environments

Area of Study 1 – Historical relationships with outdoor environments

- **Outcome 1** - On completion of this unit the student should be able to explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.

Area of Study 2 - Contemporary relationships with outdoor environments

- **Outcome 2** - On completion of this unit the student should be able to analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments, with reference to specific outdoor experiences.

UNIT 3 ASSESSMENT		
	MARKS ALLOCATED	ASSESSMENT TASKS
OUTCOME 1		
Explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.	50	At least one task from the following: <ul style="list-style-type: none"> • a case study • a multimedia presentation • written analysis and evaluation • an oral presentation.
OUTCOME 2		
Analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments, with reference to specific outdoor experiences.	50	At least one task from the following: <ul style="list-style-type: none"> • a test • data analysis • written analysis and evaluation.
	TOTAL MARKS: 100	

**School-assessed Coursework for Unit 3 contributes 25% of total mark.*

Unit 4 – Sustainable outdoor relationships

Area of Study 1 – Healthy outdoor environments

- **Outcome 1** - On completion of this unit the student should be able to evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.

Area of Study 2 – Sustainable outdoor environments

- **Outcome 2** - On completion of this unit the student should be able to analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

Terang College VCE Handbook

UNIT 4 ASSESSMENT		
	MARKS ALLOCATED	ASSESSMENT TASKS
OUTCOME 1		
Evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.	40	At least one task from the following: <ul style="list-style-type: none"> • a case study • data analysis • a multimedia presentation • written analysis and evaluation • an oral presentation.
OUTCOME 2		
Analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences	60	At least two tasks from the following: <ul style="list-style-type: none"> • a case study • a test • data analysis • written analysis and evaluation.
	TOTAL MARKS: 100	

**School-assessed Coursework for Unit 4 contributes 25% of total mark.*

- The end of year exam makes up 50% of your total course score.

12. Physical Education (Units 1-4)

Unit 1: The human body in motion

Area of Study 1 - How does the musculoskeletal system work to produce movement?

In this area of study students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise. Students evaluate the social, cultural and environmental influences on movement, and how the capacity and functioning of the muscular and skeletal systems may act as an enabler or barrier to participation in physical activity. Sedentary behaviour, overtraining and participation at the elite and recreational level are investigated as possible causes of illness and injury to the musculoskeletal system. Students consider a variety of legal and illegal practices and substances used to enhance performance from an ethical and a biophysical perspective.

Area of Study 2 - How does the cardiorespiratory system function at rest and during physical activity?

In this area of study students examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Through practical activities students explore the structure and function of the cardiorespiratory system and their contributions and interactions during physical activity, sport and exercise. Enablers and barriers to the capacity and functioning of the cardiovascular and respiratory systems are investigated from a sociocultural, environmental and physical perspective. Students explore the ethical and performance considerations of the use of a variety of legal and illegal practices and substances specific to each system.

Unit 2: Physical activity, sport and society

Area of Study 1 - What are the relationships between physical activity, sport, health and society?

In this area of study students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students explore the social, cultural and historical influences on participation in various forms of physical activity, including sport. They investigate at the individual and population levels the physical, social, mental and emotional benefits of participation in regular physical activity and the potential negative physical, social, mental and emotional consequences of physical inactivity and sedentary behaviour, including hypokinetic diseases such as Type 2 diabetes and obesity. Students investigate sociocultural factors that influence physical activity and consider opportunities and barriers to participation for various population groups and settings. They develop an understanding of the use of subjective and objective methods for assessing physical activity and sedentary behaviour at the individual and population level and compare these to physical activity and sedentary behaviour guidelines. Students identify and describe the components of a social-ecological model and/or the Youth Physical Activity Promotion Model to assist in the critique and creation of strategies aimed at increasing physical activity and/or reducing sedentary behaviour within a given population. Students create and implement an individual activity plan that meets the physical activity and sedentary behaviour guidelines.

Area of Study 2 - What are the contemporary issues associated with physical activity and sport?

In this area of study students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/or sport. Possible issues suitable for investigation include: declining levels of physical activity across the lifespan, active transport, gender equity in physical activity and sport, cultural diversity and inclusion in physical activity, risk management and safety in physical activity and sport, children and competitive sport, the community and recreation, access to physical activity for population groups such as children, rural and remote communities, cultural groups, Aboriginal and Torres Strait Islanders and people with disabilities. Students select and explore one issue from a social-ecological perspective to evaluate the effect of individual, social, policy and physical environmental factors on participation in physical activity. Students develop an understanding of the historical and current perspectives of the issue and forecast future trends. They form conclusions in relation to the impact these factors have on physical activity and sport in society.

Unit 3: Movement skills and energy for physical activity

Area of Study 1 - How are movement skills improved?

In this area of study students examine the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles leads to greater efficiency and accuracy in movement skills.

Area of Study 2 - How does the body produce energy?

In this area of study students explore the various systems and mechanisms associated with the production of energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They examine the way in which energy for activity is produced by the three energy systems and the associated fuels used for activities of varying intensity and duration. Students also consider the many factors contributing to fatigue as well as recovery strategies used to return to pre-exercise conditions. Through practical activities students explore the interplay of the energy systems during physical activity.

UNIT 3 SCHOOL ASSESSED COURSEWORK		
	MARKS	ASSESSMENT
OUTCOME 1		
Collect and analyse information from, and participate in, a variety of practical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.	50	Structured questions that draw on primary data which analyses a movement skill using biomechanical and skill acquisition principles.
OUTCOME 2		
Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.	25 25	<p>A laboratory report based on primary data collected during participation in a practical activity, which analyses the relative contribution of energy systems and acute responses to exercise.</p> <p>A response in one or more of the following forms, which focus on energy system interplay, fatigue and/or recovery.</p> <ul style="list-style-type: none"> • a practical laboratory report • a case study analysis • a data analysis • a critically reflective folio/diary of participation in practical activities • a visual presentation • a multimedia presentation • structured questions.

*School-assessed Coursework for Unit 3 will contribute 25% to the overall result.

Unit 4: Training to improve performance

Area of Study 1 - What are the foundations of an effective training program?

In this area of study students focus on the information required to form the foundation of an effective training program. They use data from an activity analysis and determine the fitness requirements of a selected physical activity. They also use data collected from participating in a series of fitness tests to inform the design of the training program. Students determine the relevant factors that affect each of the fitness components, and conduct a series of fitness tests that demonstrate correct and ethical implementation of testing protocols and procedures.

Area of Study 2 - How is training implemented effectively to improve fitness?

In this area of study students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. They consider the manner in which fitness can be improved through the application of appropriate training principles and methods. Students identify and consider components of an exercise training session, they monitor, record

and adjust training. Students explain the chronic adaptations to the cardiovascular, respiratory and muscular systems.

UNIT 4 SCHOOL ASSESSED COURSEWORK		
	MARKS	ASSESSMENT
OUTCOME 1		
Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.	30	A written report analysing data from an activity analysis to determine the relevant fitness components and energy system requirements in a selected activity, and including justification of the selection of appropriate tests to assess fitness.
OUTCOME 2		
Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.	25	A reflective folio of participation in a minimum of five different training sessions focusing on the components of the session, the training method completed and the implementation of training principles to the fitness components being trained.
	25	A written report that will draw on the personal experiences recorded in the folio to design a six-week training program for a given case study.
	20	A response in one or more of the following formats, which links chronic adaptations of the cardiovascular, respiratory and muscular systems to training methods and improved performance: <ul style="list-style-type: none"> • a case study analysis • a data analysis • structured questions.

*School-assessed Coursework for Unit 4 contributes 25% of the overall result. The examination will contribute 50%.

13. Physics (Units 1-4)

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. An understanding of the complexities and diversity of physics leads students to appreciate the interconnectedness of the content areas both within physics, and across physics and the other sciences.

Aims

This study enables students to:

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

Structure

The study is made up of four units:

- Unit 1: What ideas explain the physical world?
- Unit 2: What do experiments reveal about the physical world?
- Unit 3: How do fields explain motion and electricity?
- Unit 4: How can two contradictory models explain both light and matter?

14. Product Design and Technology (Units 1-4)

Product design is a response to changing needs and to improve quality of life by designing creative, innovative and sustainable products. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the aesthetics, form and function of products.

Aims

This study enables students to:

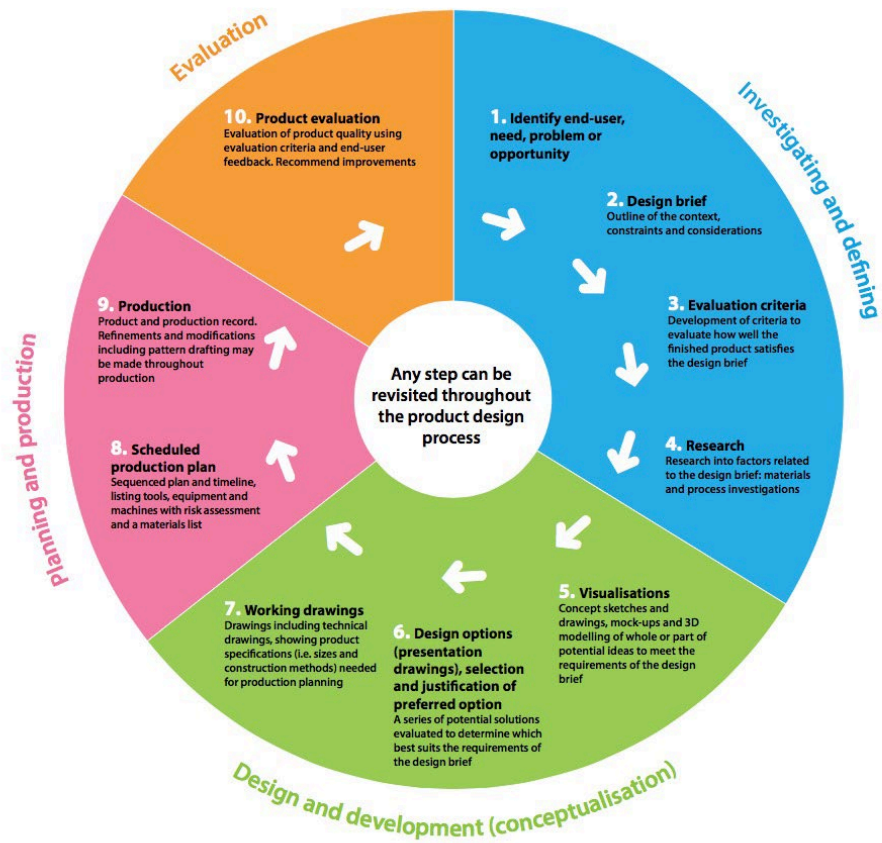
- Use design thinking and develop their understanding of product development and how these occur in a variety of contexts and environments
- Apply design practice by generating and communicating multiple creative ideas, concepts and product design options using a range of techniques to develop viable solutions to problems
- Explore and determine characteristics and properties of materials that make them suitable for use
- Examine methods of sourcing, processing, producing and assembling materials and social, economic, ethical, legal and environmental implications
- Use risk assessment to apply appropriate, efficient and safe methods of working with materials, tools, equipment and machines
- Apply project management techniques of time and sequence, and choose appropriate processes
- Analyse and evaluate the appropriateness of production activities and product design
- Understand sustainability and the responsibility the designer has to address social, environmental and economic considerations when designing and creating for the needs of the broader community.

Structure

The study is made up of four units:

- **Unit 1:** Sustainable product redevelopment.
- **Unit 2:** Collaborative design.
- **Unit 3:** Applying the product design process.
- **Unit 4:** Product development and evaluation.

The product design process: Stages and steps



15. Psychology (Units 1-4)

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

Unit 1: How are behavioural and mental processes shaped?

Students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

- **Area of Study 1 - How does the brain function?**
- **Area of Study 2- What influences psychological development?**
- **Area of Study 3- Student- directed research investigation**

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

Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behavior of an individual and groups.

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

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

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

- **Area of Study 1 - How does the nervous system enable psychological functioning?**
- **Area of Study 2 - How do people learn and remember?**

Unit 4: How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental

processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

- **Area of Study 1 - How do levels of consciousness affect mental processes and behaviour?**
- **Area of Study 2 - What influences mental wellbeing?**
- **Area of Study 3- Practical Investigation**

16. Studio Art (Units 1-4)

VCE Studio Arts introduces students to the role and practices of artists in society. Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and to support art making.

The role of artists in society includes their relationships with others in the art industry and the presentation and exhibition of artworks in art galleries and exhibition spaces. Students research aspects of the art industry including the presentation, conservation and marketing of artworks.

Unit 1: Studio inspiration and techniques

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration; research artistic influences develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

Unit 2: Studio exploration and concepts

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

Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art.

Unit 3: Studio practices and processes

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. For this study, the exploration proposal supports the student to identify a direction for their studio process. This process records trialing, experimenting, analysing and evaluating the extent which art practices successfully communicate ideas presented in the exploration proposal. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques.

Unit 4: Studio practice and art industry contexts

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions.

Assessment

Satisfactory completion

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

Units 1 and 2

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

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Studio Arts students' level of achievement will be determined by School-assessed Coursework, the School-assessed Task and the end-of-year examination.

- **Percentage contributions to the study score in Studio Arts are as follows:**
- **Units 3 and 4 School-assessed Coursework (SAC): 10%**
- **Units 3 and 4 School-assessed Task (SAT): 60%**
- **End-of-year examination: 30%**

School-assessed Coursework (SAC)

Unit 3. Outcome 3

Examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

School-assessed Coursework for Unit 3 contributes 5%.

Unit 4. Outcome 3

Compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

School assessed coursework for Unit 4 contributes to 5%.

School-assessed Task (SAT)

Unit 3 Outcome 1

Prepare an exploration proposal that formulates the content and parameters of an individual studio process, including a plan of how the proposal will be undertaken.

Unit 3 Outcome 2

Progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.

The Assessment tasks for Unit 3 Outcomes 1 and 2 are:

An exploration proposal and a visual diary that presents an individual studio process, which explores and develops the concepts and ideas set out in the exploration proposal, and produces a range of visual explorations and potential directions which will form the basis of at least two finished artworks in Unit 4.

Unit 4 Outcome 1

Present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student's ideas expressed in the exploration proposal.

Unit 4 Outcome 2

Provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the artworks.

The Assessment tasks for Unit 4 Outcomes 1 and 2 are:

The presentation of at least two finished artworks with an evaluation of the studio process.

School-assessed Task for Units 3 and 4 contributes 60%.

17. VETiS and School-Based Apprenticeships

VETiS Courses

These courses allow students to study for TAFE certificates while they are still at school. They are attractive to students who would like more ‘hands on’ learning in their VCE program. These courses usually run for 2 years and are suitable not only for students who are thinking of TAFE or apprenticeships, but also for some of those going on to university. VET courses contribute to the student’s Year 11 results and their ENTER at the end of Year 12. ***Please note there has been a major change in the funding of these programs for 2015 and beyond. This means that the cost to the individual to study a particular area will increase markedly.***

In 2018 VET programs that available are dependent upon the number of students interested right across the region. Fees are charged for VET programs. Course options may include: business administration, automotive, engineering, building, electrical, furniture making, salon services (hair & beauty), community services, health, media, hospitality and conservation & land management.

Australian School Based Apprenticeships & Traineeships

These involve working one day per week under a training agreement with an employer. It is the responsibility of the student to find an employer who is able to take the student on under this arrangement.

Note that entry to these programs is not automatic. Students may elect VET or ASBA as a preference, but they must also select an alternative VCE subject.

18. VCAL – Victorian Certificate of Applied Learning

An alternate pathway to VCE is the **Victorian Certificate of Applied Learning (VCAL)**. This course aims to improve the pathways for young people from secondary school into work or further education and training. Students completing this course gain a lot of experience that is useful in work and a recognized qualification. At Terang College we offer the VCAL Intermediate (Year 11) and Senior (Year 12) Certificates.

The Certificate will be of benefit to those students wishing to develop skills to prepare themselves for employment, apprenticeships, traineeships or TAFE courses. The program is generally **not** suitable for those wishing to go on to a university course.

A student will be able to gain a VCAL certificate on the successful completion of one full year of study. There are three levels to the VCAL Certificate – Foundation, Intermediate and Senior.

There are four strands to the VCAL Certificate – Literacy and Numeracy, Industry Specific Skills, Work Related Skills and Personal Development Skills. Most students also complete two VCE units. In previous years students doing VCAL also studied Maths, Product Design or Food Studies. As an industry specific skills student also complete a VET subject at TAFE or a School Based Apprenticeship.

In Personal Development skills the students complete a variety of applied learning projects. The VCAL Projects are selected each year after a considerable amount of discussion with the VCAL teachers and the students.

The projects for next year will be planned with the participating students at the end of this year and the beginning of next year.

It is expected that students will be out in the workplace or at TAFE every Thursday and Friday. For Intermediate and Senior Certificates, TAFE training or minimum of 100 hours of VET accredited training is required.

VCAL is an excellent course for many students. It is not **easier** than the VCE as it requires a high level of commitment and active participation at school and in the workplace. Students need to consider this program carefully and make sure that it is the best choice for them. Entry into the course will be based on a number of factors. It is not automatic. The subjects for VCAL

The subjects for VCAL Intermediate students (Year 11) are to be:

1. Foundation / Intermediate English and Literacy
2. Foundation / VCE General Maths (due to ongoing demand across the industry sector)
3. VET studies or School Based Apprenticeship.
4. Oral Communication
5. PDS – Personal Development Skills
6. WRS – Work Related Skills
7. Work Placement

The subjects for VCAL Senior students (Year 12) are to be:

1. Senior Literacy
2. Further Maths VCE General Maths (due to ongoing demand across the industry sector)
3. VET or School based apprenticeship
4. Oral Communication
5. WRS – Work Related Skills
6. Skills – Further Study
7. PDS – Personal Development Skills
8. Work placement

On Thursday afternoons and Friday VCAL students will not attend school, but will be on work placement or attending TAFE. All year 11 students complete a week of work experience in Melbourne/or locally during Term Three.

~ In addition to VCAL placements, all year 11 students (VCAL and VCE) complete a week of work experience in Melbourne during Term Three ~ If work cannot be sourced in Melbourne students can also complete this week locally.

19. Victorian Virtual Learning Network

The Victorian Virtual Learning Network (VVLN) is another option that Terang College students can have access to for their VCE studies. This can allow students to complete subjects that they want to complete that we are unable to offer.

Classes completed via the VVLN come with a cost to the school and are at least a year-long commitment, so students need to be sure that they want to complete the subject before selecting this option.

The Victorian Virtual Learning Network (VVLN) provides opportunities for:

- Students to access VCE subjects that may not be available at their home school.
- Schools to maximise financial and teaching resources to improve opportunities for all students.

The **VVLN** incorporates a number of features to ensure students receive the instruction, support and feedback essential to their successful completion of the VCE subject.

- All subjects offered are based on VCE study designs and include all relevant assessment.
- Subjects are delivered via the Internet using the VVLN Moodle learning management system.
- Delivery of all subjects is asynchronous providing flexible timetabling for schools, allowing students to access their subject at any time.
- Online lessons are entirely instructional, giving students a similar learning experience to the traditional classroom setting.
- The lessons incorporate digital learning resources including video, audio, text, simulations, and high levels of interactivity, monitoring and feedback.
- Students receive individual support and direction through regular online contact with their teachers.
- At least once during the school year VVLN teachers visit each school for face-to-face meetings with students.

Appendix: Important VCE/VCAL Acronyms

ATAR – Australian Tertiary Admission Rank

DES – Derived Examination Score

EAL – English as an Additional Language

GA – Graded Assessment

GAT – General Achievement Test

IP – Industry Pathways

ISS – Industry Specific Skills

LNS – Literacy and Numeracy Skills

MIPs – Managed Individual Pathways

NA – Not Assessed

PDS – Personal Development Skills

SAC – School-assessed Coursework

SAT – School-assessed Task

SBNA – School-based New Apprenticeship

TAFE – Technical and Further Education

UG – Ungraded

VASS – Victorian Assessment Software System

VCAA – Victorian Curriculum and Assessment Authority

VCAL – Victorian Certificate of Applied Learning

VCE – Victorian Certificate of Education

VCE VET – VCAA managed VET programs comprised of VCE VET units

VET – Vocational Education and Training

VFE – Code on VASS denoting VET or Further Education programs

VTAC – Victorian Tertiary Admissions Centre

WRS – Work Related Skills