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From the Principal
At East Preston Islamic College, our aim is to support our senior students in developing positive futures, enabling them to participate confidently in our faith and world communities. We encourage them to develop a strong commitment to social justice and to adopt adult learning styles and approaches to set them up for future learning. Senior students also have an option of attending school and undertaking school based apprenticeships and traineeships as part of their Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) programs.

Our curriculum offerings cater for individual learning needs and aspirations for each student and aims to maximize student engagement and achievement through innovative approaches in 2016.

Through our strong care and support from the teachers and close liaison with parents, we strive to provide our senior students a place of learning excellence, where students can achieve their personal best. We focus on educational excellence to ensure that every student gains the learning support they require.

This Senior Secondary Curriculum Handbook presents an overview of the curriculum provided at East Preston Islamic College, providing details on all possible subjects offered in Years 10, 11 and 12. This booklet is the basic resource for parents and students, but does not replace the need for students to talk with parents, teachers and the career counselor.

Students are encouraged to research university and TAFE Handbooks and visit relevant websites, before they make final decisions about the courses and subjects they choose.

May Allah (SWT) guide and help us in our future endeavors.

Mr. Ekrem Ozyurek OAM
Principal
Introduction
This handbook is intended to assist you in the very important process of choosing the subjects you will study in 2016. It contains an overview of the process you will work through, information about the pattern of the subjects you must complete in order to achieve your VCE/VCAL certificate and the descriptions of the subjects on offer to you as you move to the final years of your secondary education.

You are strongly advised to make use of the many resources available to you as you work through this sometimes confusing process. In addition to the information in this handbook, you may also access information from:

- Your subject and homeroom teachers
- Ms Vennas Geoglu (Careers advisor), Ms Ayeenun Ahmed (VCE coordinator), Ms Sonya Hammoud (VET/VCAL coordinator)
- Job Guide
- VTAC university guide
- VICTER guide
- TAFE courses directory
- Various university information booklets

The Subject Selection Process
Step 1: Using this handbook, you need to choose the subjects you think you would like to study in 2016 and complete the Subject Selection Form under the guidance of your subject teachers. You should carefully consider:

- Your ambition and possible future career choices
- Your capabilities and performance in subjects you are currently studying
- Your interest in the content of the subjects you are currently studying
- Your suitability to particular career paths
- The pattern of VCE and VCAL
- Information gathered at Careers Expo, TAFE and University open days and like
- Which subjects are pre-requisites to further study
- Advice from Career Counselor, VCE & VCAL coordinators and subject teachers

Step 2: Once you have chosen subjects that you think you would like to study in 2016, and entered them on your subject selection form, you must ask your current subject teachers if they feel that you are a suitable candidate for that subject, at that level. You need to have them complete the Subject Recommendations section of your subject selection form.

Step 3: You will then bring your completed Subject Selection form with you to your Subject Counseling interview, where you will have the opportunity to discuss the suitability of your choices in the light of your career ambitions, your capabilities, your achievement in your current subjects, etc. Your parents will be encouraged to attend this interview with you.

Step 4: At the conclusion of the interview, you will enter your selected subjects onto the final copy of Subject Selection Form.
Step 5: You will commence classes during transition week, in term 4, 2015.

Step 6: Early into term 1, 2016, you will be advised as to whether you are able to study your first choice of subjects. Should subject clashes or class numbers prevent this from being possible, you will be invited to a further interview where your alternative choices will be discussed.
E.P.I.C. LEARNING PATHWAYS

VCE

VET

Training (TAFE, School, RTO)

Completion of VCE

Employment, apprenticeship, traineeship

TAFE (certificate II, III, IV), Diploma, Advanced Diploma

University

Completion of VCAL

Training (Structured workplace learning)

VCAL
VCE
What is VCE?
The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides pathways to further study at university, Technical and Further Education (TAFE) and to the world of work. It is even possible to undertake a school-based apprenticeship or traineeship within the VCE.

To obtain your VCE, you must satisfactorily complete at least 16 units.
The 16 units can include VET.
Regardless of how many units you do altogether, a student must satisfactorily complete:

- At least three units from the English Group listed below:
- Foundation English Units 1 and 2
- English or English as a Second Language (ESL) Units 1 - 4
- English Language Units 1 - 4
- Literature Units 1 - 4

No more than two Units at 1 and 2 level may count towards the English requirement. To gain an Australian Tertiary Admission Rank (ATAR) a student must complete both Units 3 and 4 of an English sequence.

- Three sequences of Units 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VET programs.

PREREQUISITES FOR UNIT 3/4 STUDIES:
While it is generally accepted that units one and two help prepare students for the 3-4 of any study, certain studies are very sequential. Prior knowledge and skills acquired in Unit 1 and/or 2 are required before the following 3/4 sequences can be attempted at EPIC: Chemistry, Biology and Mathematics.

The College makes every effort to run a 3-4 sequence of a study if the study ran as a 1-2 sequence in the previous year. It is not anticipated a 3-4 study will run if a class has not run as a 1-2 at the College in the preceding year. A study that has not run this year in no way predicts whether the class will run at Year 11 next year, as each year classes are primarily determined by the numbers of applicants.
ASSESSMENT, AUTHENTICATION AND SPECIAL PROVISION

ASSESSMENT

Assessment in the VCE has two distinct aspects.

Satisfactory completion of a unit: Each VCE Unit has a number of Learning Outcomes, determined by VCAA, which the student must demonstrate to his/her teacher s/he has satisfactorily achieved. If the student is able to demonstrate this, the teacher will report a Satisfactory (S) for the outcome. A student must satisfactorily achieve all of the outcomes to pass the Unit.

Grades: A teacher will design a number of tasks that will be used to assess each student’s level of achievement, or grade, in different parts of the course. These assessment tasks are called SACs (School Assessed Coursework) in Units 3 and 4. Strict guidelines for the criteria used to grade SACs are laid down by VCAA, however specific details as to the nature of the tasks can vary between schools. The subject teacher marks the SACs and the results are submitted to VCAA. In Units 3 and 4 external exam is an essential tool to determine grades. These exams are not set or marked by the class teachers. They do not determine if a student has satisfactorily achieved outcomes and are therefore not used to determine the S or N. However they do contribute significantly to the study score and therefore the subsequently derived ATAR.

It is possible, but unlikely, that a student could do well on her SACs but still not pass the unit, if SACs did not assess all of the required outcomes. S/he must therefore be careful to submit all work, not just SACs. It is also possible a student may do poorly on an assessment task but still be able to demonstrate that s/he has achieved an outcome and subsequently pass the Unit. It is important the student pays close attention to assessment requirements and due dates in each study to be sure s/he is satisfactorily completing them.

AUTHENTICATION

The College and VCAA expect all work submitted by a student to be the student’s own work. The College has a number of procedures to ensure that work submitted will indeed be authentic. A student must follow all specific guidelines of an assessment. A student must not submit any part of another student’s work or allow another student to copy his/her work used for assessment. S/he must not pass on information or solicit any information about a SAC from another student, or in any way gain an unfair advantage for themself or another student. A student who is found to be in breach of a rule can have a range of sanctions imposed depending on the seriousness of the breach. These include loss of part or the entire grade for that assessment task, and possibly the awarding of a Non-Satisfactory assessment for the outcome being assessed. If any outcome for a study is deemed to be not satisfactorily achieved then the student will receive an “N” for overall assessment for that unit.
School-assessed Coursework

Coursework and SAC tasks are completed mainly in the classroom.

Where Coursework is completed outside the classroom, teachers must ensure that work submitted by students has been completed according to the above VCAA provisions. The teacher may ask a student to demonstrate his or her understanding of the work submitted at or about the time of submission of the work. The work will be accepted only if the teacher can attest to the best of his or her knowledge, all unacknowledged work is the student's own. If work cannot be authenticated, then the matter must be dealt with as a possible breach of authentication.

Breaches

Teachers should not accept work for assessment until sufficient evidence is available to show that the work is the student's own.

The authenticity of the work may need to be checked if the work:

- is not typical of other work produced by the student
- is inconsistent with the teacher's knowledge of the student's ability
- contains unacknowledged material
- has not been sighted and monitored by the teacher during its development

Onus of proof

The onus is on the student to provide evidence that the work submitted is the student's own and was completed in accordance with the VCAA requirements. In order to obtain the necessary evidence, students may be required to:

- provide evidence of the development of the work, for example, drafts which may not have been sighted by the teacher,
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work,
- provide samples of other work,
- complete, under supervision, a supplementary assessment task (or test) related to the original task,
- attend an interview or complete a test to demonstrate his or her understanding of the work.

If subject teacher suspects an authentication problem, immediate notification to the VCE coordinator is required. If an interview is required, parent, subject teacher, VCE Coordinator, Principal or his nominee, Discipline coordinator will be present. If breach is proven, the penalties will be imposed by the principal.
School-assessed Coursework - penalties for breach of authentication

The principal has the power to:

i. Reprimand a student, or

ii. Give the student the opportunity to resubmit work if this can occur within the dates designated by the VCAA, or

iii. refuse to accept that part of the work which infringes the rules and base a decision whether to award the work requirement an N or S upon the remainder of the work, or

iv. Refuse to accept any of the work if the infringement is judged by the principal to merit such a decision, in which case an N will be awarded for the work.

SPECIAL PROVISION
Students who have or who, during the course of their VCE, develop circumstances that may affect their ability to perform in the VCE can have Special Provision to enable them to manage their VCE studies, assessment tasks and exams. The provision will depend on the nature of the difficulty. For example, for a chronic illness it may be appropriate to complete the VCE over three years. Certain conditions may require Special Exam Arrangements such as allowing rest breaks, or having a scribe or reader. Other situations may require rescheduling of assessment tasks or allowing extension of time to complete a task.

If an illness or personal trauma occurs during the exam period or within the two weeks preceding the exams for a Unit 3 or 4 study, it is possible to apply for a Derived Exam Score (DES). Evidence from an independent source, such as a doctor, is required for a DES. If the application is approved by VCAA, a grade for the exam or exams, will be derived. It will be based on information at the disposal of VCAA such as the student’s performance on the GAT, performance on SACs, and indicative grades supplied by teachers.

It is important that students keep the College informed of any circumstances that may warrant variation from the normal rules applying to any assessment procedure, so that timely and appropriate management of the situation can be achieved.
SELECTING YOUR PROGRAM

EPIC has been offering accelerated VCE courses for the past few years.

**Year 10 students** may undertake one Unit 1-2 sequence.

**All Year 11 Students** will undertake 12 units (6 studies) including English, with the Unit 3-4 sequence of the subject they studied in year 10. **This facilitates the completion of six Unit 3-4 sequences, thus improving their ATAR.**

**All Year 12 students** will undertake at least 10 units (5 studies).

CHANGE OF SUBJECT

Students do have an opportunity to change subject early in the semester or between Unit 1 and Unit 2. Changes can only be made if they are applied for within the timelines advertised and with approval of parents. They can only occur if space and blocking allow and without disrupting other students’ programs. Changes are made on curriculum grounds only and not on the basis of student or parent request for a change of teacher.

ATTENDANCE

All VCE students must remain at East Preston Islamic College for the duration of the school day and attend all scheduled classes or other approved activities. All absences should be explained by a medical certificate where available or by a note from parents. If the student is living independently, then the student must provide a medical certificate or an appropriate note.

Unexplained absences from school or from a particular unit may result in a "J" score being entered for the student. This is to indicate that a student "Did Not Complete" the unit and terminates that student's enrolment in the unit or units.

Students who wish to leave the College during the day for special circumstances should apply for a pass from the VCE Co-ordinator before school commences for the day.

SUPPORT FOR STUDENTS

VCE places very heavy time demands and task management demands on students. If you experience any sort of problem which you cannot solve for yourself, you should seek immediate assistance from a Classroom Teacher, VCE or careers coordinator. If you wish to see one of these teachers, you should make a definite appointment (time and place) to avoid wasting your time and their time.
THE LANGUAGE OF THE VCE

**ATAR** - Australian Tertiary Admission Rank. A student’s ATAR is determined by VTAC using the student’s scaled study scores. The ATAR is a percentile which ranks students for the purpose of tertiary selection.

**Authentication** - The process of ensuring that work submitted by students for assessment is genuinely their own. Teachers monitor the completion of students’ work.

**DES** - Derived Exam Score. An estimated score for a particular exam, which may be used under Special Provision.

**GAT** - General Achievement Test. All students undertaking a Unit 3-4 sequence must sit this 3 hour test in the June test period. GATs are used by VCAA to monitor school assessments and for the determination of a DES and may be used to assist with selection into tertiary courses.

**Learning Outcomes** – What a student must know or be able to do by the time she has finished the Unit.

**Managed Individual Pathways (MIPs)** A program, including course counselling, which assist students make informed choices about possible future directions.

**Part-time Apprenticeships and Traineeships** - Students who receive training as part of their casual employment and receive credit towards their VCE.

‘**S**’ or ‘**N**’ - These letters mean 'S' for satisfactory (pass) or ‘N’ not satisfactory (not passed).

**School Assessed Coursework (SACs)** - Work done, mainly in class time, to assess performance in Units 3&4. Set and marked by teachers according to VCAA (Victorian Curriculum & Assessment Authority) specifications.

**School Based Apprenticeships and Traineeships (SBAT)** – Students undertake training and employment with an employer which is an integral part of the school learning program and study timetable.

**Semester** - One half of the academic year. A unit of study lasts for one semester.

**Sequence** - A sequence is a Unit 3 followed by Unit 4. One of the requirements for passing the VCE is the successful completion of four Unit 3-4 sequences.

**Student Program** - This is the total package of VCE and VET studies normally taken over two years.

**Study/Studies** - Subject(s).

**TAFE** - Technical and Further Education. TAFE Institutes offer post-secondary courses.

**Unit** - Each VCE study is divided into 4 units. Each unit lasts one semester. Units 1-2 are normally at Year 11 level, and Units 3-4 are normally at Year 12 level.

**VCAA** - Victorian Curriculum & Assessment Authority. The accrediting and authorising body responsible for overseeing the VCE.
VCE - Victorian Certificate of Education

VCE/VET - This refers to the expanding range of nationally recognised vocational studies now integrated within the VCE.

VTAC - Victorian Tertiary Admissions Centre. The body responsible for the administration of the application and offer selection processes on behalf of universities and TAFE Institutes.
**VCAL**

What is VCAL?

The Victorian Certificate of Applied Learning (VCAL) is a 'hands-on' option for students.

Like the VCE, the VCAL is a recognised senior secondary qualification. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on 'hands-on learning'. Students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12.

The VCAL's flexibility enables students to design a study program that suits their interests and learning needs. Students select accredited curriculum components from VCE studies, Vocational Education and Training (VET) qualifications, Further Education (FE) and VCAL units.

There are four compulsory strands in VCAL:

- Literacy and Numeracy Skills (Foundation Maths and Foundation English is done instead at EPIC)
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills.

Students who start their VCAL and then decide they would like to complete their VCE, are able to transfer between certificates. Any VCE studies successfully completed as part of the VCAL program will count towards the VCE.

A certificate and Statement of Results will be issued to students who successfully complete their VCAL.

**VET**

VET in the VCAL allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training from either accredited state curriculum or national training packages which may contribute to their VCAL. VET studies focus on the development of industry-specific workplace skills, with pathways into apprenticeships, employment, TAFE or tertiary education.

VET programs may be undertaken in a variety of settings and offer students the opportunity to undertake Structured Workplace Learning (SWL) and School-based Apprenticeships and Traineeships.

VET offers students the opportunity to:

- combine general and vocational studies
- explore career options and pathways
- undertake learning in the workplace
- undertake applied learning in an adult learning environment
- gain a nationally recognised qualification or credit towards a qualification that contributes to satisfactory completion of the VCAL
- develop skills that will equip them for the workforce
VET certificates or units of competence contribute to a student’s VCAL program. The contribution of a student’s VET program to their VCAL is determined by the number of hours successfully completed. A credit towards VCAL is awarded on successful completion of approximately 90 nominal hours of units of competence from accredited curriculum/nationally recognised qualifications. Units of competence may be from one VET certificate or a number of VET certificates.

**A VCAL student will not receive credit towards their VCAL for partially completed VET units of competence.**

Registered Training Organisations (RTOs) are responsible for the delivery, assessment and certification of VET qualifications. In 2013, EPIC students will have an option of undertaking their VET program at Northern College of Arts and Technology (NCAT), which is the partner school for EPIC for VET programs, or they may wish to go to other RTOs such as a TAFE. For VET programs, students travel to the RTO and undertake the training delivered by RTO staff, using RTO facilities.

The Northern College of the Arts and Technology provides one of the broadest VET programs in Victoria.

In 2014, NCAT offered the following VET courses:

**VET Arts**
- Dance
- Design
- Furniture Making
- Live Production, Theatre & Events
- Media
- Multimedia
- Music
- Musical Instrument Making & Repair
- Photo-imaging
- Visual Arts

**VET Technologies**
- Automotive Technology
- Building & Construction
- Electrotechnology
- Engineering
- Furniture Making
- Integrated Technology
- Manufacturing Technology
- Musical Instrument Making & Repair
- Plumbing
VET Other

- Fitness
- Retail Services
- Sport & Recreation
- Wholesale

There are administrative/materials costs associated with all VET studies, and the payment of these is the responsibility of the parent or guardian. These fees are required to be paid ‘up front’ before the end of the 2015 school year.
HOMEWORK POLICY

All Years 10,11 and 12 students are expected to study 30 minutes for each subject studied that day. (at least) Homework is considered to be an integral part of the teaching and learning program and from the development of sound study attitudes and habits, is considered valuable for developing and individual sense of responsibility and self discipline and preparation for professional life. Parents are asked to support this ethos and to provide good study facilities at home for their children.

ACADEMIC REVIEW AND PROBATION

Towards the end of each Term teachers of all classes from Years 10 through 12 and up to the end of Term 3, students are reviewed by the coordinators and the teachers in terms of the effort that they have made in their studies and their attitude (co-operative, fair or poor) in the class.

It must be emphasized that these reviews are not based on only attainment, but also on effort and attitude. This means that the student who achieves average or below average results for his or her work, but works hard and positively to do so, will not be part of the Probation process. If a student’s effort or attitude grades do not satisfy the minimum standards set out by the School, the student would automatically be placed upon ‘Academic Review’ by the coordinator.

The student’s parents would be informed and a meeting arranged involving the student’s parents and subject teacher/s. The purpose of the meeting would be to formulate strategies for effecting an improvement in the student’s performance in either area. If by the end of the following term the student’s effort or attitude grades have improved sufficiently to satisfy the minimum requirements at that assessment, he or she would be removed from Review.

Failure to effect an improvement in effort or attitude while on Academic Review leads to a student’s automatic appearance before a probationary committee, consisting of the Vice Principal, School and the VCE coordinator. The primary purpose of this interview is to emphasise to the student the seriousness of the situation and the urgent need for improvement. The normal outcome of such an interview would be a recommendation to the Principal that the student be placed on ‘Academic Probation’. On receiving the recommendation, the Principal would then formally advise the Committee and the student of his decision and inform the student’s parents by letter and arrange an interview as necessary. A student on Academic Probation who fails to effect an improvement in effort or attitude by the next assessment would have registered unsatisfactory performance over a period of at least two terms. In such circumstances the question would need to be asked, “Is East Preston the best place to meet the student’s educational and social needs?” A student who attains the required improvement would be removed from the Academic Probation.
Academic Review and Probation process:

- Assessment
- Three or more level two effort grades → Unsatisfactory student
  - Consultation with parent and the student
  - Subject teacher consults the coordinator
  - Assessment
  - Satisfactory- Ends here
  - Student’s progress monitored → Unsatisfactory
    - Probation Committee
    - Placed on probation
    - Consultation with parents and student
Subject teacher consults the coordinator

Assessment

Satisfactory - Ends here

Consultation with parent and the student

Student’s progress monitored

Unsatisfactory

Principal may consider withdrawal of place

Continued from previous page
VCE STUDIES

ACCOUNTING (AC011)

"The pen is mightier than the sword, but no match for the accountant."

Accounting is the language of business, and as such is a critical part of our society in Australia and globally. An accounting degree is a great foundation for any career. With this degree, you can work in almost any industry from banking to fashion, travel and entertainment.

One of the objectives of the VCE Accounting is to provide foundation knowledge to act as a company’s profit and growth expert, help small business owners make key decisions that will make their businesses more profitable. Not only that, but in receiving this training you enable yourself to start a small business of your own as a freelance accountant. Never has there been a time where skilled accountants are in such high demand. You can craft your own opportunity, either advancing in your job or taking that leap to start your own accounting firm. The possibilities are truly endless.

By studying accounting, you will gain employability skills such as team work, problem solving, technology, initiative, communication, planning and organizing and self-management. Besides doing your own taxes, it will help you plan, itemize, and budget your personal expenses and reflect that itemization on a business that you may start.

The accounting profession offers numerous career opportunities, with many diverse paths to follow. Many students who study VCE Accounting will go on to further studies and careers in business and finance that may include; auditor, accountant, assistant accountant, chief financial officer, financial analyst, payroll specialist, tax specialist, business services manager, taxation and corporate accountant, financial controller, consumer pricing manager, import/export officer, business operations manager.
Scope of study
VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods.

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

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

Structure
The study is made up of four units:

Unit 1: Establishing and operating a service business
Unit 2: Accounting for a trading business
Unit 3: Recording and reporting for a trading business
Unit 4: Control and analysis of business performance
ARABIC (LO021), (LO023)

Prerequisites: Year 10 Arabic.

The study of Arabic develops students ability to understand and use a language which has both economic and political significance and which is associated with major intellectual, artistic and scientific achievements.

The Arabic units are designed to extend students knowledge and skills in speaking and writing the language. On completion of the unit the students should have the following skills to be able to: establish and maintain a spoken or written exchange related to personal areas of experience; be able to listen to, read and obtain information from written texts; be able to produce a personal response to a text focusing on real or imaginary experience.

On completion of the VCE Arabic study, the students are expected to have the following skills:

- establish and maintain a spoken or written exchange related to personal areas of experience
- listen, read and obtain information from written texts
- produce a personal response to a text focusing on real or imaginary experience
Course Outline:

There are three prescribed themes:

- The individual – Personal world, family and friends, education and aspiration and health
- The Arabic speaking communities – lifestyle, culture and traditions, Arabic civilisation
- The Changing world – social issues, the natural world, the world of work

Expectations:

The content for each semester is extensive. Students are expected to complete approximately 3 hours of study a week.

Assessment:

A satisfactory completion for a unit is based on a decision from the classroom teacher that the student has demonstrated achievement of the set outcomes specified for this unit. This will be based on school assessed coursework in year 11. In year 12 assessments includes school assessed coursework, end of year examination including an oral and written exam.

Expenses: Everyday equipment including Arabic textbooks. Excursion costs will be kept to a maximum of $15 per excursion.

Relevance to further studies, career and recreation: The ability to communicate in Arabic, in conjunction with other skills, may provide opportunities for employment in the fields of translation, interpreting, banking and social services, ethnic affairs, the tourist and hospitality industries, international relations, the arts and education.
Biology is the study of living things ranging from single-celled micro-organisms to complex multi-cellular organisms in a variety of habitats. It is a study of the dynamic relationships between living things, their interdependence, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity. Biology enables students to develop an understanding of the characteristics of living things and the processes that maintain life and continuity.

**Content**

**Unit 1: Unity and Diversity**

*Areas of Study*

- Cells in action
- Functioning organisms

**Outcomes**

- In the first area of study, students will learn how to design, conduct and report on a practical investigation based on Cells.
- In the second area of study, students will learn how to describe and explain the relationship between features of living organisms and what they require to function correctly.

**Unit 2: Organisms and their Environment**

*Areas of Study*

- Adaptations of organisms
- Dynamic ecosystems
Outcomes
• In the first area of study, students will learn how to explain and analyse the relationship between living organisms and their environment by looking at the way they have adapted and how they are distributed.
• In the second area of study, students will design, conduct and report on fieldwork related to the interaction between living things and their environment.

Unit 3: Signatures of Life
Areas of Study
• Molecules of life
• Detecting and responding

Outcomes
• Students will learn how to analyse and evaluate evidence from practical investigations of biochemical processes.
• Students will also learn how to describe and explain coordination and regulation of the immune response of a living organism.

Unit 4: Continuity and Change
Areas of Study
• Heredity
• Change over time

Outcomes
• Students will study the molecules involved in heredity and look for patterns of inheritance by analysing experimental evidence.
• Students will also analyse and evaluate evidence for evolutionary changes and relationships learning how to describe the mechanisms behind the changes.

Career Path Ways
• Studying this subject will assist you in the following careers:
• Medicine, Dentistry, Physiotherapy, Marine Biology, Nursing, Pathology
• Teaching, Genetics Research, Environmental Science, Veterinary Science

Assessment:
Assessment tasks are drawn from:
• An extended practical investigation
• practical activities
• multimedia or web page presentation
• response to a media article
  • oral presentation
  • annotated poster
  • data analysis
• Test

Units 1 & 2 are assessed within the school. Satisfactory completion of a Unit is dependent upon the satisfactory completion of all Outcomes.

Units 3 & 4 are assessed within the school (through practical activities and assignments) and by external examinations. All Biology students will sit one external examination in November covering work from both Unit 3 and Unit 4.

Expectations
Students are expected to study a minimum of 3 hours per week.

Cost Involved
Some of the SACs are conducted at local universities. This may involve some expenses like transport and university SAC charges. (It may cost around $25)

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.
Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in small, medium and large-scale organisations.

The Study recognises that there is a range of management theories. In each Unit students examine some of these theories and, through exposure to real business scenarios and/or direct contact with business, tests them against management in practice.

In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

VCE Business Management enables students to:
- understand and apply business concepts, principles and terminology;
- understand the purpose and significance of business within local, national and global contexts;
- understand the complex and changing environment that businesses operate within and the nature of relationships between key stakeholders within that environment;
- understand the ways in which small to medium to large-scale businesses have been and are managed effectively for commercial success across a range of contexts;
- analyse effective management practices for commercial success in the context of business ethics and social responsibility.
Structure
VCE Business management is made up of four units:
Unit 1: Small business management
Unit 2: Communication and management
Unit 3: Corporate management
Unit 4: Managing people and change
Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit.

Duration
Each unit involves at least 50 hours of scheduled classroom instruction.

ENTRY
There are no prerequisites for entry. However, students must undertake Unit 3 prior to undertaking Unit 4.

EMPLOYABILITY SKILLS
In addition to demonstrating their understanding and mastery of the content and skills specific to the subject, this study offers a number of opportunities for students to develop employability skills. The nationally agreed employability skills are: Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology; and Learning. Each employability skill contains a number of facets that have a broad coverage of all employment contexts and are designed to describe all employees.

BUSINESS MANAGEMENT Unit 1 – Small Business Management
Unit 1 provides students with an understanding of the general business concepts which apply to the management of organisations of varying sizes. A study of decisions and planning to be undertaken prior to commencing a business will also be covered; as well as a look at on-going activities which sustain an ethical small business and promote its growth. Here, one option will be completed, such as management of staff. Students undertake a practical assessment involving the planning and running of their own small business.

BUSINESS MANAGEMENT Unit 2 - Communication
Unit 2 focuses on the importance of effective communication in achieving business objectives. It includes communication both internally and externally to business with special attention to the functions of marketing and public relations. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different contexts. An investigation into current marketing and public relations campaigns and a practical marketing activity are completed.

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

**BUSINESS MANAGEMENT Unit 4 – Managing People and Change**

Unit 4 continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

**Assessment**

The award of satisfactory completion for unit 1 and 2 are based on the decision that the student has demonstrated achievement of the set of outcomes specified for a particular unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

Assessments for units 3 and 4 are derived from the advice on the assessment tasks and performance descriptors for assessment, published by Victorian Curriculum and Assessment Authority in the assessment handbook.

School-assessed coursework for Unit 3 and 4 will contribute 25+25= 50 per cent. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.


Subject Description

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Studying Chemistry can enrich students’ lives through the development of particular knowledge, skills and attitudes, and enable them to become scientifically capable members of society. Students should be encouraged to study this subject not simply because they must become a doctor, nurse or an engineer, but because it provides a chance to understand more about the material we encounter in everyday life.

Content

UNIT 1 The Big ideas of Chemistry

Areas of Study

• The Periodic Table
• Materials

Outcomes

• How our current understanding of the atom and the Periodic Table has been built upon experimental evidence.
• The properties of different materials will be explained using models of bonding and structure.
UNIT 2  Environmental Chemistry

Areas of Study

• Water
• The atmosphere

Outcomes

• write balanced chemical equations for reactions involving oxidants and reductants.
• study how chemical reactions occurring in the atmosphere

Unit 3 Chemical Pathways

Areas of Study

• Chemical analysis
• Organic chemical pathways

Outcomes

• Study a range of techniques and instruments used to analyse chemicals.
• The identification and role of functional groups in organic chemistry will be studied.

Unit 4 Chemistry at work

Areas of Study

• Industrial chemistry
• Supplying and using energy

Outcomes

• analyse the factors that that affect the extent and rate of chemical reactions and apply this analysis to evaluate the optimum conditions used in the industrial production of the selected chemical.
• analyse chemical and energy transformations occurring in chemical reactions.
Career Opportunities

Studying this subject will assist you in the following careers:

Engineering, Medicine, Nursing, Teaching, Health Sciences Veterinary Science, Manufacturing & Production

Assessment

Assessment Tasks are Drawn From:

- An extended experimental investigation
- A written report of one practical activity
- A response to stimulus material in written, oral or visual format
- An analysis of first or second-hand data using structured questions
- A Summary Report of at least three practical activities.

Units 1 & 2 are assessed within the school. Satisfactory completion of a Unit is depended upon satisfactory completion of all Outcomes.

Units 3 & 4 are assessed within the school (through practical activities and assignments) and by external examinations. All Chemistry students will sit one external examination in November covering work from both Unit 3 and Unit 4.

Expectations

Students are expected to study a minimum of 3 hours per week.

Cost Involved

Some of the SACs are conducted at local universities. This may involve some expenses like transport and university SAC charges. (It may cost around $25)

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional reading as prescribed by their teacher.
Language is the most imperfect and expensive means yet discovered for communicating thought.
~William James

What is English all about?

The English language is central to the way in which students understand critique and appreciate their world and to the ways in which they participate socially, economically and culturally in Australian society. English being a compulsory subject in the VCE, students are prepared right from Prep in the three areas of dimensions READING, WRITING and SPEAKING AND LISTENING. The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity.

The key knowledge and skills described in the study design for VCE English, underpins effective functioning in the contexts of study and work as well as productive participation in a democratic society in the twenty-first century.

The course aims to extend, challenge, and enrich student learning through extension and enrichment programmes, and through a range of information and communications technology that include web quests,
theme studies, and wide reading projects. The study of texts focuses on creating and analysing texts, understanding and interpreting texts, and moving beyond interpretation to reflection and critical analysis.

**Pre-requisites for VCE English**
There are no VCAA prerequisites for entry to Units 1, 2 and 3; however, students should have satisfactorily completed Year 10 English. Students must undertake Unit 3 prior to undertaking Unit 4.

**Unit 3 and 4 English as an additional Language codes are: EN093 & EN094**
This course is designed for students who have been residents of Australia or another predominantly English speaking country for no more than 7 years. Students would undertake this course in a mainstream English class with different assessment tasks.

**Structure**
The study is made up of 4 units.
Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each unit contains 3 distinct Areas of Study

**Units 1 - 4**
The focus of each unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted.
Students will develop competence and confidence in creating written, oral and multimodal texts. The term ‘set text’ refers to texts chosen by the school for the achievement of Outcomes 1 and 2.

**Areas of Study:**
1. Reading and Responding (Outcome One)
2. Creating and Presenting (Outcome Two)
3. Using language to Persuade (Outcome Three)

**Assessments**
Teachers have to provide to the Victorian Curriculum and Assessment Authority (VCAA) a score for each outcome in a unit, which represents an assessment of the student’s achievement. Assessment tasks should be a part of the regular teaching and learning program. Assessment tasks should be completed mainly in class and within a limited timeframe. In case of absence students should notify the teacher and the VCE coordinator with genuine medical certificate for authentication.

**School Assessed Coursework (SAC)**
**Unit One and Two**
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.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.
Unit Three
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.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

The student’s level of achievement in Unit 3 will be determined by school-assessed coursework and an end-of-year examination.

Outcome One (30 Marks) (ESL 35 Marks)
Outcome Two (30 Marks)
Outcome Three (40 Marks) (ESL 35 Marks)
Total: 100 Marks

Unit Four
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.

The student’s level of achievement for Unit 4 will be determined by school-assessed coursework and an end-of-year examination.

Outcome One (50 Marks)
Outcome Two (50 Marks)
Total: 100 Marks

End of year Examination
Length reading time 15 mins
Writing time 3 hours
3 Parts: 1. Text response essay (20 Marks) (Modified for ESL students)
2. Writing in response to a prompt (Context) (20 Marks) (Modified for ESL students)
3. Analysis of Persuasive Language (20 Marks) (Modified for ESL students)

English Study score
- Unit 3 - 25%
- Unit 4 – 25%
- Examination – 50%

Future Directions
Students must pass either English in order to satisfactorily complete the VCE. Many tertiary courses also require a study score of 25 or higher as a prerequisite for entry. English is also an essential skill in communication and understanding the world around us.

**LEGAL STUDIES (LS011)**

The VCE Legal Studies course examines the ways in which the law and the legal system serve the community. This course examines law-making, dispute resolution and the administration of justice. In this unit, students are also encouraged to develop an understanding of the complexity of the legal system and the challenges faced by law-makers and the courts. As a subject, Legal Studies also focuses on the development of skills, most particularly in regard to evaluation of information from a range of sources and engaging in critical analysis of material. Skills based on independent inquiry, critical thinking and legal reasoning are also enhanced.

**Unit 1**

This unit explores the distinction between legal and non-legal rules, the Victorian court hierarchy, and the process of making laws through Parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts. Students are required to: explain the principles of criminal law and apply them to fact situations to justify a decision; evaluate the processes for the resolution of criminal disputes and analyse the capacity of these processes to achieve justice.

**Unit 2**

This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defenses to civil claims within our legal system available to
enforce the civil rights of our citizens. This unit provides students with the opportunity to explore a specific area of law and to analyse contemporary legal issues. Students are required to: explain the principles of civil law and be able to apply them to one or more real or hypothetical cases to justify a decision; evaluate the processes for the resolution of civil disputes and analyse the capacity of these processes to achieve justice.

Unit 3

This unit aims to provide students with an understanding of the principles of the Australian parliamentary system, and the processes by which laws are made by parliament. It specifically examines why laws are needed and the significance of the Commonwealth Constitution on the operation of our legal system. Students are required to examine how change to the law occurs via parliament and the courts, as well as evaluate the strengths and weaknesses of these lawmaking bodies.

Unit 4

This unit focuses on examining and evaluating the operation of the Victorian legal system. Students explore institutions which resolve disputes in our community including: courts, tribunals and alternative method of dispute resolution. Criminal and civil trial and pre-trial procedures are examined and compared along with the current operation of the jury system. Consideration is also given to the adversary system of trial and a comparison made with the inquisitorial system. At the end of the unit students should be able to identify strengths and weakness of the Victorian legal system and make recommendations for possible improvement and reform.

Learning Outcomes

Unit 1

1. Law in society.
2. Criminal Law.
3. The criminal courtroom.

Unit 2

1. Civil Law.
2. The civil law in action.
3. The law in focus.
4. A question of rights.

Assessment

For unit 1 and 2, assessments will be school-based. Students will undertake a range of tasks including:

- A folio.
- A case study.
- Role plays.
- Essays.
- Tests.
- Examination.

**Global Politics**

Prerequisites – Students are not required to complete Units 1 and 2 Global Politics in order to undertake Units 3 and 4.

Rationale – VCE Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities.

Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and contemporary global issues. In doing so, students are provided with the means to meet the opportunities and challenges posed by contemporary international life and the understanding, awareness and critical thinking skills which underpin active citizenship.

Global Politics provides knowledge and skills that prepare students for formal study at the tertiary level or in vocational education and training settings. It also leads to opportunities in a range of careers, including academia, management, and government. Students may pursue occupations in corporate and private enterprises in fields such as journalism, law, research and politics.

Course Structure – In Units 3 and 4, students undertake four areas of study; two in each unit.

Unit 3 – Global Actors: In this unit students investigate the key global actors in twenty-first century global politics and use evidence to analyse their aims, roles and power. Students develop their understanding of the
key actors by examining concepts of national interest and power as it relates to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

- Area of Study 1 – Global actors
- Area of Study 2 – Power in the Asia-Pacific region

Unit 4 – Global Challenges: In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the effectiveness of responses and challenges to solving them.

- Area of Study 1 – Ethical issues and debates
- Area of Study 2 – Crises and responses

Assessment – In order for students to satisfactorily complete Units 3 and 4, they must demonstrate achievement in a set of four outcomes (two per unit).

The student’s level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and the end-of-year examination. Students will be faced with two SACs per unit, each of which is allocated 50 marks.

Expectations from students – Global Politics is a very demanding subject and requires students to keep up to date with twenty-first century politics; this includes watching the news and reading the newspaper in their own time. Students are also expected to complete all homework provided. It is suggested that students undertake at least four hours of study per week.
History

20th Century History

1. Prerequisite
   There is no prerequisite to enter into Unit 1 or Unit 2. Unit 1 does need to be completed for entry into Unit 2

2. Rationale
   History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.
   This study builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It seeks to extend students’ cultural, economic, social and political understanding while developing analytical skills and using imagination.

   **Unit 1 1900 – 1945**
   This unit should be based on one or more historical contexts from within the specified time period 1900 to 1945; for example, Imperial Russia and the Soviet Union; Palestine and the break up of the Ottoman Empire; the collapse of the Hapsberg Empire; Japan, Germany, America, Europe and World War II; French Indochina; the Middle East and China.

   **Unit 2 1945 – 2000**
   This unit considers some of the major themes and principal events of post-World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings.

3. Course structure
   In Unit 1 & 2 there are 3 outcomes per Unit, all outcomes must be completed for a satisfactory result.
   Unit 1 focuses on the world pre 1945, Outcome 1 will focus on Crisis and Conflict, Outcome 2 on the changes to social life and Outcome 3 Culture Expression.
   Unit 2 focuses on the world from 1945 to 2000, Outcome 1 looks at Ideas and political power, Outcome 2 explores the Movements of People and Outcome 3 explores Issues for the Millennium.

4. Assessment
   The assessment is weighted as follows;
   Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student’s performance on a selection of assessment tasks. There is a wide range of possible tasks for Unit 1 and 2. Assessment tasks for this unit could include:
• analytical exercises;
• annotated maps;
• short reports;
• essays;
• oral presentations;
• multimedia presentations;
• film reviews;
• biographical studies;
• tests;
• responses to literature
5. Expectations from students
Students are expected to read widely and regularly from recommended historians.

Students will generally have 2 hours of written homework a week and 5-7 hours of reading a week. History is a subject where the student must read beyond the set texts, therefore the majority of homework is centred around the readings.

Revolutions

1. Pre requisite

There is no pre requisite to enter into unit 3, entry into Unit 4 requires the satisfactory completion of Unit 3. It is recommended students complete Unit 1 & 2 history prior to entry into Unit 3

2. Rationale

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

This study builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It seeks to extend students’ cultural, economic, social and political understanding while developing analytical skills and using imagination.

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions.

3. Course structure

For Unit 3 & 4 two revolutions will be selected, one revolution will be complete per unit, the two revolutions selected by the school for study are

• The French Revolution
• The Russian Revolution

Each unit will have two areas of study and with one outcome per area of study.

4. assessment
The assessment is weighted as follows:

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

SACs must take one of the following forms: Research Report, Essay, Historiography, Document Analysis. Each outcome form will be completed at least once with the option of outcomes combining two forms.

5. Expectations from students

Students are expected to read widely and regularly from recommended historians, students are also expected to complete one outcome, the research report, at home during the summer holidays. This outcome will require the student to visit the State Library of Victoria to perform research.

Students will generally have 2 hours of written homework a week and 5-7 hours of reading a week. History is a subject where the student must read beyond the set texts, therefore the majority of homework is centred around the readings.

MATHEMATICS

“Mathematics may not teach us how to add love or how to minus hate, but it gives us every reason to hope that every problem has a solution.”

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting,
conjecturing, proving, applying, investigating, modelling, and problem posing and solving. VCE Mathematics is designed to provide access to worthwhile and challenging mathematical learning in away, which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

FURTHER MATHEMATICS (MA073)

Unit 3
This unit consists of material from a compulsory core and one of three modules studied for the year. The core material involves the study of Data Analysis, which is approximately a term’s work. The module will be one of: Geometry and Trigonometry, Networks and Decision Maths, or Matrices, with the remaining two modules studied in Unit 4. The appropriate use of CAS calculator technology is incorporated throughout the course.

Students require a Texas Instrument Ti-nspire cx CAS calculator to complete this unit.

Unit 4
This unit consists of the study of the remaining two modules from Geometry and Trigonometry, Networks and Decision Maths and Matrices. The appropriate use of CAS calculator technology is incorporated throughout the course.

Students require a Texas Instrument Ti-nspire cx CAS calculator to complete this unit.

GENERAL MATHEMATICS (MA071)

General Mathematics provides courses of study for a broad range of students in may be implemented in a number of ways. Units 1 and 2 are to be constructed to suit the range of students entering the study by selecting material from the six areas of study. These two units provide preparation for studying units 3 and 4 and the appreciation to the use of technology to support and develop teaching and learning of mathematics that is incorporated through out the course.

Prerequisite: Year 10 Mathematics

General Mathematics consists of the following areas of study:

- Applications of Arithmetic
- Linear Graphs and Modelling
- Shape and Measurement
- Bivariate Data
• Linear relations and equations
• Trigonometry
• Univariate Data
• Matrices
• Sequences and Series
• Algebra
• Geometry
• Networks

**Students must have a Texas Instrument Ti-nspire cx CAS calculator to complete this course.**

Students are required to apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics.

**Assessment:** The assessments task for each unit includes:
1. Tests
2. Problem solving and modelling tasks
3. Investigation tasks
4. Analysis tasks
5. Semester examinations

Unit 1
This unit involves the study of: Arithmetic, covering the integer and rational number systems including powers, primes, decimal and fraction forms, place values and number lines; Data Analysis and simulation covering Univariate Data, Shape and Measurement including length, area, volume, Pythagoras’ Theorem in 2D and 3D; Linear Equations covering substitution and transposition, solving linear equations, simultaneous equations and solving worded problems. On completion of this unit, students should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

Unit 2
This unit involves the study of: Bivariate Data Analysis exploring the relationship between independent and dependent variables, Trigonometry involving applications of right-angled triangles and non right-angled triangles, operations with Matrices and exploring applications and uses of Networks. On the completion of this unit, students should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

During Units 1 and 2, students should achieve the following outcomes: define and explain key concepts, and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts and analyse and discuss these applications;
use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches

**Study hours:** A minimum of one hour a night study is expected from the students who undertake this subject.

**MATHEMATICAL METHODS – Computer Algebra System (CAS) (MA111), (MA113)**

**Unit 1**
This unit involves the study of Linear, Quadratic, Cubic, Exponential and Logarithmic functions and their graphical representation; and Algebraic Techniques, covering the use of formulas and equations to generalise and analyse work in all areas. The appropriate use of CAS technology is incorporated throughout the unit.

**Unit 2**
This unit involves the study of Circular Functions, including their graphical representation; Calculus, covering the analysis of properties of functions, approximating the behaviour of functions and limits of approximations; Probability, including sampling with and without replacement; Combinatorics and Matrices. Algebraic techniques to generalise and analyse work in other areas continues to be developed. The appropriate use of CAS technology is incorporated throughout the unit.

In both Units 1 and 2 of Math Methods, students should achieve the following outcomes: Define and explain key concepts and apply a range of related mathematical routines and procedures; apply mathematical processes in non-routine contexts and analyse and discuss these applications; use technology to produce results and carry out analysis in situations requiring problem solving, modeling or investigate approaches.

**Students require a Texas Instrument Ti-nspire cx CAS calculator to complete this unit.**

**Unit 3 - Computer Algebra Systems (CAS)**
This unit involves the study of Functions and Graphs, Algebra and Calculus. The graphs of polynomial, exponential, logarithmic, square root and power functions, and their inverses are investigated. Differentiation is studied as part of the Calculus area of study and applied to situations requiring the identification of the rate of change of a function, and in order to locate stationary points of functions. Mathematical Methods Units 3 and 4 contains required material for Specialist Mathematics Units 3 and 4.

**Students require a Texas Instrument Ti-nspire cx CAS calculator to complete this unit.**

**Unit 4 - Computer Algebra System (CAS)**
This unit involves the study of Functions and Graphs, Calculus and Probability. The continuation of the study of the Calculus topic includes a greater focus on Antidifferentiation and its applications. The study of Probability includes material on the Standard Normal Distribution, Markov chains and Binomial Distributions. Mathematical methods Unit 4 contains required material for Specialist mathematics Unit 4.

Students require a Texas Instrument Ti-nspire cx CAS calculator to complete this unit.

PSYCHOLOGY (PY011), (PY033)

Psychology is the scientific study of mental processes and behaviour in humans. In the VCE study of Psychology, students explore complex human behaviours and thought processes. They develop empathetic understandings and an understanding of mental health issues in society.

Students are given the opportunity to apply psychological principles to everyday situations such as workplace and social relations. Psychology provides students with a sophisticated framework for understanding the complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour. The study assists students to further develop effective language skills for communication, and numeracy skills for research, data analysis and other applications. In addition, students develop a range of broader skills including those of problem solving, critical evaluation and the application of processes of scientific inquiry.

The study of Psychology leads to opportunities in a range of careers that involve working with
children, adults, families and communities in a variety of settings. These include academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology.

UNIT 1: INTRODUCTION TO PSYCHOLOGY
Area of Study
In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Areas of study include ‘What is psychology?’ and ‘Lifespan psychology’.

Learning Outcomes
On completing this unit students should be able to:
- Describe how research has informed the different psychological perspectives used to explain human behaviour and explain visual perception through these perspectives.
- Describe a range of psychological development theories and conduct an investigation into one stage of the lifespan for an individual.

UNIT 2: SELF AND OTHERS
Area of Study
In this unit students study research methodologies associated with classical and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings and apply appropriate research methods when undertaking their own investigations. Areas of study include ‘Interpersonal and group behaviour’ and ‘Intelligence and personality’.

Learning Outcomes
On completing this unit students should be able to:
- Explain how attitudes are formed and changed and discuss the factors that affect the behaviour of individuals and groups.
- Compare different theories of intelligence and personality and compare different methodologies used in the measurement of these.

UNIT 3:
This unit has two main areas of study; the mind, brain and body and memory. It focuses on the study of the relationship between the brain and the mind through examining consciousness, behaviour, cognition and memory. Research methods are used to analyse research methodologies associated with classical and contemporary theories, studies and models.

Learning Outcomes
On completing this unit students should be able to:
• Explain the relationship between the brain, states of consciousness (including sleep), and behaviour and describe the contribution of selected studies and brain research methods to the investigation of brain functions.

• Compare theories that explain the neural basis of memory and factors that affect its retention and evaluate the effectiveness of techniques for improving and manipulating memory.

UNIT 4:
In this unit students study the interrelationship between learning, the brain and its responses to experiences, and behaviour. Students build on their conceptual understanding of learning and use the biopsychosocial framework – (a conceptual model which includes psychological and social factors) in addition to biological factors in understanding a person’s mental state. Students explore the nature of stress, simple phobia and a selected mental disorder. Students apply research methods to different studies and make evaluations of the appropriateness of opposing models.

Learning Outcomes
On completing this unit students should be able to:
• Explain the neural basis of learning and compare and contrast different theories of learning and their application.

• Differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress, simple phobia and a selected mental disorder.

A study of Psychology relates to a career in Psychology, Mental health, social work, teaching and Human Resources

TEXT AND TRADITIONS (TT011)

The study of VCE Texts and Traditions aims to lead students to a broad understanding of relationship between religious traditions. There is much to be learned about religious traditions if
they are examined in relation to the texts upon which they are founded. These texts become a touchstone to the tradition as the tradition develops and responds to changing circumstances.

Many religious traditions have a special relationship with a set of written texts, often referred to as scriptures. Through this study, students come to understand that these writings have particular authority for the tradition and may act as an important reference and foundation for the tradition’s social organisation, rituals, beliefs, values and behaviour, both historically and in the world today.

Students will study the text in their original historical and social setting. Students will also investigate the texts as pieces of literature and the inspiration others have found in the interpretation of such writings.

The study of VCE Texts and Traditions encourages independent and critical thinking in students that will assist them in work and study.

The selected text for East Preston Islamic College in 2013 is – The Quran

Structure

The study is made up of four units:
Unit 1: Texts in traditions
Unit 2: Texts in society
Unit 3: Texts and the early tradition
Unit 4: Texts and their teachings

Entry

There are no prerequisites for entry to Units 1, 2 and 3.

Students must undertake Unit 3 prior to undertaking Unit 4.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction.

Assessment: Assessment of Units 1 and 2 are a matter of schools decision and will be decided by the teacher. For unit 3 and 4, the assessments will be done through school-assessed coursework and an end-of-year examination.

Percentage contribution to the study score for unit 3 and 4 will be:
• Unit 3 school-assessed coursework: 25 per cent
• Unit 4 school-assessed coursework: 25 per cent
• End-of-year examination: 50 per cent
Unit 1: Text in Traditions

This unit explores the importance of texts at the source of a tradition and how we might find and describe their meaning for the earlier and continuing tradition. The discovery of meaning in a religious text is known as exegesis. This unit introduces the student to basic methods of exegesis to bring about a deeper awareness of the meaning of texts to the religious tradition. This unit also explores how texts have been used by people both within and beyond the religious tradition as a means of bringing meaning to the text, or using the text to bring meaning to issues or ideas in a new cultural setting. This unit requires the study of texts in a variety of literary forms. The texts may come from one religious tradition or from a range of religious traditions.

Unit 2: Text in Society

In this unit texts are studied as a means of investigating themes such as justice, racism and gender roles. The texts may call for change in attitudes and values; changes in social, religious and political institutions or it may justify or support existing social, religious and political institutions. Students investigate the social context within which the text was produced, the conditions under which it is currently read, the reasons for reading, and the kinds of authority attributed to them by traditions. They also look at the ways in which the text shapes, and are shaped by, the content of the message contained in them.

In this unit, students also compare how texts from different religious traditions treat common social themes.

Unit 3: Text and the early Tradition

Students develop an understanding of how the text is a response to particular contemporary and historical religious and social needs and events. They explore the formation of the text itself, the intended audience of that text and the message or teaching found within the text. As a part of the understanding of the message or teaching of a text, the students also become familiar with the nature of exegetical methods being used by scholars today in the religious tradition of the particular text. One method of textual analysis important to this study is often called socio-historical criticism. It is based on the notion that an understanding of the original social and historical situation of the formation of the text can lead to an understanding of the original intention of the author, as well as the impact on, and understanding of the text by the original audience.

Unit 4: Texts and their Teachings

In this unit students continue to apply, in greater depth, the exegetical method to the passages for special study begun in Unit 3. Some texts are regarded as essential for the continuation of a tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through religious ideas, beliefs or social themes in the particular texts.
With the passing of time, some of the themes contained in the foundational texts have been reinterpreted at different times in the tradition. In this unit a significant idea, belief or social theme contained in the set text will be studied, and the interpretation of the text in the light of the idea, belief or theme considered.

Expectations:

A great deal of reading, research and discussion is required both in class and outside lesson time. A strong emphasis is placed on student-based activities and inquiries, and class debate. Students are given a course outline at the beginning of each semester detailing the content and assessment program. Approximately three hours of home study per week is expected in order to complete regular homework tasks and the various set assessment tasks.

Relevance to Further Studies and Career:
Students of Text and Traditions develop extensive skills in research, analysis and communication. They also become more knowledgeable, effective, and committed participants in personal, professional and civic life. Students actively become more aware of the importance of values and beliefs and more sensitive to the interdependencies between the religious, social, cultural, political, economic, environmental and ethical experiences of individuals and groups within society. The skills taught and acquired prepare students extremely well for studying a wide variety of tertiary courses while also making students more reflective, responsible and sensitive citizens.
VCAL STRANDS

PERSONAL DEVELOPMENT SKILLS STRAND (PDS021)
FOUNDATION, INTERMEDIATE AND SENIOR LEVEL

All VCAL students will undertake Personal Development Skills as part of their VCAL program. Students will participate in projects and activities in the community or school. The purpose of the Personal Development Skills Strand is to develop knowledge, skills and attributes that lead towards:

- The development of self
- Social responsibility
- Building community
- Civic and civil responsibility, for example through volunteering and working for the benefit of others
- Improved self-confidence and self-esteem
- Valuing civic participation in a democratic society.

Personal development includes self-esteem and personal qualities developed through valuing personal achievement and contributions for the benefit of the community or personal growth. This may involve demonstration of leadership, teamwork skills, accepting responsibility for goal achievement and reflecting on

knowledge and skills for decision making and problem solving. Locally designed programs can be developed to enable students to meet the learning outcomes of a Personal Development Skills VCAL unit.

The Personal Development Skills units have been developed to recognise learning, not recognised within other qualifications, that is valued within the community and that develops the knowledge, skills and attributes identified in this strand. The units enable students to develop personal development skills through participation in locally developed curriculum. Locally developed programs must enable the achievement of the Personal Development Skills unit learning outcomes.

This learning leads to the development of
• self
• individual and group responsibility
• self-confidence and resilience
• values of integrity, enterprise and excellence
• empowerment for active citizenship
• social responsibility.

To develop:
• self awareness
• improved health and wellbeing
• commitment to, and achievement of, personal goals
• social and community awareness
• civic and civil responsibility.
WORK RELATED SKILLS STRAND (WRS021)

Purpose statement
The purpose of the Work Related Skills (WRS) Strand is to develop employability skills, knowledge and attitudes valued within the community and work environments as a preparation for employment.

Aims
The Work Related Skills units are designed to:
- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work related organisational skills
- develop OH&S awareness
- develop and apply transferable skills for work related contexts.

Employability Skills

Employability skills contain key personal attributes and skills that are important for young people (entry-level employees) entering the workforce and for existing employees in a global and knowledge economy. The key employability skills include:
• communication
• team work
• problem solving
• initiative & Enterprise
• planning & organising
• learning
• self